

## Maths

### Place Value

- count in multiples of 4, 8, 50, and 100
- find 10 or 100 more or less than a given number
- recognize the place value of each digit in a 3-digit number
- 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 words
- solve number problems and practical problems involving these ideas

### Addition and Subtraction

- add and subtract numbers mentally
- add and subtract numbers with 3 digits using formal columnar method
- estimate answers and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, addition, and subtraction

### Multiplication and Division

- recall and use multiplication and division facts for the 3, 4, and 8 times 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

## Geography

- identify the position and significance of the equator and the Tropics of Cancer and Capricorn
- use maps and atlases to locate countries
- describe weather and know the difference between weather and climate
- name the 4 layers of the rainforest
- research the plants and animals that live in rainforests and identify which layer(s) they live in
- compare and contrast two different rainforests
- investigate about the people who live in and near rainforests
- understand some threats to the rainforest (ex. deforestation, decreasing biodiversity) and discuss action that can be taken to save them

# Year 3 Autumn Term 2022 Topic Web

## Science

### Animals including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

### Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows changes

# Tropical Rainforests

## Big Question:

### Where am I?

Where are we going?  
What has God given us?

## RE

### Unit A: Belonging

- We gather as God's family-To know about the sacrament of Baptism and the celebration of Mass.

### Unit G: Prayer

- To know about the prayer life of Jesus looking at the signs and symbols associated with prayer

### Unit E: We listen to God's word at Mass

- Listening and finding out about the Liturgy of the Word at Mass.

### Unit C: Advent

- To understand Advent is a time to prepare for Christmas and reflection on Christ being in the world.

## English

### The Lion, the Witch and the Wardrobe by C. S. Lewis

- explore use of sensory language in setting descriptions
- make inferences and justify them
- use adverbs and prepositions to express time and cause

### A Kick in the Head by Paul Janeczko

- recognise some different forms of poetry
- preparing poems to read aloud and perform

### Unfolding Journeys: Amazon Adventure by Lonely Planet Kids

- retrieve and record information from non-fiction
- organize writing with headings and subheadings

### The Great Kapok Tree by Lynne Cherry

- explore use of persuasive language
- read their writing aloud, using correct intonation and volume so that meaning is clear

## Music

- listen and recall sounds
- play and perform in an ensemble context
- compose a simple piece of music

## Art/Design and Technology

### Henri Rousseau

- learn about Rousseau's life and art
- create mixed media art featuring a tropical rainforest (oil pastel and watercolour)

### Mola

- research and develop criteria
- use a range of tools and materials to perform practical tasks

## Computing

### I23SOW

### Online Safety

## PSHE

### Alive to the World scheme

## PE

- flexibility, strength, control, and balance in gymnastics
- running, throwing, and catching skills used in invasion games

# Year 3 Autumn Term 2022 Knowledge Organiser

<u>TOPIC (Geography)</u>	<u>SCIENCE</u>	
<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <p>Biome Rainforests Equator Tropic of Cancer Tropic of Capricorn Tropical Climate Weather Temperature Layers South America Europe Deforestation</p>	<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <p>Animals Humans Skeletons Muscles Support Protection Movement Nutrition</p> <p>Light Dark Shadows Reflect Opaque</p>	
<p>Star Questions- these are key questions to think about and discuss at home</p>		
<p>*Name the four layers of the rainforest.            **Label a world map to show where tropical rainforests are located.            ***Describe what the weather is like in a tropical climate.            **** Create a Venn diagram to compare two tropical rainforests            ***** Do you think enough is being done to keep our tropical rainforests?            Create something to explain your opinion (ex. Write a persuasive paragraph, create a poster using words and pictures, etc)</p>	<p>*Name the five food groups            **What is a balanced diet?            ***Evaluate your diet for 24 hours.            Record what you eat and the nutrients it provides you with.            ****Why do humans need a skeleton?            *****Create an experiment to test the sizes of female and male skulls.            Remember to make it a fair test!</p>	<p>*Define light and darkness            **Explain how light is reflected            ***Why is the light from the sun dangerous            ****Create a poster (or another visual) to explain how shadows are formed            *****Create an advertisement for a pair of sunglasses</p>

These questions are of increasing difficulty, encouraging pupils to be 'ambitious for the higher gifts'. The 'four' and 'five star' questions are designed to be opened ended and rely on higher order thinking (see Bloom's Taxonomy). Perhaps these questions could form the basis of discussions at home, as well revisiting key knowledge in the first 'three-star' questions.