

St. Laurence Catholic Primary Year 3 Autumn Term

**Class Teachers—Miss Ward
Teaching Assistants: Mrs Costa and Mrs Taylor-Crush**



Through God's grace, a community growing in knowledge and understanding

RE: We will be looking at the topic Creation and the World, reading the first book of the Bible, Genesis.

Stories we will cover are: How the world was created.

The children will also participate in class and whole school prayers, meditation, liturgies, hymn practice and school masses.

English

The quality texts we will focus on this term are: Greta and the Giants
Pebble in my pocket
Leon and the Place between
The night before Christmas

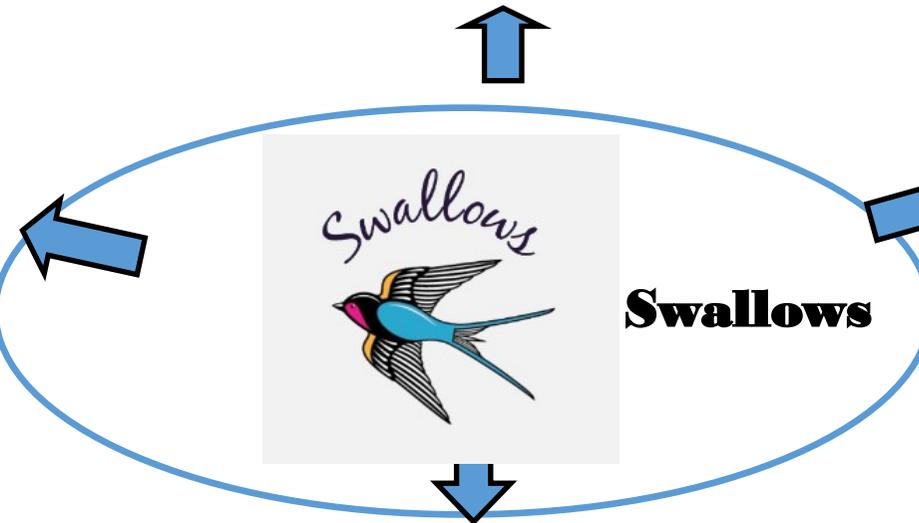
-In reading, the children will learn to:

- Maintain and develop positive attitudes to a wide range of texts.
- Discuss and identify themes across texts
- Infer, predict, summarise and retrieve information from a text

In writing, the children will be working on:

- Poetry and emotions
- First Person narrative
- Non-Chronological report
- Formal letter
- Narrative and dialogue

In each unit of work, pupils will have a knowledge organiser and a model text . We will study the ingredients needed to write a successful text.



PE— Children will learn fundamentals, with Mrs Gillian and gymnastics, with Miss Ward.

Music— Children will work on a range of musical skills including improvisation, composition and performance through the medium of the Beatles's song, "Blackbird".

Computing—Children will learn about computer systems and networks

PSHCE – Children will learn how God expects them to love others. and will focus on personal relationships amongst family and friends.

Maths

This term the children will be covering the following topics;

Place Value, within 1000

Addition and subtraction

Multiplication and division

Timestables, 2,5 and 10 review and 3, 4 and 8

During the lessons, pupils will learn to identify, measure, compare, draw, describe, convert, estimate, classify and solve related mathematical questions.

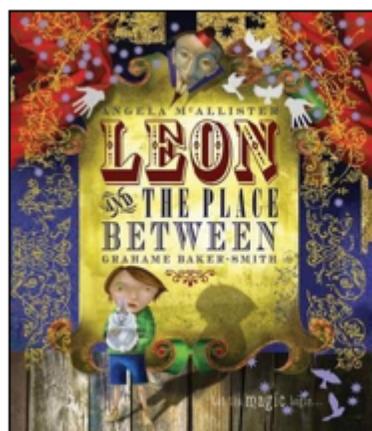
In these subject areas the pupils will also complete problem solving and reasoning questions Children will focus on each area of maths for an extended number of lessons allowing them to deepen their understanding.

Our School calculation policy provides further details of the maths vocabulary, resources and strategies that are accessed and taught within the Year 3 curriculums.



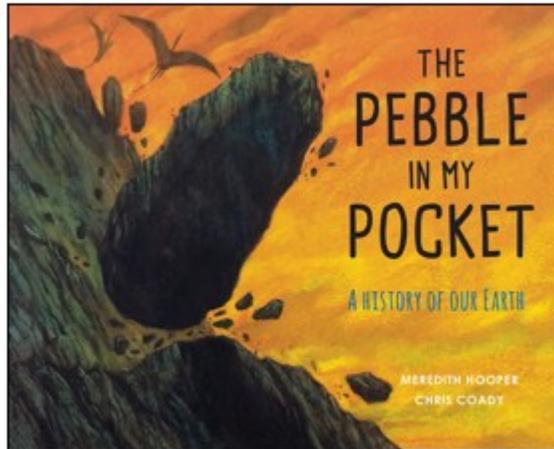
ISBN: 978-0711-25375-9

This text draws a narrative parallel with Greta Thunberg who is the Swedish teenager who has led the global climate change movement since she was just 15. The first part of the book tells the story of Greta standing up to thoughtless giants who are destroying the habitats of animals living in the forest. The second part of the book gives key biographical information about Greta herself and some details about the climate change crisis. This book is written in affiliation with Greenpeace and teaches pupils about the power of peaceful protest and the impact of the climate change crisis on our way of life.



ISBN: 978-1840-11860-5

Being an avid believer in the wonder of magic, Leon desperately wants to now convince his siblings that magic exists. Whilst attending a magic show with his family, Leon volunteers to be in Abdul Kazam's magic show. He is magically transported to a mysterious and magical world called the Place Between. Grahame Baker-Smith's sumptuous illustrations only add to the magic. In addition, the fold-out pages and cut-out holes create the illusion for the reader that they are also part of this magical journey. Will Leon's experiences finally convince his family to believe in the power of magic?



ISBN: 978-1847-80768-7

This beautifully illustrated non-narrative picture book narrates the history of the earth, including information about dinosaurs, volcanoes and evolution. The text itself is rich and dense with lots of opportunities to further embed the learning of key vocabulary from the associated CUSP History and Science units. Written in chronological order, the book also features a beautiful timeline which encourages pupils to make links between key periods of history that they will learn about in the wider curriculum.



ISBN: 978-0552-56988-0

Written during Christmas 1822 by Clement Clarke Moore for his six children, *The Night Before Christmas* is a poem which tells the story of how, whilst all the family sleeps, a father witnesses a visit from St. Nicholas. The father watches as St. Nicholas fills the waiting stockings with presents and, with a quick glance exchanged between them, leaves via the chimney. The poem is written in rhyming couplets, giving it a rhythmic and melodious quality. The poem has been set to music many times and has been recorded by a number of artists.



KEY
VOCABULARY

voluntary

something we choose to do

involuntary

something we cannot choose to do; it happens without us thinking

joint

the place where two bones come together, connected by tissue called ligaments

spinal cord

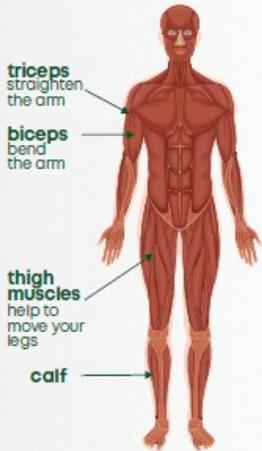
the bundle of nerves that run down the spine connecting almost all of our body to our brain

reflex

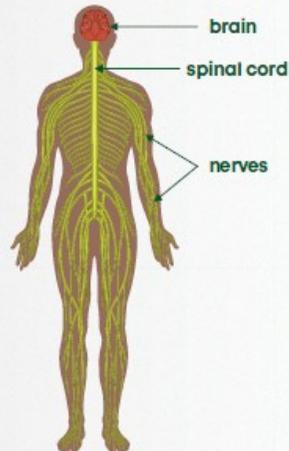
an action that is performed by our body without us thinking about it, e.g., moving our hand away from a thorn when we've pricked our finger on it

oesophagus

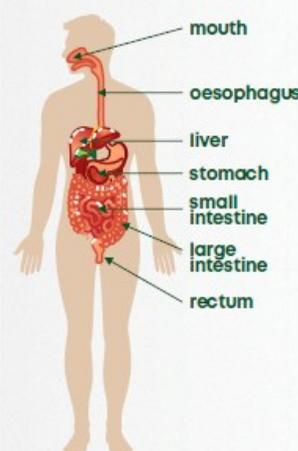
a long muscular tube that connects our mouth to our stomach



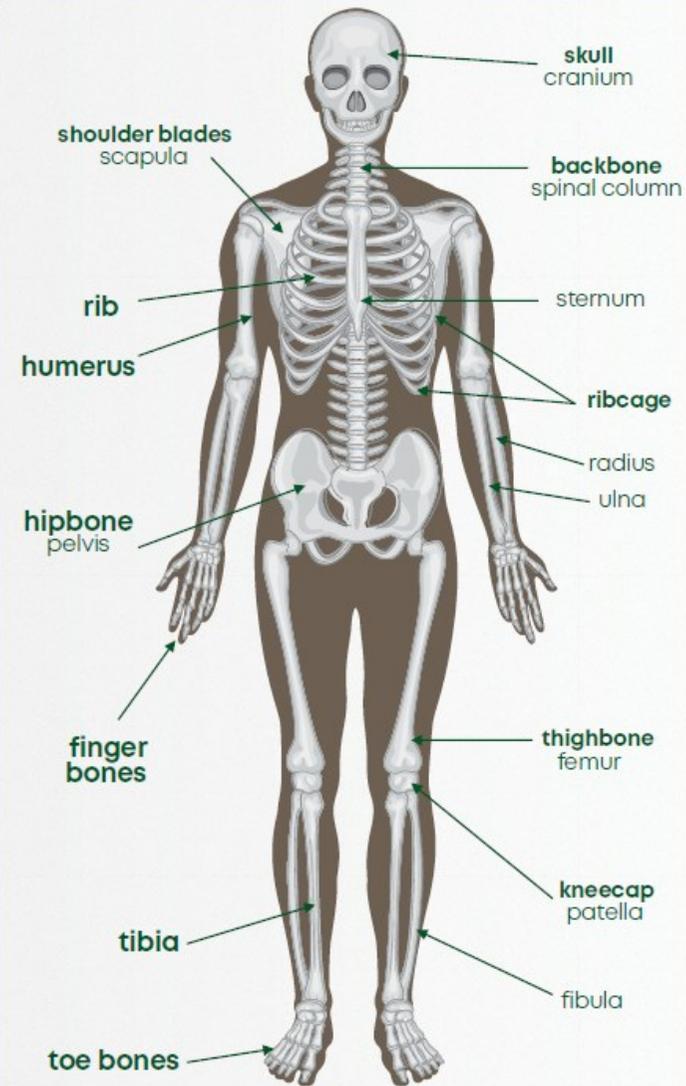
muscular system



nervous system



digestive system



skeletal system

Autumn 1 (before half term)



KEY VOCABULARY

cycle

a series of events that **repeats in the same order**

seasonal cycle

the **repeating of the seasons**; spring, summer, autumn, and winter

deciduous

a type of tree that **loses its leaves during autumn** and grows new leaves in spring

evergreen

a type of tree that **keeps its leaves all year long**

dormant

alive but **not actively growing**, appears to be resting or in a deep sleep

nutrients

a substance that provides food, **essential for life and growth**

decay

to rot or **break down after death**

metamorphosis

a huge or **complete change** in a living thing

frogspawn

a soft, jelly like substance that **contains the eggs of frogs**

tadpole

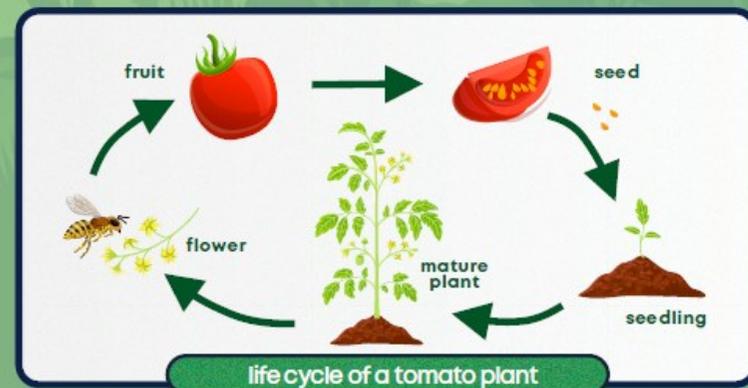
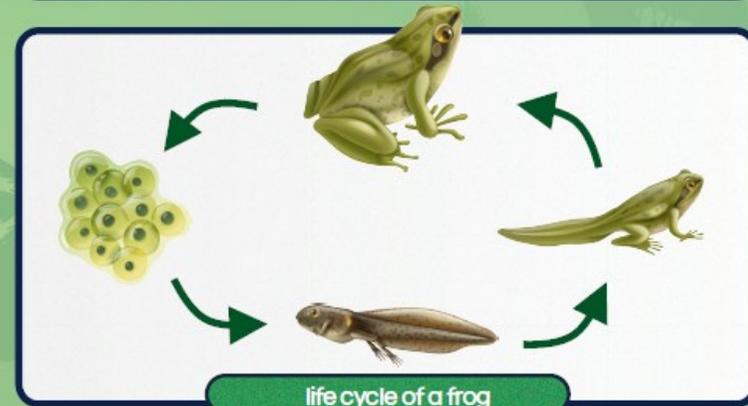
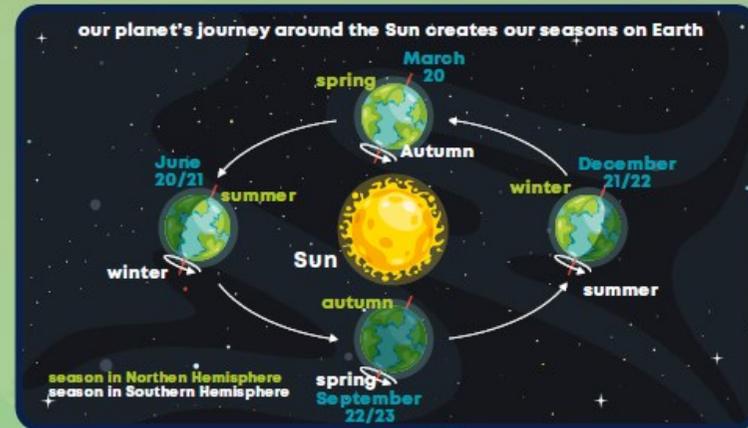
the **offspring of a frog**: tadpoles have a round head and a tail

pollen

a **fine powder produced by flowering plants** essential for reproduction

seed

a **tiny developing plant**, covered in a protective coating



Autumn 2 (after half term)

"A drawing is simply a line going for a walk"



Paul Klee

KEY VOCABULARY

sketch

a rough drawing or painting, possibly to be looked at to complete a finished drawing or painting

line weight

the strength, heaviness or darkness of a line

continuous line

a line which does not end but keeps going

form

where an artist shows in a drawing or painting that an object is 3d rather than flat or 2d

print

where an image has been created on a block before paint or ink is applied, then paper is placed on top and the image left on the paper is the print

woodblock print

where a print is made by carving lines in a block of wood

Leonardo da Vinci



Studies of Water (1508-1509)

Kotsushika Hakusai



The Great Wave (1829-1833)

Henry Moore



Shelter-scene: bunkers and sleepers (1941)



KEY
VOGABULARY

still life

a picture of something that **does not move**

form

form means the **3d shapes in art**: in a drawing or painting an artist can create the illusion that an object is 3d rather than flat

tone

how **dark or light something is**: tones are created by the way light falls on a 3d object

shade/shadow

the parts of an object that are **darker**

highlight

the parts of an object where the **light is strongest or lightest**

mid-tone

tones **between the highlights** and shadows

cast shadow

where an **object makes a shadow** on something else e.g. a table underneath it

cross hatching

a technique of creating tone by drawing **lines which cross over each other**

tints/shades

a tint is the mixture of a colour with white (**increases lightness**), and a shade is the mixture of a colour with black (**reduces lightness**)

From Herculaneum



Still Life with Peaches and a Glass
(50 CE)

Still Life, Pitcher
and Fruit (1894)

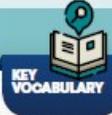
Paul Cézanne



Still Life with Five
Objects, (1956)

Giorgio Morandi





eight-point compass

a tool **used for navigation** that shows the following directions: north, north-east, east, south-east, south, south west, west and north west

grid reference

a set of information (often a letter and a number) that **locates a place on a map**

symbols

small pictures that are used on maps to **represent features of a place**

key

a tool that **gives information** about the symbols used on a map

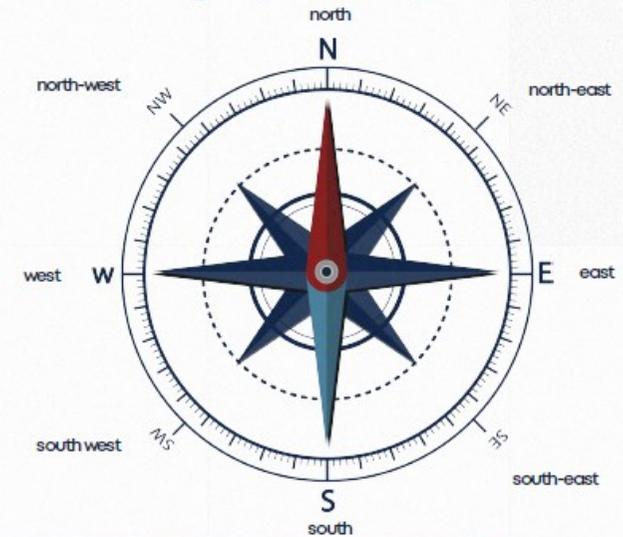
human features

features of an area **made by people**, e.g., buildings, bridges and roads

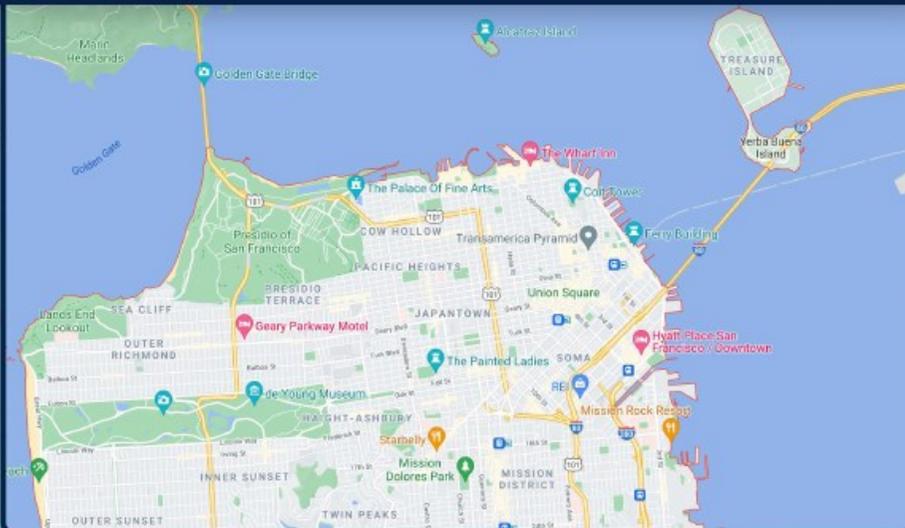
physical features

natural features of an area, e.g., rivers, hills, valleys

eight-point compass



San Francisco area



map of the local area

attach your local map here
1545 x 905 Pixels



KEY VOCABULARY

archaeologist

artefacts

prehistory

hunter-gatherer

nomad

druid

wattle and daub

long barrow

quern stone

hill fort

henge

scientists who study **the history of humans** by looking at what has been left behind, e.g. objects buried underground or graves

an **object** that can tell us about the past

the time **before written records**

people who live by **hunting and collecting wild food**

people who **travel from place to place** in search of food

an ancient **Celtic priest**

a building method to build houses using **sticks and mud or clay**

a Neolithic **burial site**

a tool for **grinding grain**

small **towns built on top of hills**, with walls and ditches

a **circular monument**, usually containing a circle of stones or wooden posts

important discoveries/artefacts that helped us learn more about life in Britain at this time:

Palaeolithic Age

- artwork at Cresswell Crags

Mesolithic Age

- Howick House
- Cheddar Man
- Star Carr

Neolithic Age

- Skara Brae
- Stonehenge (last changes during the Bronze Age)

Bronze Age

- Must Farm
- Amesbury Archer

Iron Age

- hill forts
- Lindow Man

