

Year 3  
Curriculum Overview  
Second Half of the Autumn Term 2022 - 2023

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p><b>Poetry to Perform</b></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;</li> <li>To compose and perform own poetry.</li> </ul> <p><b>One Plastic Bag</b></p> <ul style="list-style-type: none"> <li>To draw inferences, justifying their ideas with evidence.</li> <li>Predict what might happen from details stated and imagined.</li> <li>To debate their ideas, using evidence to justify points made.</li> <li>To explain and discuss their understanding of what they have read,</li> <li>To use knowledge, understanding and skills to complete the process of designing and making.</li> <li>comparisons within and across books and video prompts.</li> <li>To identify the audience for and purpose of the writing,</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find and write fractions of a discrete set of objects</li> <li>Unit fractions and non- unit fractions with small denominators</li> <li>Recognise and use fractions as numbers</li> <li>Unit fractions and non-unit fractions with small denominators</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Recap multiplication and division facts</li> <li>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)</li> <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>Addition and subtraction facts add and subtract numbers with up to three digits, using formal written methods</li> <li>Solve money problems</li> </ul> <p><b>Fractions</b></p>	<p><b>Rivers: Investigating the Nile</b></p> <ul style="list-style-type: none"> <li>Be able to locate the world's major rivers, identifying key physical and human features of these rivers.</li> <li>Understand that cities, populations and states grew around the River Nile as it provides a resource for life.</li> <li>Learn about the physical geography, physical land use and economy that has developed around the river.</li> <li>Investigate the impact of humans on the River Nile (including the creation on the Suez Canal) including irrigation, water supply, power and transport.</li> <li>Learn that the river is central to the history, economy and human life in the area.</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>They will handle and examine rocks to identify their properties, with support.</li> <li>They will be able to state the four different types of matter that soil is composed of.</li> <li>Children will learn to make careful observations.</li> <li>They will be able to take part in and contribute towards an oral presentation of their observations.</li> </ul>

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<p>selecting the appropriate form and using other similar writing as models for their own.</p> <ul style="list-style-type: none"> <li>To present facts about plastic based on research notes</li> </ul>	<ul style="list-style-type: none"> <li>Find and write fractions of a discrete set of numbers</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>PE</u></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> </ul>	<p style="text-align: center;"><u>ICT</u></p> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>Sequence and Animation</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Begin to introduce the element of time to sequences of instructions</li> </ul>	<p style="text-align: center;"><u>French</u></p> <p><b>The Classroom</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>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> </ul> <p><b>The true meaning of Christmas?</b></p>

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<ul style="list-style-type: none"> <li>• To create a sequence with matching and contrasting actions and shapes.</li> <li>• To create a partner sequence incorporating equipment.</li> </ul>	<ul style="list-style-type: none"> <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 varying time intervals and inputs</li> </ul>	<p style="text-align: center;"><u>Music</u></p> <p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>	<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 and think about how they think and behave.</li> <li>• To make a connection between the story of Epiphany and the Christian belief that Jesus came to save everyone.</li> </ul>
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