

Year 3 - Mrs Lewis and Miss Cvikotova
Curriculum Overview
First Half of the Autumn Term 2022

English	Mathematics	Topic	Science
<p><u>Book Study Unit: The Power of Reading</u> <i>Books: Tales of Wisdom and Wonder</i> In narratives, creates settings, characters and plot</p> <ul style="list-style-type: none"> • To 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. • To proof-read for spelling and punctuation errors. • To express time, place and cause using conjunctions • To discuss how local legends and stories may be changed over time • The art of oral storytelling • To exploring themes in 3 cultural tales • To identifying morals in stories • To sequence key events • Character role on the walls and hot seating <ul style="list-style-type: none"> • To writing alternate endings for stories <p>Poetry to Perform <i>Books: Poems to Perform by J Donaldson</i></p> <ul style="list-style-type: none"> • To make choices in selecting poems for anthologies • To explore, interpret and respond to poetry. 	<p>Number and place value</p> <ul style="list-style-type: none"> • To count from 0 in multiples of 4, 8, 50 and 100; • To find 10 or 100 more or less than a given number • To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • To compare and order numbers up to 1000 • To 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 • To 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"> • To 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> <ul style="list-style-type: none"> • Mental - doubling and halving • x3,x5,x10 and division facts • To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • To identify, represent and estimate numbers using different representations <p>Geometry -properties of shape</p> <ul style="list-style-type: none"> • To draw 2-D shapes and describe their properties • To recognise angles as a property of shape or a description of a turn 	<p><i>Including: Art & design, Design & technology, Geography, History</i></p> <p>Ancient Egypt</p> <ul style="list-style-type: none"> • To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations - the achievements of the earliest civilizations. • To have an overview of where and when the first civilizations appeared • To carry out an in-depth study of ancient Egypt • To be able to identify where Ancient Egypt fits on a timeline and how long the period of the ancient Egyptians lasted. • To locate key physical and human features in Ancient Egypt • To understand where ancient Egypt was and why the physical geography of the environment was important for the Egyptians. • To learn about what life was like for people living in ancient Egyptian times • To know what is left of the ancient Egyptian civilization and their impact on our modern life. • To know about the achievements of the earliest civilizations. 	<p>Animals</p> <ul style="list-style-type: none"> • To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • To identify that humans and some other animals have skeletons and muscles for support, protection and movement

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<ul style="list-style-type: none"> • 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>Measures</p> <ul style="list-style-type: none"> • Mental - 3- and 4-times table and division facts • To measure, compare, add and subtract: lengths (m/cm/mm); • To measure the perimeter of simple 2-D shapes <p>Number -place value</p> <ul style="list-style-type: none"> • To order and compare numbers up to 1000 • To solve number and practical problems 		
<p style="text-align: center;"><u>Music</u></p> <p>Warm up Games</p> <ul style="list-style-type: none"> • To play Rhythm and Pitch Games • To build musical skills in a fun and challenging way. <p>Learn to Sing the Song</p> <ul style="list-style-type: none"> • To break the song down into manageable learning sections • To use a tempo controller that will slow the song down to aid learning. • To add movement to the song. • To use imaginations to choreograph movement to the song. <p>Play Instruments with the Song:</p> <ul style="list-style-type: none"> • To rehearse the instrumental parts. <p>Improvise with the Song:</p> <ul style="list-style-type: none"> • To use your voices and instruments 	<p style="text-align: center;"><u>PE</u></p> <p>Tag Rugby</p> <ul style="list-style-type: none"> • To develop throwing, catching and running with the ball. • To develop an understanding of tagging rules. • To begin to use the 'forward pass' and 'off side' rule. • To be able to dodge a defender and move into space when running towards the goal • To develop defending skills and use them in a game situation. • To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament. 	<p style="text-align: center;"><u>Computing</u></p> <p>Combining text and graphics</p> <ul style="list-style-type: none"> • To select, use and combine a variety of software (including internet services) on a range of digital devices • To design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information) • To create text for an audience / purpose. • To design layouts by choosing appropriate settings. • To incorporate saved images / images sources online. • Loading saved work. • To producing final story composition. 	<p style="text-align: center;"><u>RE</u></p> <p>Introducing the prayer space in your classroom and creating the first display e.g. prayers, hopes and wishes for the future etc.</p> <p>What is the Bible's big story?</p> <ul style="list-style-type: none"> • To recall some books and types of books of the Bible, who wrote them and say whether they are in the Old or New Testament. • 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
<p style="text-align: center;"><u>RSHE</u></p> <p>Families and friendships</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 	<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 • Learn some basic nouns • Count numbers 1-10 		

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<ul style="list-style-type: none"> • 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 What makes a family; features of family life <p><u>Safe relationships/Personal boundaries; safely responding to others</u></p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved 			<p>and how their lives inform the lives of Christian believers.</p> <ul style="list-style-type: none"> • To understand how the Bible influences the lives of Christians today <p>Wisdom</p> <ul style="list-style-type: none"> • To make links between the teachings and sources of Christians and other religious groups and show how they are connected to believers' lives. • To ask questions about the meaning of life and suggest answers which might be given by them and by members of other religious groups.
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<ul style="list-style-type: none">• about bullying online, and the similarities and differences to face-to-facebullying• what to do and whom to tell if they see or experience bullying or hurtful behaviour			
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