



## CURRICULUM OVERVIEW

### & KEY INFORMATION

Year 3

Autumn Term 2023

#### MATHEMATICS

##### UNIT: Number & Place Value

- Representing numbers to 1000
- Partition numbers to 1000
- Use a number line to 1000
- Recognise number patterns up to 1000
- Find 1, 10 or 100 more or less
- Estimate up to 1000
- Compare numbers to 1000
- Order numbers to 1000
- Count in 50s

##### Unit: Addition & Subtraction

- Apply number bonds
- Add and subtract 1s, 10s and 100s
- Spot patterns
- Add 1s, 10s across boundaries
- Subtract 1s and 10s across boundaries
- Add and subtract two numbers up to 1000

##### Unit: Multiplication and Division

- Multiplication – equal groups
- Use arrays
- Multiples of 2
- Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3
- Divide by 3
- The 3 times-table
- Multiply by 4
- Divide by 4
- The 4 times-table
- Multiply by 8
- Divide by 8
- The 8 times-table



#### Welcome to Year 3

Hi everyone and welcome to Year 3! Our Year 3 Team are very much looking forward to the year ahead. We have a great curriculum this year details of which can be found on the next few pages. There are also lots of exciting opportunities and events throughout the year too, so please look at the terms and diary dates on the school website. We look forward to working with you over the next year!

#### ENGLISH

##### Focus Text: Return by Aaron Becker

##### Narrative: Setting description

- explore the vehicle text
- explore a setting description of an image
- familiarise with key vocabulary
- create synonyms using a thesaurus
- apply understanding of new vocabulary through picture marking
- understand word classes (grammar
- in context of nouns, adjectives, verbs, and adverbs)
- understand the text through comprehension
- suffixes -ly spelling rules (spelling)
- understand the function of paragraphs
- understand and practise using prepositions
- familiarise with expanded noun phrases and similes (language features)
- understand the structure and features of a setting description through annotating the text
- explore the mood of the text
- using 'a' or 'an' as a determiner
- create writer hints for a setting description
- gather ideas for setting descriptions using illustrations
- understand how to plan a setting description (2 lessons)
- show characterisation (incidental write)
- use similes (incidental write)
- modelled Write of a setting description
- write a setting description (HOT WRITE)
- evaluate, edit, and make revisions to writing (HOT WRITE)

##### Focus Text: Seen and Not Heard by Katie May Green

##### Narrative: Character descriptions and instructions

- imagine and explore props linked to the text
- Write descriptive phrases (expanded noun phrases)
- Incidental write (personal opinion)
- immerse in the vehicle text
- familiarise with new vocabulary
- prefixes -dis, -mis and -un
- immerse in the model text
- use speech marks
- investigate and discuss meaning of words and phrases from the model text
- alliteration poetry
- understand the text through comprehension
- understand story structure and language features of character narrative
- modelled write of character study of Edmund Pickles
- Create writer hints for a character narrative
- create a fact file for a character
- character description plan
- model story plan
- Children complete story plan



#### KEY INFORMATION

#### HOMEWORK

- Your child has been given a copy of their ICT passport to bring home earlier this year – please keep this in a safe place but if you require another copy please let us know.
- English/Maths homework will run from **8.30am, MONDAY to MONDAY**.
- Homework will be a range of different activities across the academic year, with Reading, Spelling, Timestables (Y2-Y6) and Mental Maths being our weekly 'non-negotiables.' These may be supplemented with our range of online learning tools which children have access to throughout the year; login details can be found on children's ICT Passports. There may also be some project work, where appropriate.
- **Please also see our 'Homework Policy'.**

#### Google Classroom

- Google Classroom can be accessed via children's individual logins.
- Google Classroom contains a range of useful resources, as well as being a key point of access for homework information and resources too. Please check this weekly.
- If you need to contact your child's class teacher, please DO NOT use Google Classroom, instead, please contact the school office who will be happy to arrange a follow-up call/ appointment for you.

#### PE Kits & Trainers – to be worn on PE Days:

Our PE Day this term will be: **TUESDAY/FRIDAY**

Please ensure that children are in a suitable PE kit - inline with our policy; for example, they should not come into school in football kits. Children will need an indoor and outdoor kit. We advise putting an extra pair of socks into your child's book bag.

#### Resources

##### Please provide your child with the following:

- Book Bag that should be brought into school each day.
- Water bottle pre-filled with water before your child comes into school each day.
- Suitable, warm, waterproof coat.
- Sunhat in warmer weather. If hot weather is forecast, please remember to apply sun-cream to your child prior to the school day. A labelled bottle of suncream can be sent in for your child to reapply (if required) - this should be given to staff.
- Set of headphones (to remain in school during term time).
- Lunch box if they are having a packed lunch.
- All items should be clearly labelled with your child's name, including uniform and shoes!

**Please encourage your child to become more independent and take responsibility for their homework and resources. Thank you.**

*For more detailed information about our curriculum, please see the Curriculum section on our school website. You can also find a range of other information about school on our website*

#### French

##### UNIT: Getting to know you

- Ask and answer name
- Ask and answer simple feelings
- Counting 0-11

##### UNIT: Calendar and Celebrations

- Command, colours and numbers
- Bonfire night colours
- Calendar time



**'In God's love, aspire and achieve to be the best'**

**1 Corinthians 16:14 'Do everything in love'.**

## Science

### UNIT: Rocks

- How can rocks be compared and sorted based on their physical properties?
- How can different rocks be useful?
- What are minerals
- What are the differences between sedimentary rocks and igneous rocks?
- How are different rocks formed?
- How are fossils formed in sedimentary Rocks?

### UNIT: Magnets and Forces

- What is a magnet?
- Which materials make the strongest magnet?
- Why do magnets attract and repel?
- Can I classify which materials are attracted to magnets?
- What is a force?
- Can I describe the speed and direction of moving objects?
- How do things move on different surfaces?



## Religious Education (R.E.)

### UNIT: Harvest

- Why do we celebrate Harvest?
- How do we celebrate Harvest?
- What do we celebrate at Harvest?
- What are we actually giving thanks for?
- When do we celebrate Harvest?
- Who celebrates the Harvest?
- How is the Harvest celebrated around the world?
- Why is the Harvest celebrated by everyone?

### UNIT: Christmas. God with us.

- In what ways is God with us?
- How does it feel to be in the presence of God?
- How did/does the presence of Jesus have an impact on people's lives?
- In what ways are we in the presence of Jesus in the world today?



## Physical Education (P.E.)

### UNIT: Netball

- To develop passing and moving and play with the footwork rule
- To use a variety of passes to move towards a goal
- To develop movement skills to lose a defender
- To defend an opponent and try to win the ball
- To develop the shooting action
- To apply skills and knowledge to play games using netball rules

### UNIT: Gymnastics

- To develop individual and partner balances
- To develop individual and partner balances using apparatus
- To develop control in performing and landing rotation jumps
- To develop rotation jumps and sequence building using apparatus
- To develop the straight, barrel, forward and straddle roll
- To assess my straight, barrel, forward and straddle roll
- To link actions that flow using the rolls I have learnt
- To link actions that flow in a partner sequence using the rolls I have learnt
- To develop strength in inverted movements
- To create a great partner sequence to include the skills I have learnt and apparatus

### UNIT: Rugby

- To develop throwing, catching and running with the ball
- To develop an understanding of how to defend using tagging rules
- To begin to use the 'forward pass' and 'offside' rule
- To develop movement skills to dodge a defender
- To track an opponent and begin to defend as a team
- To apply the rules and skills you have learnt an play in a tag rugby tournament

### UNIT: Football

- To develop the attacking skills of dribbling
- To develop changing direction and speed when dribbling
- To develop passing and begin to recognise when to use different skills
- To apply attacking skills to delay an opponent and gain possession
- To apply skills and knowledge to compete in a tournament



## History

### UNIT: Stone Age to Iron Age

- What were the different areas of the past called? **Chronology**
- Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know? **Cause and Consequence**
- In what ways did things change around 4000BC? **Change and Continuity**
- Who were the first farmers?
- How big a change was it from hunter-gatherers to farming?
- How are our ideas about life in the Stone Age changing? **Sources and Evidence/Historical Interpretations**
- What was found at Skara Brae and why was it important to the Stone Age?
- Is Bronze better than Stone? Why was copper mining significant to the Bronze Age? **Similarity and Difference**
- What was the impact of bronze tools on the way people in Britain lived? What was life like in the Bronze Age? (Houses/clothes/weather/beaker cause) **Cause and Consequence**
- How does evidence from Stonehenge give us answers about the past? **Sources and Evidence**
- What was the impact of iron tools on the way people lived? What was life like in the Iron Age? (Roundhouse/Hillforts/Farming/Celts and Druids) **Change and Continuity**
- If you were Julius Caesar, would you have invaded Britain in 55BC? How do we know what Britain was like? **Historical Interpretations/ Sources and Evidence**
- What do buried hoards tell us about Britain at the time?
- What do bog bodies tell us about life at the time?
- What do the written sources from the time tell us about Britain?
- How did Romans know what Britain was like? Is this reliable?
- Where do these key figures/events fit on our historical timeline? **Chronology**
- When do you think it was better to live Stone, Bronze or Iron Age? **Similarity and Difference**



## Art & Design

### UNIT: Gestural Drawings with Charcoal

- Can I see how artists have used charcoal in their work and talk about the marks produced? Can I talk about how I feel about their work?
- I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.
- Can I work on larger sheets of paper, and I can make loose, gestural sketches using my body?
- Can I understand what Chiaroscuro is and how I can use it in my work?
- Can I use light and dark tonal values in my work, to create a sense of drama?
- Can I use my body as a drawing tool to make drawings inspired by movement and see how other artists do the same?
- Can I take photographs of my work, thinking about focus, lighting, and composition?
- Can I share my work with my classmates and talk about what I feel was successful and what I might like to try again? Can I voice what I like about my classmates work and how it makes me feel?



## Design & Technology (D.T.)

### Process: Design/Make/Evaluate/Technical Knowledge

### UNIT: Textiles 2D shapes to 3D products

- Can I investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes?
- How has textile production and products changed over time? e.g. the invention of zips and Velcro.
- Can I disassemble appropriate textiles products to gain an understanding of 3-D shape, patterns and seam allowances?
- Can I sew two small pieces of fabric together, demonstrating the use of, and need for, seam allowances?
- Can I create a paper pattern using 2-D shapes?
- Can I decide if a fabric is suitable for the chosen purpose and user?
- Can I answer the following questions, such as...*Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose?*
- Can I create a design brief, supported by the teacher, set within a context which is authentic and meaningful?
- Can I sketch and annotate a range of possible ideas using mock-ups and prototypes of their chosen product?
- Can I plan the main stages of making e.g. using a flowchart or storyboard?
- Can I evaluate the process and final product in relation to the design brief and criteria?



## Physical, Social, Health & Economic Education (P.S.H.E.)

### UNIT: My Happy Mind – Meet your brain

- What our brain looks like.
- What our brain helps us with.
- How to look after our brain.
- How we can grow our brains.

### UNIT: Relationships – Me and My Relationships

- Who are my special people?
- Who can help me?
- What do I do if I am worried?



## Computing

**UNIT: Online Safety-** What makes a safe password? What methods keep passwords safe? How is the internet used in effective communication? How are blogs used to communicate with wider audiences? Do website tell the truth? What is the meaning of age restrictions symbols on digital media and devices?

### UNIT: Spreadsheets

How do I use the symbols more than, less than and equal to, to compare values? Can I use 2Calculate to collect data and produce a variety of graphs? What is the advanced mode of 2Calculate and what are cell references?



## Music

### UNIT: Let your spirit fly

To analyse and appraise music  
To learn to sing and play an instrument  
To compose music

### UNIT: KS2 Carol Concert

To analyse and appraise music.  
To learn to sing and play an instrument.  
To compose music



## Geography

### UNIT: Rivers

- What is a river?
- Where does river water come from?
- How does the water cycle work?
- Where are the world's longest rivers? Where do these rivers start and end?
- How do people use rivers?
- Why are settlements often near rivers?
- Why do people need rivers to survive?
- How do people use rivers for fun?
- Why is it important to protect rivers?
- What journeys do rivers make?
- Where do rivers run most quickly?
- What shapes does a river make as it travels?
- How does the land beside a river change during its journey?
- What sorts of things can people do with a river at each stage of its journey?
- How do people change rivers?
- What harm can people do to rivers?
- What causes river pollution?
- Why do people build dams across rivers?
- How might people meet their needs while also caring for the rivers?
- How can flooding affect people?
- What damage can floods do?
- Are floods always a problem?
- How can you stop a flood?
- How do some people find ways to live with floods?
- What can I find out about the world's longest rivers?
- What would it be like to visit this river?

