



Curriculum Overview – Year 3 Autumn 2023

SJS Year 3 Curriculum Overview – Autumn Term		
<p>Reading</p> <p>Greta and the Giants The Pebble in my pocket Leon and the Place Between The Night before Christmas</p>	<p>Writing</p> <p>Poetry on a theme – emotions First person narrative Non-chronological reports Formal letters to complain Dialogue through narrative Performance Poetry</p>	<p>Spelling</p> <p>Common exception words -es -ed -ing – er -est Homophones and near homophones Suffixes –ment -ness -ful -less -ly Contractions Etymology – dec, tele, photo, de, uni, kilo</p>
<p>Maths</p> <p>Place value (4 weeks) Addition and subtraction (6 weeks) Multiplication and division (5 weeks)</p>		<p>Maths – Key Knowledge</p> <p>Halves, doubles, commutativity, addition and subtraction number facts to 20, purpose of place holder, repeated addition</p>
<p>History</p> <p>Stone Age – Iron Age (3 weeks)</p> <p>Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know? When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age? When was the Iron Age? What was the Iron Age like? How do we know? Vocabulary – ancient, community, dense, extinct, roaming, prehistory, domesticated, arid, gatherer, nomad, reared, submerged</p>	<p>Geography</p> <p>Fieldwork</p> <p>What are the 8 points on the compass? Know that North is an important cardinal point on a compass – all OS maps displayed facing North. Use 8 points of a compass to locate human and physical features in the locality. Where are the physical and human features located in this place? Know how a compass helps explain the location of human and physical features in this place. Vocabulary – bisect, precise, accurate, approximately, relation, align, cardinal point, bearing, settlement, recreation, harbour, deciduous</p>	<p>Science</p> <p>Rocks (3 weeks)</p> <p><i>How are rocks formed?</i> <i>What types of rocks are there?</i> <i>Can rocks change?</i> <i>How can we test a rock to see if it is limestone or chalk?</i> <i>Is soil just dirt? What makes soil?</i> <i>How are fossils formed?</i> Vocabulary – compacted, decay, prehistoric, soil, transform, fossil, igneous, magma, metamorphic, minerals, sedimentary.</p> <p>Animals including humans</p> <p>What effect does the food we eat have? Where is my skeleton and what does it do? Where are my muscles and what do they do? Vocabulary – minerals, skeleton, skull, voluntary, involuntary, nerves, biceps, triceps, vertebrae, vitamins, proteins, carbohydrates.</p>



Curriculum Overview – Year 3 Autumn 2023

<p>Design Technology</p> <p>Textiles Know fabric can be stiffened Know stiffened fabric can hold a form Be able to select and apply solutions to stiffen fabric Be able to make a box using stiffened fabric Vocabulary – starch, PVA glue, gelatine, stiffen, interfacing, cloth</p> <p>Food Know what is meant by the term balanced Know why fresh foods are better Be able to make a fruit and yoghurt dessert Be able to make homemade chips Be able to flavour foods to increase their sensory qualities Vocabulary – seasonal, balance, reserve, stew, pressure, seasoning</p>	<p>Art</p> <p>Drawing and Painting Know there are lines and patterns in natural objects Know a range of effects can be made with paint Be able to identify lines and patterns in nature (rocks and fossils) Be able to use a range of specific painting techniques Vocabulary – hue, repetition, resist, tonking, sgraffito, impasto</p> <p>Printmaking Know how to use a printing slab and roller Know how to create different printing blocks Be able to make a variety of printed marks including:</p> <ul style="list-style-type: none"> • monoprinting • block printing <p>Vocabulary – textured, ink slab, thumbnail sketch, repeated, impressed stamp, monoprint</p>	<p>Computing</p> <p>Connecting Computers Explain how digital devices function Identify input and output devices Recognise how digital devices can change the way that we work Explain how a computer network can be used to share information Explore how digital devices can be connected Recognise the physical components of a network Vocabulary – input, output, digital, non-digital, network</p> <p>Stop-frame Animation Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images Plan an animation Identify the need to work consistently and carefully Review and improve an animation Evaluate the impact of adding other media to an animation Vocabulary - stop-frame animation, sequence, onion skinning, frame, transition</p>
<p>PE</p> <p>Communications and Tactics Work within teams to complete the different problem-solving challenges successfully. Apply an understanding of what makes an effective team and understand how important their role is within the team. Develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams. Develop their ability to remain positive and try their best in every challenge. Begin to show leadership attributes Vocabulary – communication, tactics, teamwork, strategy, attacker, defender, tag</p>		<p>PSHE</p> <p>Being me in my world Setting personal goals Self-identity and worth Rules, rights and responsibilities Rewards and consequences Vocabulary – Rules, values, behaviour, self-identity, responsibility</p> <p>Celebrating Difference Families and theirs differences</p>



Curriculum Overview – Year 3 Autumn 2023

<p>Gymnastics – Symmetry and Asymmetry Execute ‘excellent’ balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together. Develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary. Collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others. Develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard. Vocabulary – excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical</p> <p>Invasion: Game Sense Develop their passing and moving skills to outwit their opponents and keep possession of the ball. Apply an understanding of where, when and why we pass and move, in order to score points against another team. Develop life skills such as respect and communication as they collaborate with others including their opponents. Apply their skills with developing confidence as they grow in their ability to show resilience and determination. Vocabulary – attacker, defender, space, possession, passing, control, shooting</p> <p>Dance – Weather Ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story. Understand what makes an ‘excellent dance’. Pupils will apply creativity as they try a range of movement options. Apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison. Strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve. Vocabulary – Excellent dancers, expression, creativity, emotion, rhythm, timing, stage presence, motif</p>		<p>Witnessing bullying Giving and receiving compliments Recognising words can be hurtful Vocabulary - family, parent, child, bullying</p>
<p>Performing Arts Music - Learning to play the glockenspiel Singing in a group , demonstrating some accuracy, fluency, control and expression.</p>	<p>RE Christianity Key Question:</p>	<p>French Getting started in French I can greet others. I can ask and answer questions.</p>



Curriculum Overview – Year 3 Autumn 2023

<p>Improvising music, using a glockenspiel. Play a glockenspiel, in solo and group contexts, demonstrating some accuracy, fluency, control and expression Beginning to read music notation using the Stave House method. Listening to a musical phrase and repeating it back using their voice or a glockenspiel. Listening to and verbally responding to a composition of their peers. Discussing the lives of a number of key people in the history of music, and how this influenced their music. Vocabulary - percussion, tuned, untuned, stave, treble clef, glockenspiel, tempo, dynamics, expression, improvise.</p>	<p>How do Christians show that reconciliation with God and others is important? Key Concept: Reconciliation</p> <p>I can discuss and understand the term 'Reconciliation' I can recall some bible stories and identify elements of reconciliation I can describe why reconciliation is important to Christians I can explain what the word 'Sacrifice' means and why it is linked to poppies</p> <p>Vocabulary – Christianity, Bible, Church, Reconciliation, Sacrifice</p> <p>Islam Key Question: How does a Muslim show their submission and obedience to Allah?</p> <p>I can understand what the word 'obey' means I can describe how and why Muslims obey the call to pray I can give examples of how Muslims show submission and obedience to Allah.</p> <p>Vocabulary – Islam, Allah, respect, submission, obedience</p>	<p>I can understand and respond to classroom instructions. I can show my knowledge of France. I can identify countries on a map. I can place French words in alphabetical order. I can use capital letters when writing place names. I can use <i>c'est</i> as an opener to a statement. I can answer questions using <i>oui</i> or <i>non</i>, coupled with <i>c'est</i>+ noun.</p>
---	---	--