



**Year 3  
Autumn 1 Term**

**TOPIC**  
**How Humans Work**  
**Bright Sparks**

**READING – Key Texts**  
Leon and the Place Between  
'Twas The Night Before Christmas

**WRITING**  
Formal letters to complain  
Dialogue through narrative

**SPELLING CONCEPTS**  
Adding the endings -ing, -ed, -er, -est, -y to words ending with -e.  
Homophones and near homophones  
The suffixes -ment, -near, -ful, -less, and -ly

**MATHS**  
Addition and Subtraction  
Multiplication and Division

**PSHE – Celebrating Difference**  
Piece 1: Families  
Piece 2: Family Conflict  
Piece 3: Witness and Feelings  
Piece 4: Witness and Solutions  
Piece 5: Words that Harm  
Piece 6: Celebrating Difference: Compliments

**Enrichment**  
Electricity Workshop

**PE**  
Street Dance

**MUSIC – Rhythm and Pitch**  
To understand rhythm and musical texture  
To demonstrate a strong sense of rhythm and pulse  
To identify rhythms in songs and use these as inspiration for their own music  
To work as part of a group to compose a piece of music  
To add body percussion and percussion instruments into our own pieces of music  
To understand the differences between crotchets and paired quavers.  
Understand how to link syllables to one musical note.  
**Pitch:**  
To understand what the word pitch means and recognise high and low sounds  
To explore high and low sounds by playing the melody  
To use graphic notation to demonstrate changes in pitch  
To create rhythmic patterns with a variety of pitch  
To create ideas to compose a melody as a team, recording ideas using graphic notation.  
Pitch range – do to so.  
To be able to use dot notation to show higher or lower pitches.  
To begin to read staff notation and perform using this notation.

**COMPUTING – Digital Literacy**  
Coding

**RE**  
Why is the Bible so important for Christians today?

**SCIENCE Knowledge**  
What are the roles of vitamins and minerals within the body?  
What are the roles of different nutrients in the body?  
What is the function of key muscles within the body?  
What is the function of the skeleton and the bones within it?  
What do I need to make a circuit work?  
What materials make good conductors?  
How does changing one variable affect the circuit?  
What happens when I add different components to the circuit?  
What is an electromagnet?  
How do I affect the strength of an electromagnet?  
**Working Scientifically**  
To be able to use evidence to answer questions  
Ask relevant questions and using different types of scientific enquiries to answer them  
To be able to use evidence to answer questions  
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  
Set up simple practical enquiries, comparative and fair tests.

**DT**  
How can I use my knowledge of circuits to plan a model of my house? What materials and techniques do I need to produce my plan?

**Geography**  
How is electricity produced?

**Health and Wellbeing**  
Why is electricity dangerous? How is electricity connected to the economy?