



## Curriculum Overview

### Year 3 Autumn Term

Subject	Content
<p><b>Religious Education</b></p>	<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>• know that Baptism is the Sacrament of Belonging to God’s Family, the Church</li> <li>• identify some signs and symbols of Baptism and express their meaning</li> <li>• sequence the Rite of Baptism</li> <li>• discuss elements of the Celebration of Mass when we gather as the Family of God</li> </ul> <p><b>We Listen to God’s Word at Mass</b></p> <ul style="list-style-type: none"> <li>• know and understand the importance of listening</li> <li>• know the structure of the Liturgy of the Word at Mass</li> <li>• discuss why it is important that Christians listen to the Word of God.</li> </ul> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>• know the stories of the Annunciation and Visitation</li> <li>• understand that both Mary and Elizabeth recognised and welcomed the presence of Christ</li> <li>• think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presence of Christ.</li> </ul>
<p><b>English</b></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• find evidence in the text to answer questions</li> <li>• develop an understanding of the main ideas in texts</li> <li>• find out about authors and discussing what we like about their books</li> <li>• investigate the structure of stories</li> </ul> <p><b>Writing:</b></p> <p><b>Adventures and Mysteries</b></p> <ul style="list-style-type: none"> <li>• explore the genre in reading and writing</li> <li>• structure ideas in chapters-: opening, build-up, problem, resolution and ending</li> <li>• begin to vary sentence structure to create effect</li> </ul> <p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>• understand the format of a letter</li> <li>• know when to use the first person</li> <li>• write in structured paragraph chunks: explaining, main details, closing statement</li> </ul> <p><b>Non-chronological Reports</b></p>

	<ul style="list-style-type: none"> <li>• plan using a mind map</li> <li>• structure writing using: a question to introduce, subheadings, and labelled diagrams</li> <li>• write information clearly in the present tense</li> </ul> <p><b>Shape poems</b></p> <ul style="list-style-type: none"> <li>• explore alliteration, simile, onomatopoeia and rhyme in reading and writing poetry</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• consolidate basic sentence punctuation including question marks and exclamation marks</li> <li>• use capitals or new lines in poetry</li> <li>• understand the terms and functions of “verb”, “adjective” and “preposition”</li> <li>• collect and find the meaning of similar verbs and adjectives</li> <li>• experiment with the effects of powerful verbs and adjectives in writing</li> <li>• spell words with suffixes and prefixes, verbs ending with “ing”, “le” words</li> <li>• consolidate handwriting joins</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• identify, represent and estimate numbers using different representations</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> <li>• solve number problems and practical problems involving these ideas</li> <li>• count from 0 in multiples of 4, 8, 50 and 100</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> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>

	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100</li> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives</li> </ul>
<p><b>Chemistry</b></p>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group rocks based on simple properties</li> <li>• learn how fossils are formed</li> <li>• investigate different types of soil</li> <li>• know that soils are made from rocks and organic matter</li> <li>• set up investigations and record observations</li> </ul>
<p><b>Biology</b></p>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• know what animals and other living things need to stay alive</li> <li>• compare the observable features of a range of animals</li> <li>• know that humans are animals and have some common features</li> <li>• investigate the skeletons of different animals and understand the purpose of bones</li> <li>• know that movement requires the action of muscles</li> <li>• 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</li> </ul>
<p><b>Computing</b></p>	<p><b>We are programmers</b></p> <ul style="list-style-type: none"> <li>• create an algorithm for an animated scene in the form of a storyboard</li> <li>• write a program in Scratch to create the animation</li> <li>• correct mistakes in their animation programs</li> </ul> <p><b>We are bug fixers</b></p> <ul style="list-style-type: none"> <li>• develop a number of strategies for finding errors in programs</li> <li>• build up resilience and strategies for problem solving</li> <li>• increase their knowledge and understanding of Scratch</li> </ul>

	<ul style="list-style-type: none"><li>• recognise a number of common types of bugs in software</li></ul>
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## **Creative Curriculum:**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

### **YEAR A**

#### **Autumn 1: Community**

**Main focus:** Geography

We will learn about the wider community of the UK and the seas around it.

- identify the counties within the UK as well as major cities
- use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- use and interpret maps, globes and atlases to locate countries and key features
- use four figure grid references and the 8 points of a compass
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

**Secondary Focus:** History – begin to learn about settlements in Stone Age Britain

- place an historical period within a chronological framework and identify similarities and differences between ways of life in different periods
- use stories and other sources to understand key features of the period
- understand how we find out about the past
- use historical words and phrases to describe the passing of time
- record in a variety of ways

### **YEAR B**

#### **Autumn 1: Journeys**

**Main focus:** Geography

We will be taking a journey around the countries of the UK and the seas around it.

- identify the counties within the UK as well as major cities
- use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- use and interpret maps, globes and atlases to locate countries and key features
- use four figure grid references and the 8 points of a compass
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

**Secondary focus** History – begin to learn about settlements in Stone Age Britain

- place an historical period within a chronological framework and identify similarities and differences between ways of life in different periods
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<p><b>Year A</b></p> <p><b>Autumn 2: Celebrations</b></p> <p><b>Main focus:</b> Art and Design</p> <p>We will be exploring portraits created to celebrate and commemorate the lives of people. We will find out how the positioning of people in a picture gives clues about their relationship to each other.</p> <ul style="list-style-type: none"> <li>• use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> <li>• investigate size and proportion in the human form</li> <li>• experiment with different materials to create a range of effects</li> <li>• investigate colours including complementary and contrast</li> <li>• explain what he/she likes or dislikes about their work</li> <li>• know about some of portrait artists and describe their work</li> </ul>	<p><b>Year B</b></p> <p><b>Autumn 2: Memories</b></p> <p><b>Main focus:</b> Art and Design</p> <p>We will be exploring how memories and stories are passed on from generation to generation, through art. The children will explore collage as a medium.</p> <ul style="list-style-type: none"> <li>• use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</li> <li>• experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> <li>• investigate colour effects and layering for texture</li> <li>• explain what he/she likes or dislikes about their work</li> <li>• know about some of collage artists and describe their work</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>• develop their dribbling skills with a stick and/or a ball</li> <li>• use space within the pitch area</li> <li>• develop knowledge of attacking whilst invading</li> <li>• consolidate dribbling with a football</li> <li>• attempt to keep possession whilst dribbling</li> </ul> <p><b>Strike and Field</b></p> <ul style="list-style-type: none"> <li>• be able to strike a ball with some accuracy</li> <li>• vary the speed and direction of a ball</li> <li>• perform the basic skills needed for the games with control and consistency</li> <li>• describe what is successful in their own and other's play</li> <li>• develop understanding of distance and power when striking</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• perform correct front crawl arm action</li> <li>• perform correct front crawl leg action</li> <li>• breath correctly with face in and out of water</li> <li>• demonstrate 'push &amp; glide'</li> <li>• discuss safe self-rescue</li> </ul>

**PSHE**

- explore rules around the school and classroom and work as a team to devise classroom rules
- develop a better understanding of themselves as a learner including preferred learning styles
- reflect on the feeling of belonging to a group and recognise different groups with our school community and the wider world
- identifies and makes simple choices about staying healthy and describes ways of keeping safe in familiar situations e.g. road safety, internet safety