

Year 3 - Mrs Metcalf and Mr Horry
Curriculum Overview
Autumn Two 2023 - 2024

<u>English</u>	<u>Mathematics</u>	<u>Science</u>	<u>Religious Education</u>
<p style="text-align: center;"><u>Book Study Unit: The Power of Reading</u></p> <p>Books: Tales of Wisdom and Wonder</p> <ul style="list-style-type: none"> -Discuss how local legends and stories may be changed over time -Art of oral story telling - Exploring themes in three cultural tales -Identify morals in stories -Sequence key events - Character role on the walls and hot seating -Write alternative endings for stories <p style="text-align: center;"><u>Poetry to perform</u></p> <p>Book: Poems to Perform by Julia Donaldson</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. - To compose and perform own poetry. 	<p>Multiplication and Division</p> <p>-3 and 4 times table and division facts</p> <p>Fractions</p> <ul style="list-style-type: none"> -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 denominator within one whole -solve fraction problems -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: unit fractions and non-unit fractions with small denominators <p>Number –Place Value</p> <ul style="list-style-type: none"> -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) -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"> -add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 	<p>Animals, including humans</p> <ul style="list-style-type: none"> -To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - To describe in simple terms how fossils are formed when things that have lived are trapped within rock. - To recognise that soils are made from rocks and organic matter. <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 shapes. - To create a partner sequence incorporating equipment. <p style="text-align: center;"><u>Topic</u></p> <p>Greek Holidays</p> <ul style="list-style-type: none"> - To recognise physical and human geography and how it will affect clothing and equipment choices. <p>To explore tourist promotional materials to learn about physical and human geography.</p>	<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 and think about how they think and behave. - 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>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, eg finding a pulse, clapping a rhythm, use of pitch. - To work together in a band/ensemble. - To develop creativity through improvising and composing - Children will learn the names and values of different musical note. <p>- Children will learn about staves and clefs and how notes are arranged in music.</p>

<p style="text-align: center;"><u>RSHE</u></p> <p>Safe Relationships</p> <ul style="list-style-type: none"> - Personal boundaries - Safely responding to others - The impact of hurtful behaviour <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> - Recognising respectful behaviour - The importance of self-respect, courtesy and being polite 	<p>-solve money problems (coins for given values, totals and change)</p> <p>Statistics</p> <p>-interpret and present data using bar charts, pictograms and tables</p>	<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 varying time intervals and inputs. 	<p style="text-align: center;"><u>French</u></p> <p>En Classe</p> <ul style="list-style-type: none"> - To identify classroom objects. - To identify colours and describe an object's colour. - To say your age. - To recognise and repeat classroom instructions.
---	--	--	--