

Year 3 – Miss Mayor & Mrs Riley  
Curriculum Overview  
Second Half of the Autumn Term: 2019

English	Mathematics	Topic	Science
<p><b><u>Poetry: Poems to Perform (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>- Exploring, interpreting and responding to poetry.</li> <li>- Exploring rhythm, rhyme and pattern in a range of poems.</li> <li>- Responding to and playing with language in poetry.</li> <li>- Using poetry as a stimulus for art.</li> <li>- Performing in response to poetry.</li> <li>- Composing and performing own poetry.</li> </ul> <p><b><u>Non-Fiction: The Power of Reading (5 WEEKS)</u></b> <i>Books: One Plastic Bag</i></p> <ul style="list-style-type: none"> <li>- Reading the opening paragraph and sketching/describing what they hear.</li> <li>- Discussing and exploring the environmental message of the book.</li> <li>- Researching the properties of plastic. Creating leaflets or information pages about plastic. Trying to create a balanced view.</li> <li>- Researching and recording what happens to plastic when it is ‘recycled’- link to what happened to the village in the text.</li> <li>- Debating the question: ‘should all plastic bags be banned?’</li> <li>- Writing a persuasive advert selling the recycled purses.</li> </ul> <p><b><u>Grammar, Handwriting and Spelling:</u></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>- Organise text into paragraphs.</li> <li>- Use conjunctions: when, before, after.</li> </ul>	<p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>- Mentally recap 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 (KPI)</li> <li>- Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators. (KPI)</li> <li>- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> </ul> <p><b><u>Number –Place Value</u></b></p> <ul style="list-style-type: none"> <li>- Mentally 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) (KPI)</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><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>- Mentally recap addition and subtraction facts</li> <li>- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>- Solve money problems</li> <li>- Coins for given values</li> <li>- Totals and change (KPI)</li> </ul>	<p><b><u>Ancient Greeks (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>- Finding out about the origins of the Olympics and how it differs from today</li> <li>- Designing and creating Greek pots</li> <li>- Exploring Greek pots; how they were made, what they were made from and the story they tell.</li> </ul> <p><b><u>Planning a Greek Holiday (5 weeks)</u></b></p> <ul style="list-style-type: none"> <li>- Locating Greece on a map and thinking about places they have visited on holiday.</li> <li>- Finding out about the most common holiday destinations in the class.</li> <li>- Researching the longitude and latitude of different holiday destinations.</li> <li>- Looking at differences in climate between holiday destinations</li> <li>- Exploring Greek mountain ranges and islands.</li> <li>- Creating a holiday brochure.</li> <li>- Designing and making a frame for a holiday photograph</li> <li>- Drawing and labelling how they would like their design to look, considering the basic frame shape and design options.</li> </ul> <p style="text-align: center;"><b><u>Religious Education</u></b></p> <p><b><u>What can we learn from Wisdom?</u></b> (2sessions)</p> <ul style="list-style-type: none"> <li>- Making 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><u>Characteristics of materials</u></b></p> <ul style="list-style-type: none"> <li>- Identifying a range of common materials and knowing that the same material is used to make different objects.</li> <li>- Recognising properties such as hardness, strength and flexibility and comparing materials in terms of these properties.</li> <li>- Learning that materials are suitable for making particular objects because of their properties and that some properties are more important than others when deciding what to use.</li> <li>- Planning 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> <p style="text-align: center;"><b><u>PSHE</u></b></p> <p><b><u>Growing and Changing</u></b></p> <ul style="list-style-type: none"> <li>- Recognising their worth by identifying positive things about themselves.</li> <li>- Reflecting on their achievements.</li> <li>- Identifying their mistakes, making amends and setting personal goals.</li> <li>- Describing what they admire in other people.</li> <li>- Describing steps they can take to improve.</li> </ul>

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<p style="text-align: center;"><u>Computing</u></p> <p><b><u>Coding 1</u></b></p> <ul style="list-style-type: none"> <li>- Beginning 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>- Creating an app applying skills learned, making several objects move after varying time intervals and inputs</li> </ul> <p style="text-align: center;"><u>French</u></p> <p><b><u>Je parle francais</u></b></p> <ul style="list-style-type: none"> <li>-Count from 0 to 12</li> <li>-Listen and respond to classroom instructions</li> <li>-Start to use names for classroom objects and to introduce gender of words</li> </ul>	<p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>- Interpret and present data using bar charts, pictograms and tables (KPI)</li> </ul>	<ul style="list-style-type: none"> <li>- Asking 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><u>How do Advent and Epiphany show us what Christmas is really about?</u></b> (4 sessions)</p> <ul style="list-style-type: none"> <li>- Describing what prophets said about the birth of Jesus and what Christians might learn from it.</li> <li>- Describing how and why John the Baptist prepared people for the birth of Jesus.</li> <li>- Giving examples of how Christians live out the message of Christmas and think about how they think and behave.</li> <li>- Making 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>PE</u></p> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>- Experimenting with body shapes and linking shapes and create a sequence with a partner</li> <li>- experiment with balances.</li> <li>- Linking shapes and balances into short sequences and exploring different methods of travelling across a mat.</li> <li>- Consolidating and improving the quality of their actions, body shapes and balances, and their ability to link phrase of movement.</li> <li>- Consolidating and improving the quality of their body shapes and balances, and transferring these onto apparatus.</li> <li>- Creating sequences on apparatus, using good quality travelling actions, body shapes and balances.</li> </ul>
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