

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

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