

Year 3 – Mrs Bradley and Ms. Devi  
Curriculum Overview  
Second Half of Autumn Term - 2021 - 2022

<u>Literacy</u>	<u>Numeracy</u>	<u>Topic</u>	<u>Science</u>
<p><b>Non-Fiction: The Power of Reading</b></p> <p><i>Books: One Plastic Bag</i></p> <ul style="list-style-type: none"> <li>• Develops positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieves and records information from non-fiction</li> <li>• Organises paragraphs around a theme</li> <li>• Uses headings and sub-headings to aid presentation</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Mental -3- and 4-times table and division facts</li> <li>• 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</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>• Recognise and use fractions as numbers:</li> </ul> <p><b>Number -place value</b></p> <ul style="list-style-type: none"> <li>• Mental -recap multiplication and division facts</li> <li>• Read and write numbers up to 1000 in numerals and in words</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> </ul>	<p><b>Planning A Greek Holiday</b></p> <ul style="list-style-type: none"> <li>• To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones</li> <li>• To name and locate the world's countries</li> <li>• To describe and understand key aspects of physical geography including climate zones and mountains</li> <li>• To describe and understand key aspects of human geography including settlement and land use and economic activity</li> <li>• To recognise that the human and physical geography of a destination will affect the choice of clothing and equipment that you take with you</li> </ul>	<p><b>Characteristics of materials</b></p> <ul style="list-style-type: none"> <li>• Identify a range of common materials and know that the same material is used to make different objects.</li> <li>• To recognise properties such as hardness, strength and flexibility and compare materials in terms of these properties.</li> <li>• To learn that materials are suitable for making a particular object because of their properties and that some properties are more important than others when deciding what to use.</li> <li>• Plan a test to compare the absorbency of different papers, deciding what evidence to collect, considering what to change, what to keep the same and what to measure.</li> </ul>

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<ul style="list-style-type: none"> <li>• Use contents pages and indexes to locate information.</li> <li>• Write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres.</li> <li>• Explore and describe the setting of the text. Link to use of cultural language.</li> <li>• Read the opening paragraphs and sketch/describe what they hear.</li> <li>• Discuss and explore the environmental message of the book.</li> <li>• Research the properties of plastic             <ul style="list-style-type: none"> <li>• Research and record what happens to plastic when it is 'recycled'</li> </ul> </li> <li>• Create 'action plans' to help the village clear the plastic bags before reading the ending of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• order and compare numbers up to 1000</li> <li>• Solve number problems and practical problems involving these ideas.</li> <li>• Value of coins and amounts</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Mental -addition and subtraction facts</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction</li> <li>• solve money problems</li> <li>• coins for given values / totals and change</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Mental - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Add and subtract fractions with the same</li> </ul>	<ul style="list-style-type: none"> <li>• To explore tourist promotional materials to learn about the physical and human geography of an unfamiliar country in Europe.</li> <li>• To describe and understand key aspects of human geography including settlement and land use and economic activity</li> <li>• To explore tourist promotional materials</li> </ul> <p style="text-align: center;"><u>PE</u></p> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• To develop throwing, catching and running with the ball.</li> <li>• To develop an understanding of tagging rules.</li> <li>• To begin to use the 'forward pass' and 'off side' rule.</li> <li>• To be able to dodge a defender and move into space when running towards the goal.</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p><b>Wisdom</b></p> <ul style="list-style-type: none"> <li>• To make links between the teachings and sources of Christians and other religious groups and show how they are connected to believers lives.</li> <li>• To ask questions about the meaning of life and suggest answers which might be given by them and by members of other religious groups.</li> </ul> <p><b>How does the season of Advent and the feast of Epiphany point towards the true meaning of Christmas?</b></p> <ul style="list-style-type: none"> <li>• To be able to describe what prophets said about the birth of Jesus and what Christians might learn from it.</li> <li>• To be able to describe how and why John the Baptist prepared people for the birth of Jesus.</li> <li>• To give examples of how Christians live out the message of Christmas</li> </ul>
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<ul style="list-style-type: none"> <li>• Hold a debate on the question: 'should all plastic bags be banned?'</li> <li>• Write a persuasive advert selling the recycled purses.</li> <li>• Design a bag for the village using sustainable materials</li> <li>• Describe the product and why it is good.</li> </ul> <p><b>Poetry to Perform</b> <i>Books: Poems to Perform by Julia Donaldson</i></p> <ul style="list-style-type: none"> <li>• To make choices in selecting poems for anthologies.</li> <li>• To explore, interpret and respond to poetry.</li> <li>• To explore rhythm, rhyme and pattern in a range of poems.</li> <li>• To respond to and play with language in poetry.</li> <li>• To use poetry as a stimulus for art.</li> <li>• To perform in response to poetry. <ul style="list-style-type: none"> <li>• To compose and perform own poetry.</li> </ul> </li> </ul>	<p>denominator within one whole</p> <ul style="list-style-type: none"> <li>• Solve fraction problems</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables</li> </ul> <p style="text-align: center;"><u><b>RSHE</b></u></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• Basic strategies to help keep themselves safe online</li> <li>• That bullying and hurtful behaviour is unacceptable in any situation</li> <li>• What to do and whom to tell if they see or experience bullying or hurtful behaviour</li> <li>• To recognise respectful</li> </ul>	<ul style="list-style-type: none"> <li>• To develop defending skills and use them in a game situation.</li> <li>• To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</li> </ul> <p style="text-align: center;"><u><b>FRENCH</b></u></p> <p><b>En Classe</b></p> <ul style="list-style-type: none"> <li>• Identify classroom objects</li> <li>• Identify colours, and describe an object's colour</li> <li>• Say your age</li> <li>• Recognise and repeat classroom instructions</li> </ul> <p style="text-align: center;"><u><b>MUSIC</b></u></p> <p><b>Glockenspiel Stage 1</b></p> <ul style="list-style-type: none"> <li>• To learn how to properly play a glockenspiel</li> <li>• To experience and learn how to apply key musical concepts/elements,</li> </ul>	<p>and think about how they think and behave.</p> <ul style="list-style-type: none"> <li>• To make a connection between the story of Epiphany and the Christian belief that Jesus came to save everyone.</li> </ul> <p style="text-align: center;"><u><b>COMPUTING</b></u></p> <p><b>Coding 1: Sequence and Animation</b></p> <ul style="list-style-type: none"> <li>• Begin to introduce the element of time to sequences of instructions</li> <li>• Making objects appear, disappear and move after a given, variable, time limit</li> <li>• Reintroducing skills learned previously, making objects move after different inputs</li> <li>• Create an app applying skills learned, making several objects move after</li> </ul>
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<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Proof-reads for spelling and punctuation errors.</li> <li>• Spell words as accurately as possible using phonic knowledge and other knowledge of spelling</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</li> <li>• PUNCTUATION capital letters, commas and full stops</li> <li>• CONJUNCTIONS when, before, after</li> <li>• PUNCTUATION commas for lists</li> </ul>	<p>behaviours</p> <ul style="list-style-type: none"> <li>• How to model respectful behaviour in different situations e.g. at home, at school and online</li> <li>• The importance of self-respect and their right to be treated respectfully by others</li> <li>• What it means to treat others, and be treated, politely</li> <li>• The ways in which people show respect and courtesy in different cultures and in the wider society</li> </ul>	<ul style="list-style-type: none"> <li>• To work together in a band/ensemble.</li> <li>• To develop creativity through improvising and composing</li> <li>• Children will learn the names and values of different musical notes</li> <li>• Children will learn about staves and clefs and how notes are arranged in music.</li> </ul>	<p>varying time intervals and inputs</p>
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