



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 about imaginary worlds. Plan their writing by:</p>

- Identifying features that writers use for effect
- Comparing book and film versions of a story
- Writing sentences using the past tense consistently
- Using appropriate pronouns to avoid repeating names

Instructions and explanations. Plan their writing by:

- Identifying features of instructions including type of vocabulary used
- Understanding the use of flow charts in explanatory texts
- Recognising verbs in the present tense
- Understanding the use of summaries in explanatory texts

Creating images (poetry). Plan their writing by:

- Identifying expanded noun phrases
- Reading poems with expressive voice
- Identifying verbs and adjectives in poems

Shape poems. Plan their writing by:

- Reading and discuss a range of calligrams
- Studying the use of onomatopoeia and similes for effect
- Adding relative clauses to a simple sentence to make it more interesting

Letter writing. Plan their writing by:

- Identifying the features of letters
- Replacing bland verbs with powerful verbs
- Identifying pronouns and verbs in the 1st person and 3rd person
- Understanding that the past tense is used when writing about something that has already happened.

Grammar, Punctuation and Spelling

- 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

	<p>adjectives in writing</p> <ul style="list-style-type: none"> • spell words with suffixes and prefixes, verbs ending with “ing”, “le” words • begin to join handwriting • All standard 3 punctuation correctly used
<p>Mathematics</p>	<p>Number and place value</p> <ul style="list-style-type: none"> • count from 0 in multiples of 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • 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 in words • solve number problems and practical problems involving these ideas <p>Addition and subtraction</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds • add and subtract numbers with up to three digits • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Measurement</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml) • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks <p>Statistics</p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables

	<p>Multiplication and division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication 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 including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> • draw 2-D shapes, and make 3-D shapes using modeling materials; 3-D shapes in different orientations and describe them <p>Geometry: position and direction</p> <ul style="list-style-type: none"> • recognise that angles are a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <p>Fractions</p> <ul style="list-style-type: none"> • count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
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
Physics	<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
Computing	We are programmers

	<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
Creative Curriculum:	<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> <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> <p>Autumn 1: Community Main focus: Design Technology Playground Designs We will be exploring playgrounds and designing and making our own moving playground equipment.</p> <ul style="list-style-type: none"> • can think about their ideas as they make progress and be willing to make changes if necessary • can make drawings with labels when designing • selects appropriate tools and works safely • can measure, cut, join and assemble components with accuracy <p>Autumn 2: Celebrations Main focus: Music We will be exploring rhythm patterns in singing and percussion work leading to composing and performing an original piece of music.</p> <ul style="list-style-type: none"> • sings expressively with awareness and control of dynamics and tempo • can recognise and perform rhythmic patterns to a steady pulse • can identify ways sounds are used to accompany a song • can select instruments to describe visual images
Physical Education	Invasion games

	<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>Dance</p> <ul style="list-style-type: none"> • listen to the rhythm and mood of music and move with directed and improvised movement • create sequences of movement individually or with a partner • repeat and remember simple dance phrases • show increasing control and expression in movement • understand the importance of warming up and cooling down • talk about their own and others people's dances and suggest improvements <p>Striking and Fielding</p> <ul style="list-style-type: none"> • use a range of skills, <i>eg throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy • choose and vary skills and tactics to suit the situation in a game • know rules and use them fairly to keep games going • carry out warm ups with care and an awareness of what is happening to their bodies • describe what they and others do that is successful and suggest what needs to be practised
PSHE	<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