As **readers and writers**, we will write to entertain our audience with a Stone Age narrative. This will focus on adverbs of place and manner as a way of engaging the reader. Finally, we will explore the well-known story of The Grinch. We will be writing to him to persuade him not the ruin Christmas and look forward to sharing our learning in our Christmas production.

As **mathematicians,** we will continue to build on our place value knowledge and understanding of three-digit numbers. We will also explore measure with a focus on mass and capacity. We will also explore right angles and their properties. We will start to master the 5 times table, including division facts. Stick and Split should be used daily at home to support this.

As **spiritual learners,** we will explore key beliefs in Islam, develop our understanding of key Islamic figures and symbols and make comparisons between Christmas and Eid.

As **linguists,** we will be developing our conversational French. This will include sharing information about our families, asking questions to others and counting to ten.

As **members of the school community**, we will explore the relationships we have and how we can communicate effectively with others. We will look at the keys skills of debating and how we can express our views whilst respecting the views of others.

Year 3 – Autumn 2 Where would you prefer to settle?

As **musicians,** we will be developing our understanding of musical notations and how to compose our own music. We will sing and play ukulele with increasing control and confidence.

As **designers,** we will be exploring the use of levers and linkages and reviewing products that use them. We will then develop our own designs to create a Christmas card that uses these techniques.

Key texts and complimentary reading:
'Stig of the Dump' – Clive King
'How to Wash a Woolly Mammoth' – Michelle Robinson
'How to Live Like a Stone Age Hunter' – Anita Ganeri
Charlotte's Web - E B White
Nikhil and Jay: Off to India - Chitra Soundar

As **computer scientists**, we will develop our computer science coding skills. Using hands on resources, such as BeeBots and Rugged Robots, we will explore input and output programming. We will then move to code.org to learn about sequencing events and loops.

As **athletes**, we will be learning the skills and rules of handball with an emphasis on moving with pace whilst dribbling. Additionally, we will be developing our dance techniques – imitating animals and expressing mood and emotion through choreographed sequences. This will link to our writing and Stone Age learning.

As **geographers,** we will be exploring how land is used in our local area. We will also explore how this land use has changed over time by exploring maps. We will then explore land use in New Delhi and compare this to what we found out about Billingshurst.

As **scientists,** we will explore light and light sources. As part of this we will explore shadows and how to protect our eyes from the sun. We will also explore translucent, transparent and opaque materials.