



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.
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.
English	<p>Reading:</p> <ul style="list-style-type: none"> • find evidence in the text to answer questions • develop an understanding of the main ideas in texts • find out about authors and discussing what we like about their books • investigate the structure of stories <p>Writing:</p> <p>Adventures and Mysteries</p> <ul style="list-style-type: none"> • explore the genre in reading and writing • structure ideas in chapters-: opening, build-up, problem, resolution and ending

	<ul style="list-style-type: none"> • begin to vary sentence structure to create effect <p>Letter writing</p> <ul style="list-style-type: none"> • understand the format of a letter • know when to use the first person • write in structured paragraph chunks: explaining, main details, closing statement <p>Non-chronological Reports</p> <ul style="list-style-type: none"> • plan using a mind map • structure writing using: a question to introduce, subheadings, and labelled diagrams • write information clearly in the present tense <p>Shape 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 • consolidate handwriting joins
<p>Mathematics</p>	<p>Place Value</p> <ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • 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 • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas • count from 0 in multiples of 4, 8, 50 and 100 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds

	<ul style="list-style-type: none"> • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • 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>Multiplication and Division</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100 • 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 they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • 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 objectives
Chemistry	<p>Rocks</p> <ul style="list-style-type: none"> • compare and group rocks based on simple properties • learn how fossils are formed • investigate different types of soil • know that soils are made from rocks and organic matter • set up investigations and record observations
Biology	<p>Animals including humans</p> <ul style="list-style-type: none"> • know what animals and other living things need to stay alive • compare the observable features of a range of animals • know that humans are animals and have some common features • investigate the skeletons of different animals and understand the purpose of bones • know that movement requires the action of muscles • 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
Computing	<p>Unit One: Coding Using Flowcharts</p>

- Children can read and explain a flowchart
- Children can use a flowchart to create a computer program.
- Children can create a computer program that uses click events and timers.

Using Timers

- Children can create a program that uses a timer-after command
- Children can create a program that uses a timer-every command
- Children understand there can be different ways to solve a problem.

Using Repeat

- Children understand how the turtle object moves.
- Children can use the repeat command with an object.
- Children can create a computer program that includes use of the repeat command.

Code, Test and Debug

- Children can create computer programs using prior knowledge.
- Children can run, test and debug their programs.
- Children can consider nesting when debugging their programs.

Design and Make an Interactive Scene

- Children can use the properties table to set the properties of objects.
- Children can plan their scene and code before they create their program.
- Children can confidently make several different things happen in a program

Unit Two: Online Safety

Safety in Numbers

- Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.
- Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.
- Children have contributed to a class blog with clear and appropriate messages.
- Extension: Children understand that passwords help to limit who can see personal / private / confidential information.

Fact or Fiction?

- Children understand that some information held on websites may not be accurate or true.

- Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.
- Children have accessed and assessed a 'spoof' website.
- Children have created their own 'spoof' webpage mock-up.
- Children have shared their 'spoof' web page on a class display board.
- Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.

Appropriate Content & Ratings

- Children can identify some physical and emotional effects of playing/watching inappropriate content/games.
- Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting

Unit Three: Spreadsheets

- Creating Pie Charts and Bar Graphs
- Children can create a table of data on a spreadsheet.
- Children can use a spreadsheet program to automatically create charts and graphs from data.
- Using more than and Spin Button Tools
- Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.
- Children can use the 'spin' tool to count through times tables.

Advanced Mode and Cell Addresses

- Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.
- Children can find specified locations in a spreadsheet

Creative Curriculum:

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.

Each term the whole school follow a topic theme with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

YEAR A

Autumn 1: Community

Main focus: Geography

We will learn about the wider community of the UK and the seas around it.

- identify the counties within the UK as well as major cities
- use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- use and interpret maps, globes and atlases to locate countries and key features
- use four figure grid references and the 8 points of a compass
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

Secondary Focus: History – begin to learn about settlements in Stone Age Britain

- place an historical period within a chronological framework and identify similarities and differences between ways of life in different periods
- use stories and other sources to understand key features of the period
- understand how we find out about the past
- use historical words and phrases to describe the passing of time
- record in a variety of ways

YEAR B

Autumn 1: Journeys

Main focus: Geography

We will be taking a journey around the countries of the UK and the seas around it.

- identify the counties within the UK as well as major cities
- use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- use and interpret maps, globes and atlases to locate countries and key features
- use four figure grid references and the 8 points of a compass
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

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<p>Year A</p> <p>Autumn 2: Celebrations</p> <p>Main focus: Art and Design</p> <p>We will be exploring portraits created to celebrate and commemorate the lives of people. We will find out how the positioning of people in a picture gives clues about their relationship to each other.</p> <ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • investigate size and proportion in the human form • experiment with different materials to create a range of effects • investigate colours including complementary and contrast • explain what he/she likes or dislikes about their work • know about some of portrait artists and describe their work 	<p>Year B</p> <p>Autumn 2: Memories</p> <p>Main focus: Art and Design</p> <p>We will be exploring how memories and stories are passed on from generation to generation, through art. The children will explore collage as a medium.</p> <ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. • experiment with different materials to create a range of effects and use these techniques in the completed piece of work • investigate colour effects and layering for texture • explain what he/she likes or dislikes about their work • know about some of collage artists and describe their work
<p>Physical Education</p>	<p>Gymnastics</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To be able to perform some basic jumps. • To demonstrate shapes whilst in the air. • To develop knowledge of 'take off'. • To develop knowledge of 'landing'. • To change direction whilst jumping. <p>Dance</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Able to demonstrate force and tension dynamics. • Able to demonstrate connecting body part actions. • Able to develop relationships – away / towards. • Able to develop relationships – contact work. • Able to show acceleration in speed. <p>Swimming</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To perform correct front crawl arm action.

	<ul style="list-style-type: none"> • To perform correct front crawl leg action. • To breath correctly with face in and out of water. • To demonstrate 'Push & Glide'. • Discuss safe self-rescue.
MFL	<p>Year 3</p> <p>I'm learning French:</p> <ul style="list-style-type: none"> • Pinpoint France on a map of the world • Highlight other famous French cities • Talk about other countries where French is spoken • Say their name and how they are feeling in French • Count to ten in French <p>Salutations:</p> <ul style="list-style-type: none"> • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon
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