



Curriculum Overview

Year 3 Autumn Term

Subject	Content
Religious Education	<p>Belonging</p> <ul style="list-style-type: none">• know that Baptism is the Sacrament of Belonging to God's Family, the Church• identify some signs and symbols of Baptism and express their meaning• sequence the Rite of Baptism• discuss elements of the Celebration of Mass when we gather as the Family of God <p>We Listen to God's Word at Mass</p> <ul style="list-style-type: none">• know and understand the importance of listening• know the structure of the Liturgy of the Word at Mass• discuss why it is important that Christians listen to the Word of God. <p>Advent</p> <ul style="list-style-type: none">• know the stories of the Annunciation and Visitation• understand that both Mary and Elizabeth recognised and welcomed the presence of Christ• think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presence of Christ. <p>Christmas</p> <ul style="list-style-type: none">• know the story of the shepherds and how they reacted to the news of Christ's birth• empathise with the feelings and reactions of the shepherds at this event• know that the Crib is an important symbol of prayer and devotion.
Literacy	<p>Reading:</p> <ul style="list-style-type: none">• finding evidence in the text to answer questions• developing an understanding of the main ideas in texts• finding out about authors and discussing what we like about their books• investigating the structure of stories <p>Writing:</p> <p>Stories with familiar settings</p> <ul style="list-style-type: none">• build up detail in the description of settings using adjectives and prepositions• identify stories with familiar settings

	<ul style="list-style-type: none"> • develop understanding of the structure of stories <p>Myths and Legends</p> <ul style="list-style-type: none"> • understand the features of myths including dialogue and repetitive sentences • plan and write myth including a beginning, build up, problem, resolution and ending <p>Poems</p> <ul style="list-style-type: none"> • explore alliteration, simile, onomatopoeia and rhyme in reading and writing poetry <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • consolidate basic sentence punctuation including question marks and exclamation marks • use capitals or new lines in poetry • understand the terms and functions of “verb”, “adjective” and “preposition” • collect and find the meaning of similar verbs and adjectives • experiment with the effects of powerful verbs and adjectives in writing • spell words with suffixes and prefixes, verbs ending with “ing”, “le” words • begin to join handwriting
Mathematics	<ul style="list-style-type: none"> • understand place value to 1000 • explore addition and subtraction strategies including mental maths calculations • use addition and subtraction in two step problem solving • explore multiplication and division strategies recognising they are inverse operations • explore and investigate number using puzzles and problems • recognise and use the units of length and measure accurately with different sized rulers • tell the time to 5 minutes using digital and analogue clocks • solve problems using length and time • recognise unit fractions and find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{10}$ of a number • recognise and investigate shape and space including angles, symmetry, position and direction • use tally charts to gather and interpret data
Biology	<p>Plants</p> <ul style="list-style-type: none"> • identify and describe the functions of plants • know what a plant needs to live and grow • explore water transportation in plants through practical investigations • learn the life-cycle of flowering plants

<p>Physics</p>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • compare how objects move on different surfaces • know there are different types of contact and non-contact forces • understand the terms repulsion and attraction in magnets • investigate the effect of the poles in magnets • group materials according to magnetic and non-magnetic properties
<p>Computing</p>	<p>We are programmers</p> <ul style="list-style-type: none"> • create an algorithm for an animated scene • write a program in Scratch to create an animation • correct mistakes in their animation programs <p>We are bug fixers</p> <ul style="list-style-type: none"> • develop strategies for finding errors in programs • increase their knowledge and understanding of Scratch • be able to describe how simple programs work
<p>Creative Curriculum:</p>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).</p> <hr/> <p>Autumn 1: Mini topic: The Brain- how we learn We will start the year by exploring our brain and learning about brain cells and how they help to create learning pathways. This will lead us on to thinking about different ways of learning and pupils will begin to discover more about their own learning styles and preferences.</p> <hr/> <p>Autumn 1: Journeys Main focus: Art We will be exploring journeys through textiles, collage and drawing. The children will investigate the work of Janet Browne – textile artist and look in particular at her journey themed work.</p> <ul style="list-style-type: none"> • talk about the work of a textile artist • use different size pencils, pens to draw and explore shape and pattern • draw shapes and pictures of landmarks • trace shapes to make a paper pattern • cut and shape fabric to size • use simple fixing stitches and decorative sewing stitches for effect

	<p>Autumn 2: Memories Main focus: History We will be exploring how memories and stories are passed on from generation to generation. The children will investigate some stories and myths from Anglo Saxon times as well as finding out about other features of the period.</p> <ul style="list-style-type: none"> • place the time studied on a timeline and sequence several events • compare aspects of Anglo Saxon life with modern times • give reasons for different ways the past is represented • compare different versions of the same story • observe details in pictures and artefacts • use a growing range of sources to research
<p>Physical Education</p>	<p>Invasion games</p> <ul style="list-style-type: none"> • be aware of space and use it to support team-mates • know and use rules fairly to keep games going • keep possession with dribbling skills maintaining close contact • develop throwing and catching skills • pass a ball with control to team mates and score 'goals' • explain why it is important to warm up and cool down <p>Net and Wall</p> <ul style="list-style-type: none"> • keep up a continuous game, using a range of throwing and catching skills and techniques • use a small range of basic racket skills • choose and use a range of simple tactics for defending their own court and making it difficult for opponents • make up their own net games and keep the rules • recognise how net games make the body work • talk about what they do well and recognise how they can improve
<p>PSHE</p>	<ul style="list-style-type: none"> • explore rules around the school and classroom and work as a team to devise classroom rules • develop a better understanding of themselves as a learner including preferred learning styles • reflect on the feeling of belonging to a group and recognise different groups with our school community and the wider world • identifies and makes simple choices about staying healthy and describes ways of keeping safe in familiar situations e.g. road safety, internet safety