

# Year 3 Autumn Term

**BOURNVILLE**  
ALL-THROUGH SCHOOL

## English

### Readings:

- Greta and the Giants
- The Queen's Nose
- Roar

### Writing:

- Poetry
- Persuasive writing
- Diary entries
- Narratives

### Spellings:

- Words that can be common words, relating form and meaning
- Words ending with - ary
- Words with a short - 'u' sound
- Words spelt with 'o'
- Words ending with the suffix - al

## Maths

### Place value

- Represent numbers to 100
- Partition numbers to 100
- Number line to 100
- Represent numbers to 1,000
- Partition numbers to 1,000
- Flexible partitioning of numbers to 1,000
- Estimate on a number line to 1,000
- Compare numbers to 1,000
- Order numbers to 1,000

### Adding and subtracting

- Apply number bonds within 10
- Add 10s across a 100
- Subtract 1s across a 10
- Add two numbers (no exchange)
- Subtract two numbers (no exchange)
- Add two numbers (across a 10)
- Add two numbers (across a 100)
- Subtract two numbers (across a 10)
- Subtract two numbers (across a 100)

## Science (Living things and their habitats)

- Where do animals live.
- How animals and living things adapt
- To understand vertebrates and invertebrates
- How living things grow
- MRS GREN

Spanish

- A new start
- Numbers

Computing

- Coding
- Online safety

History

- Anglo Saxons and Scots

PSHE

- All about me
- Dreams and goals

PE

- Premier Education
- Invasion games
- Gaelic football

R.E

- Christianity
- Jesus's new start in life

Art

- Drawing
- Painting

## Year 3 Term 1A Overview

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted **pink** are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Words with the long /e:/ sound spelt with ei</b>	<b>Words with the long /e:/ sound spelt with ey</b>	<b>Words with the long /e:/ sound spelt with ai</b>	<b>Words with /a:/ sound spelt with ear</b>	<b>Homophones &amp; near homophones</b>	<b>Homophones &amp; near homophones</b>	<b>Review Week</b>
eight <b>eighth</b> eighty <b>weight</b> neighbour vein veil beige sleigh freight	hey they obey grey prey whey survey convey disobey purvey	<b>straight</b> campaign contain brain faint waist claim praise complaint afraid	earth <b>early</b> learn <b>heard</b> earn pearl search unearth earl rehearse	here hear heel heal main mane mail male knot not	berry bury brake break meet meat ball bawl fair fare	Within this assess & review week, use the provided <b>Year 3 Autumn Term 1 Dictation Passages</b> and the <b>Spot the Mistake with Mr. Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

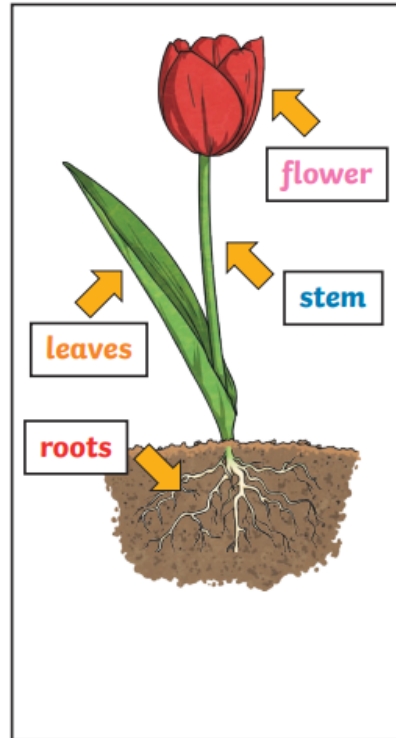
## Year 3 Term 1B Overview

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted **pink** are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Creating adverbs using the suffix -ly (no change to root word)</b>	<b>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</b>	<b>Creating adverbs using the suffix -ly (root word ends in 'e')</b>	<b>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</b>	<b>Creating adverbs using the suffix -ly (exceptions to the rules)</b>	<b>Statutory Spelling Challenge Words</b>	<b>Review Week</b>
kindly quickly safely rudely sweetly strongly bravely secretly finally usually	happily angrily lazily easily busily greedily messily wearily cheekily clumsily	gently simply humbly nobly horribly terribly possibly incredibly comfortably <b>probably</b>	basically frantically dramatically magically tragically comically <b>actually</b> <b>accidentally</b> <b>occasionally</b> eventually	truly duly wholly fully dailly publicly dryly slily shly cojly	believe <b>appear</b> often <b>group</b> breath <b>continue</b> <b>arrive</b> <b>women</b> <b>describe</b> height	Within this assess & review week, use the provided <b>Year 3 Term 1B Dictation Passages</b> and the <b>Spot the Mistake with Mr. Whoops</b> self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

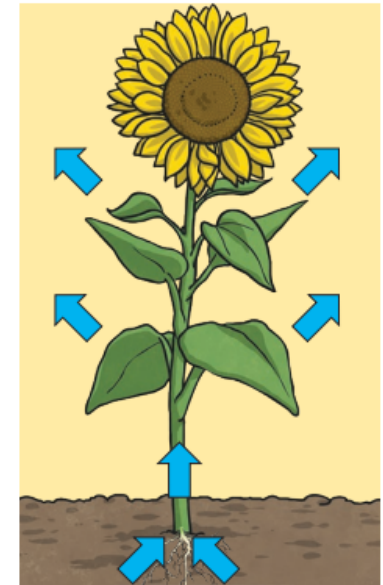
## Key Vocabulary

<b>roots</b>	These anchor the plant into the ground and absorb water and <b>nutrients</b> from the soil.
<b>stem</b>	This holds the plant up and carries water and <b>nutrients</b> from the soil to the <b>leaves</b> . A trunk is the <b>stem</b> of a tree.
<b>leaves</b>	These make food for the plant using sunlight and carbon dioxide from the air.
<b>flowers</b>	These make seeds to grow into new plants. Their <b>petals</b> attract <b>pollinators</b> to the plant.
<b>nutrients</b>	These substances are needed by living things to grow and survive. Plants get <b>nutrients</b> from the soil and also make their own food in their <b>leaves</b> .
<b>evaporation</b>	When a liquid turns into a gas.



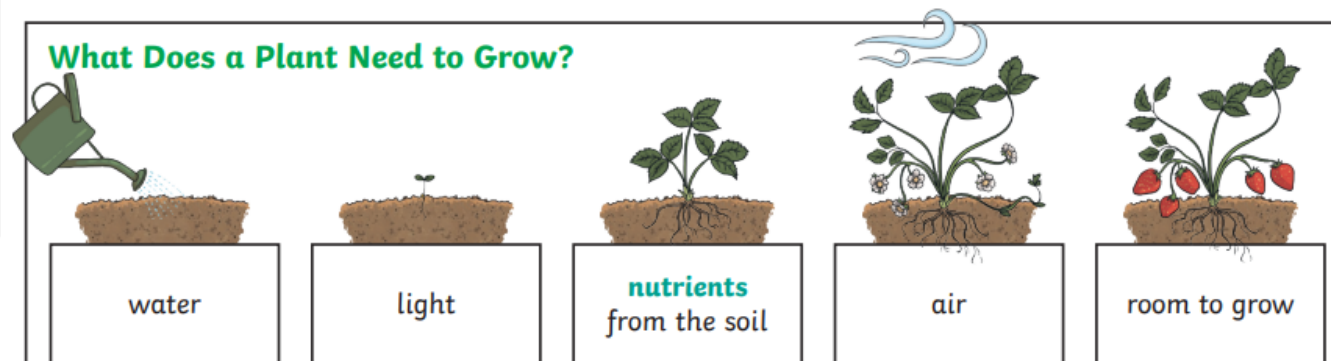
## How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



The water is sucked up the **stem** like water being sucked up through a straw.

## What Does a Plant Need to Grow?

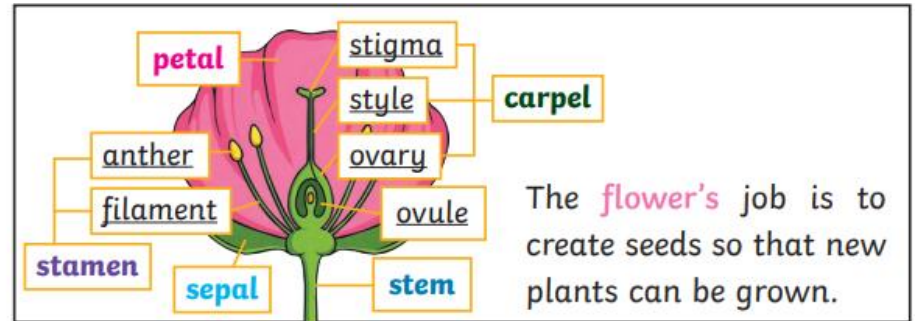


Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.



## Key Vocabulary

<b>fertilisation</b>	When the male and female parts of the <b>flower</b> have mixed in order to make seeds for new plants.
<b>petal</b>	The brightly coloured part of the <b>flower</b> that attracts insects to <b>pollinate</b> the plant.
<b>stamen</b>	The male parts of the <b>flower</b> . The <b>stamen</b> is made up of the anther and the filament. The filament's job is to hold up the anther. The job of the anther is to make the pollen.
<b>carpel (pistil)</b>	The female parts of the <b>flower</b> . Made up of the stigma, style and ovary. The job of the style is to hold up the stigma. The stigma collects the pollen when a <b>pollinator</b> brushes by it. The ovary contains the ovules, which are the part of the <b>flower</b> that gets fertilised and eventually becomes the new seed.
<b>sepal</b>	Leaf-like structures that protect the <b>flower</b> and <b>petals</b> before they open out.
<b>pollination</b>	When pollen (a fine powdery substance produced by a <b>flowering</b> plant) is moved from the male anther of a <b>flower</b> to the female stigma.
<b>pollinator</b>	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
<b>germination</b>	When a seed starts to grow.
<b>seed dispersal</b>	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.



## Life Cycle of a Flowering Plant

