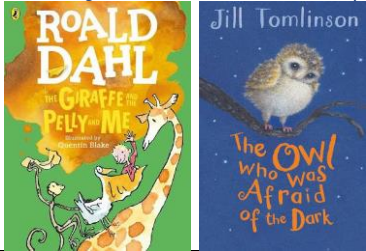
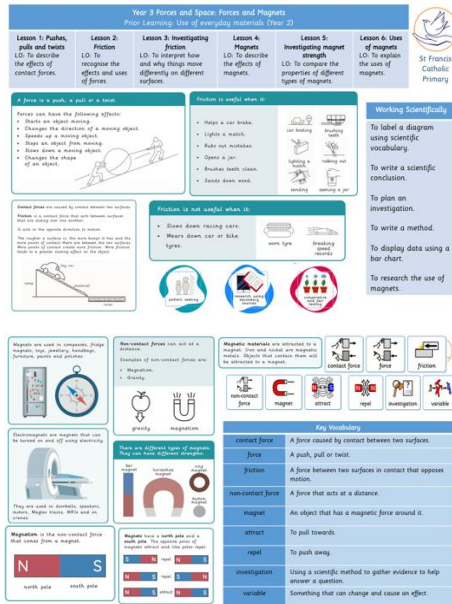


Year 3 Curriculum Letter Autumn Term



Please find below an overview of the term, along with some ideas to help you support your child's learning at home. Please contact your child's class teacher if you would like any further information.

Subject	Curriculum	How you can support learning at home
Religious Education	Branch 1: Creation and Covenant Branch 2: Prophecy & Promise	Encourage your child to protect the wonder of creation-through our RE learning we will understand how we need to be stewards of creation looking after our common home. Use common prayers at home to encourage your child's prayer life.
Reading	Autumn 1: The Giraffe, the Pelly and Me by Roald Dahl Autumn 2: The Owl who was afraid of the dark by Jill Tomlinson	Please listen to your child read their reading book daily and ask them questions about what they have read, get them to show you the evidence in the text to support their answer. Challenge them to summarise a paragraph or section of their book. 
Writing	Using our Reading books as a stimulus, we will be writing a variety of pieces including character and setting descriptions, narratives, informal letters and advertisements.	Practice writing simple sentences with your children ensuring they are punctuated correctly. Ask your children what they have been learning about in writing at school and talk to the them about the features of the writing genres they are exploring.
Maths	Unit 1: Place value Unit 2: Addition and subtraction Unit 3: Multiplication and division	Discuss key vocabulary for the topic with your child. Overviews of the unit for each half term are on the school website. Here are some parent videos to support the maths home learning: https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-3-new Learn the 2,10, 5, 3, 4 and 8-times table.
Science	Autumn 1: Forces and Magnets Autumn 2: Materials: Rocks and Soils	Look at our Knowledge Organisers on the website to explore vocabulary for our topics  

History

Autumn 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

Use scientific vocabulary: Introduce and use words like observe, investigate, record, classify, group, and research when doing activities with your child.

Recognise and plot the three ages on a timeline. Talk to your children about how life has changed since the prehistoric times.

Year 3 History: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?
Prior Learning: What is a monarch? (Year 2)

Lesson 1: How long ago did prehistoric man live?
LO: To recognise the chronology and significance of prehistory.

Lesson 2: What does Skara Brae tell us about life in the Stone Age?
LO: To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.

Lesson 3: Who was the Bronze Age man?
LO: To use archaeological evidence to investigate the Bronze Age.

Lesson 4: What was the impact of bronze in prehistoric Britain?
LO: To use deductions to explain how bronze transformed prehistoric life.

Lesson 5: How did trade change lives in Iron Age Britain?
LO: To understand the importance of trade during the Iron Age.

Lesson 6: What changed between the Stone Age and Iron Age?
LO: To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.



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Key Vocabulary

archaeologist	A person who learns about the past by recovering buildings, graves and other objects that belonged to people from the past.
AD (Anno Domini)	Latin for 'in the Year of the Lord', a term used to date the years after Jesus was born.
BC (Before Christ)	A term used to date the years before Jesus was born.
bartering	Trading by exchanging one item for another item without the use of money.
hunter-gatherers	A group of people who move around hunting or collecting food.
settlement	A place where people live together as a community.
trade	The buying and selling of goods (objects) and services (labour).
tribe	A group of people who lived together in a hill fort and shared the same language and ideas, usually led by a chief or king.

Trade

Goods like bronze and copper were exchanged for other items. Trade between Britain and Europe increased during the Iron Age. To start with, bartering was used to exchange goods, but the arrival of the first coins ended this.



Settlements

In the Neolithic period, people started to live in groups together as communities. One example of this is Skara Brae.

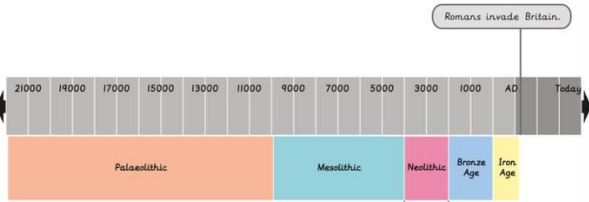


By the Iron Age, people were living in community groups called tribes led by a chief or a king. These were often based around hill forts which were built to defend the tribe.



Timeline

Romans invade Britain.



21000 19000 17000 15000 13000 11000 9000 7000 5000 3000 1000 AD Today

Palaeolithic Mesolithic Neolithic Bronze Age Iron Age

People had begun to develop methods of farming. Bronze and other metals had begun to be used and traded.

Geography

Autumn 2: Why do people live near volcanoes?

Use atlases to locate countries where volcanoes can be found. Research all four layers of the Earth. Compare the lives of people who live in countries where volcanoes can be found to our life here in the UK.

Geography Year 3: Why do people live near volcanoes?
Prior learning: Would you prefer to live in a hot or cold place? (Year 2)

Lesson 1: How is the Earth constructed?
LO: To name and describe layers of the Earth.

Lesson 2: Where are mountains found?
LO: To explain how and where volcanoes are formed.

Lesson 3: Why and where do we get volcanoes?
LO: To explain why volcanoes happen and where they occur.

Lesson 4: What are the effects of a volcanic eruption?
LO: To recognise the negative and positive effects of living near a volcano.

Lesson 5: What are earthquakes and where do we get them?
LO: To explain what earthquakes are and where they occur.

Lesson 6: Where have the rocks around school come from?
LO: To observe and record the location of rocks around the school grounds and discuss findings.



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Layers of the Earth

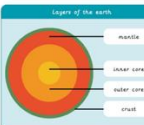


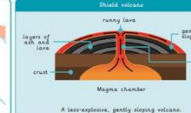
Plate boundaries

convergent This is where two tectonic plates meet. The ground can fold and creating fold mountains.

divergent This is where two tectonic plates move apart. Magma can come through the gap, creating a mid-ocean ridge.

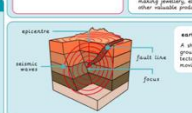
transform This is where two tectonic plates slide past one another. Cracks in the plates move them back and forth.

Shield volcano



A less explosive, gently sloping volcano.

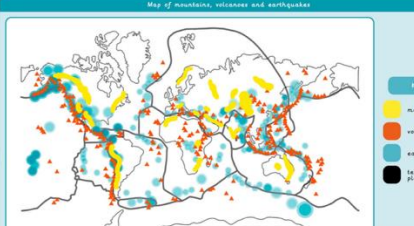
Composite volcano



Volcano classification

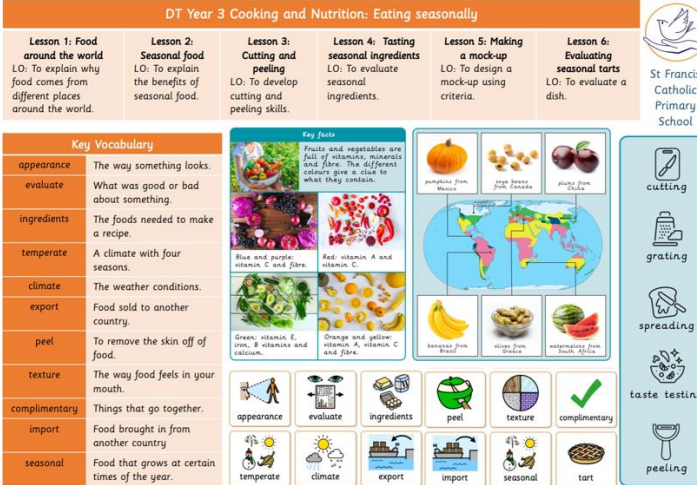
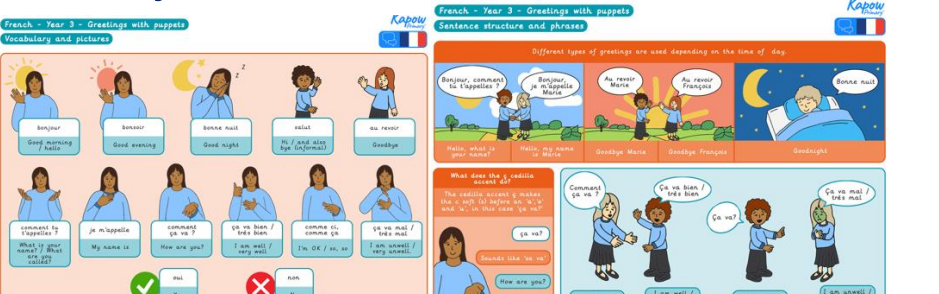
active	A volcano currently erupting or is likely to erupt soon.
dormant	A volcano that may erupt again but has not erupted for a while.
extinct	A volcano that has not erupted in 10,000 years and is not expected to erupt again.
composite volcano	A large cone-shaped volcano built up by many layers of hardened lava and tephra (rock particles ejected by a volcanic eruption).
earthquake	A shaking of the ground caused by tectonic plates moving.
metamorphic rock	When rock started out as a different kind of rock and was transformed with heat or pressure.
igneous rock	Formed from the cooling of melted rock (either lava or magma) into solid form.
magma	Molten, or hot liquefied, rock located deep below the Earth's surface.
epicentre	The part of the Earth's surface directly above the starting point of an earthquake.

Map of mountains, volcanoes and earthquakes



Key

- Mountains
- Volcanoes
- Earthquakes
- Tectonic plates

Art Autumn 1: Painting and mixed media: Prehistoric painting	Experiment with colour mixing. Can they make their own paints at home? 
Design and Technology Autumn 2: Cooking and Nutrition: Eating Seasonally	Give the children opportunities at home to use the skills we will be using in class. Such as cutting, grating spreading, snipping and taste testing. 
Music Autumn 1: Materials: Mixtures and Separations Autumn 2: Materials: Properties and Changes	When listening to music ask your children what instruments can they hear and can they recognise the difference between verses and chorus’.
Computing Autumn 1: Connecting computers Autumn 2: Stop frame animation	Please ensure you discuss E-safety with your child regularly to ensure you know what they are accessing. Be mindful of age restrictions on games and films.
Physical Education Netball, Gymnastics and Rugby	Encourage them to teach you a skill they have learnt. Play games or practise a skill with your child. Can your child run a 10 minute mile?
French Autumn 1: French Greetings Autumn 2: Adjectives of colour, size and shape	Form short phrases to say hello and introduce themselves. Revisit key vocabulary from the Knowledge Organisers. French Greetings 

		Adjectives of colour, size and shape. Year 3 - French adjectives of colour, size and shape Vocabulary and pictures  orange /red/  bleu blue  jaune yellow  vert green  orange orange  rose pink  violet purple  noir black  blanc white  grand big  petit small  un rectangle a rectangle  un carré a square  un cercle a circle  un triangle a triangle Year 3 - French adjectives of colour, size and shape Sentence structure and phrases In French, adjectives of colour come after the noun. Shape + Colour  +  Adjectives of size come before the noun as in English. Size + Shape + Colour  +  +  Work order to describe a noun un + SIZE + shape + colour  +  +  =  un grand triangle vert a big green triangle An adjective is a word that describes a noun. <table><tr><td>c'est</td><td>It is</td><td>merci</td><td>Thank you</td></tr><tr><td>je voudrais</td><td>I would like</td><td>tout ça!</td><td>Please</td></tr><tr><td>Qu'en dis-tu?</td><td>What is it?</td><td>C'est de quelle couleur?</td><td>What colour is it?</td></tr></table> Qu'en dis-tu? What is it?  C'est un grand triangle. It is a big triangle. C'est de quelle couleur? What colour is it?  C'est un grand triangle vert. It is a big green triangle. PSHE School values Attendance British Values: Rule of Law and Democracy Created and loved by God (TenTen curriculum) Discuss with your child how they are feeling and encouraging them to use different activities to help to regulate themselves. Family Talk Time: Discuss what fairness, equality, and respect mean. Use stories or videos to spark conversation.	c'est	It is	merci	Thank you	je voudrais	I would like	tout ça!	Please	Qu'en dis-tu?	What is it?	C'est de quelle couleur?	What colour is it?
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je voudrais	I would like	tout ça!	Please											
Qu'en dis-tu?	What is it?	C'est de quelle couleur?	What colour is it?											

Homework Information

Reading aloud to an adult and this is to be written into reading diary.

Talk homework: Set once every 2 weeks to discuss the writing topic

Timetables Rockstars

Spelling will be sent out on Friday and tested the following Friday.