

# Our Lady of Mount Carmel Catholic First School



## Year Three

### RE for Autumn Term 2nd Half

<b>Week 1/2</b>	<b>PRAYER</b>
	<ul style="list-style-type: none"><li>• What is Prayer?</li><li>• Where do we pray?</li><li>• How can we pray?</li><li>• Different types of Prayers.</li></ul>
<b>Week 3/4</b>	<b>ADVENT</b>
	<ul style="list-style-type: none"><li>• What do we know about Advent?</li><li>• The Annunciation</li><li>• The Visitation</li><li>• The Jesse tree</li></ul>
<b>Week 5/6</b>	<b>CHRISTMAS</b>
	<ul style="list-style-type: none"><li>• The Christmas Story</li></ul>
<b>Ongoing</b>	<ul style="list-style-type: none"><li>• First Holy Communion Sacramental Preparation</li></ul>

## Literacy for Autumn Term 2nd Half

### Handwriting

All children will continue to use the cursive handwriting script.

### Spellings

Each week the children will be given spellings to learn and will be tested on these weekly.

### Reading

All children will have an opportunity to change their reading book daily. (Remember to write in the diary)

### Charlotte's Web - Contextualised Study

#### Non-fiction:

- Instructions for keeping a pig
- Letter writing
- Spider facts
- Recipes
- Play scripts

#### Fiction:

- Character portraits
- Roll and Retell
- Prediction
- Comprehension, inference skills

#### Poetry:

- Friendship poems

#### Speaking, Listening and Drama:

- Guided Reading
- Play scripts

#### SPAG:

- Homophones, pronouns, prefix/suffix, inverted commas, direct speech, commas, apostrophes, new vocabulary.

## Numeracy for Autumn Term 2nd Half

### Rapid Recall

Children will begin on the new Rapid Recall tasks, most will start at Orange level, some at Yellow level depending on ability.

### Times Table Test

Most children will begin with 2 times table and progress onto 5 and 10 at their own pace. Year 3 targets are to know 3, 4, 8 and 11 times tables and their related division facts.

## 3.3 MULTIPLICATIVE REASONING

3-week sequence

### Success criteria

Pupils can explain and represent multiplication as both repeated addition and scaling and division as both sharing and grouping. They use this understanding to derive facts and solve problems.

*I can explain and represent different efficient ways of solving  $12 \text{ m} \times 4$  and show that it is the same length as  $4 \text{ m} \times 12$  and explain why. I can explain and represent  $40 \div 4 = 10$  as sharing between four and putting into groups of four, suggest contexts for these and explain what the ten represents in each case.*

### Learning objectives

Pupils should be taught to:

*Number and place value*

- *count from 0 in multiples of 4, 8, 50 and 100*

*Multiplication and division*

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know
- solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

### Guidance

Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.

Pupils continue to practise their mental recall of

multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.

Pupils develop efficient mental methods, for example, using commutativity and associativity (for example,  $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$ ) and multiplication and division facts (for example, using  $3 \times 2 = 6$ ,  $6 \div 3 = 2$  and  $2 = 6 \div 3$ ) to derive related facts (for example,  $30 \times 2 = 60$ ,  $60 \div 3 = 20$  and  $20 = 60 \div 3$ ).

Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which  $m$  objects are connected to  $n$  objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).

The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long, or five times as high) and this connects to

## 3.4 GEOMETRIC REASONING

2-week sequence

### Success criteria

Pupils can explain and show angle as a measure of turn and can draw, make and identify shapes with right-angles.

*I can draw a 2-D shape which has two right angles and explain how I know whether the other angles are greater*

### Learning objectives

Pupils should be taught to:

*Geometry: properties of shapes*

- draw 2-D shapes, and make 3-D shapes using modeling materials; 3-D shapes in different orientations and describe them

- recognise that angles are a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether

## 3.5 NUMBER SENSE

2-week sequence

### Success criteria

Pupils can explain and show how and when their counting is useful for adding and subtracting and make appropriate decisions about when to use their understanding of place value for solving problems including adding and subtracting.

*I can explain and represent how I know that 780 ml is more than 708 ml and suggest numbers that would be easy to subtract from each of these, using my understanding of place value. I can count in tenths from 7.5 and explain and represent what happens when I reach 7.9.*

### Learning objectives

Pupils should be taught to:

#### Number and place value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

#### Measurement

- tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks
- measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)

#### Fractions

- count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

### Guidance

Pupils connect tenths to place value and decimal measures, and to division by 10.

For further guidance see 3.1.