

Year 3 – Mrs Bradley and Miss Cramphorn
Curriculum Overview
First Half of Autumn Term - 2021 - 2022

<u>Literacy</u>	<u>Numeracy</u>	<u>Topic</u>	<u>Science</u>
<p>Book Study Unit: The Power of Reading</p> <p>Books: Tales of Wisdom and Wonder</p> <ul style="list-style-type: none"> In narratives, create settings, characters and plot Understand what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives for their actions and justifying inferences with evidence. Proof-read for spelling and punctuation errors. Expresses time, place and cause using conjunctions Discuss how local legends and stories may be changed over time Explore themes in 3 cultural tales Identifying morals in stories Sequencing key events Character role on the walls and hot seating Writing alternate endings for stories <p>Spelling</p> <ul style="list-style-type: none"> Proof-reads for spelling and punctuation errors. 	<p>Number and place value</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 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 read and write numbers up to 1000 in numerals and in words <p>Measurement</p> <ul style="list-style-type: none"> Mental- adding and subtracting 10 and 100 from given numbers estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight <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 <p>Number and place value</p>	<p>Ancient Greeks</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world To learn where and when the Ancient Greeks lived To investigate the lives of the Ancient Greeks Who were the Ancient Greeks; where and when did they live? Ancient Greece – a study of Greek life and achievements and their influence on the western world What was life like in an Ancient Greek family? What was life like in an Ancient Greek family? Why are the Ancient Greeks famous for fighting? What did the Ancient Greeks believe? What do we know about Ancient Greek art and culture? Why were the Ancient Greeks so important? What is their legacy? 	<p>Animals including Humans</p> <ul style="list-style-type: none"> To identify that animals, including humans, need the right types and amount of nutrition. They cannot make their own food; they get nutrition from what they eat To learn that different animals have different diets. To learn that humans and some other animals have skeletons and muscles for support, protection and movement. To learn that humans have teeth – molars for chewing, canines for tearing, incisors for cutting – and that teeth help us to eat. To learn that the shape of the teeth makes them useful for different purposes. <p style="text-align: center;">RE</p> <p>What is the Bible's big story?</p> <ul style="list-style-type: none"> To recall some books and types of books from the Bible, who wrote them and say whether

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<ul style="list-style-type: none"> • 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 style="text-align: center;"><u>MUSIC</u></p> <p>Let Your Spirit Fly</p> <ul style="list-style-type: none"> • How to listen to music • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, e.g. finding a pulse, clapping a rhythm, use of pitch. 	<ul style="list-style-type: none"> • Mental – doubling and halving: • x3,x5,x10 and division facts • Count from 0 in multiples of 4, 8, 50 and 100 • find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number • identify, represent and estimate numbers using different representations <p>Geometry –properties of shape-</p> <ul style="list-style-type: none"> • draw 2-D shapes and describe their properties. • recognise angles as a property of shape or a description of a turn <p>Measures</p> <ul style="list-style-type: none"> • Mental – 3 and 4 times table and division facts • measure, compare, add and subtract: lengths (m/cm/mm) • measure the perimeter of simple 2-D shapes <p>Number –place value</p> <ul style="list-style-type: none"> • order and compare numbers up to 1000 • Solve number and practical problems <p style="text-align: center;"><u>RSHE</u></p>	<p style="text-align: center;"><u>PE</u></p> <p>Gymnastics</p> <ul style="list-style-type: none"> • To be able to create interesting point and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes • To create a partner sequence incorporating equipment. <p style="text-align: center;"><u>FRENCH</u></p> <p>Bonjour</p> <ul style="list-style-type: none"> • Greet and say goodbye to someone • Ask someone’s name and say your own • Ask how someone is and respond to same question 	<p>they are in the Old or New Testament.</p> <ul style="list-style-type: none"> • To describe the metanarrative of the Bible for Christians and to ask questions about things they find interesting and puzzling about the Bible. • To reflect on the ‘big story’ of The Bible and be able to articulate their own and others’ understanding. • To know what Christians, mean by the word ‘faith’. • To understand what is meant by Salvation and how this forms part of the ‘big story’. • To learn about examples in The Bible of people who showed faith and how their lives inform the lives of Christian believers. • To understand how the Bible influences the lives of Christians today. <p style="text-align: center;"><u>COMPUTING</u></p> <p>Combining text and graphics</p> <ul style="list-style-type: none"> • Creating text for an audience • Designing layouts and choosing appropriate settings • Incorporating saved images
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<ul style="list-style-type: none"> • To work together in a band/ensemble • To play the accompanying instrumental parts (optional) with or without notation. • To develop creativity through improvising and composing within the song. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song 	<p style="text-align: center;">(Relationship Sex Health Economic Education)</p> <p>Relationships</p> <ul style="list-style-type: none"> • To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • That being part of a family provides support, stability and love • About the positive aspects of being part of a family, such as spending time together and caring for each other • About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • To identify if/when something in a family might make someone upset or worried • What to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<ul style="list-style-type: none"> • Learn some basic nouns • Count numbers 1–10 	<ul style="list-style-type: none"> • Loading saved settings producing final story composition
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