

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>Non-Fiction: The Power of Reading</p> <p><i>Books: One Plastic Bag</i></p> <ul style="list-style-type: none"> • 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. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Retrieves and records information from non-fiction • Organises paragraphs around a theme • Uses headings and sub-headings to aid presentation 	<p>Fractions</p> <ul style="list-style-type: none"> • Mental -3- and 4-times table and division facts • 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 • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and use fractions as numbers: <p>Number -place value</p> <ul style="list-style-type: none"> • Mental -recap multiplication and division facts • Read and write numbers up to 1000 in numerals and in words • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 	<p>Planning A Greek Holiday</p> <ul style="list-style-type: none"> • 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 • To name and locate the world's countries • To describe and understand key aspects of physical geography including climate zones and mountains • To describe and understand key aspects of human geography including settlement and land use and economic activity • To recognise that the human and physical geography of a destination will affect the choice of clothing and equipment that you take with you 	<p>Characteristics of materials</p> <ul style="list-style-type: none"> • Identify a range of common materials and know that the same material is used to make different objects. • To recognise properties such as hardness, strength and flexibility and compare materials in terms of these properties. • 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. • 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.

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