

YEAR 3
Curriculum Overview
2023 Autumn



Welcome:

The children will have PE on Tuesdays and swimming on Thursdays, please make sure your child has a full, named PE kit in school all of the time. This is in case we change the day due to weather conditions. Children need to arrive without earrings or be able to take them out and replace them on their own on these days.

We would appreciate if an adult could read with their child as much as they can and sign their reading record books accordingly. Reading records are checked every morning. We allow the children to change their books once we know an adult has read a few pages with them too. We have lots of reading time in place at school as well.

Home learning will be given to the children on a Friday and should be submitted the following Thursday. We encourage the children to work independently with these tasks.

Maths **Maths**

Number and Place Value: count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words.

Addition and Subtraction: add and subtract numbers mentally. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplying and Dividing: recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods. Solve problems, including missing number problems.

English

This term we will start with the book 'The Gardener' by Sarah Stewart which is linked to our growth topic. We will be using the text to help our understanding of non-fiction elements and help us write letters specifically. In Autumn Two, we will be reading 'Leon and the place between' by Grahame Baker-Smith which links to our powers and magic topic. The children will learn how to write a narrative using imaginary settings. When writing, we will continue to plan, draft, proof-read and edit our work. Children will begin to write with an ink pen this term and we will work on developing a neat, joined style of handwriting. Lastly, we will be using the Little Wandle KS2 Catch up scheme to assist children with uncertain areas of phonics.

Science:

Setting up simple practical enquiries, comparative and fair tests. Recording findings using simple scientific language, drawings and labelled diagrams.

The children will be identifying and describing the functions of different parts of flowering plants; requirements for growth and exploring the part flowers play in the life cycle, including pollination, seed formation and seed dispersal.

Comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them;

The following part of the term will be focussed on magnets and forces. They will observe how magnets repel and attract, as well as, noticing how things move on different surfaces.

Themes:

Autumn One-Growth
Autumn Two-Powers

Our School Values:

Peace Responsibility Appreciation
Patience Honesty Tolerance

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Languages

Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, rhythms and games in the language.

The children will be learning French in KS2. They will be engaging in introductory conversations and using the four skills to talk about themselves (name, age, appearance...) and experiencing French

Music

Play and perform in solo and ensemble contexts using their voices and playing musical instruments increasing fluency, accuracy, control and expression. Understand staff and other musical notations.

Children will explore playing the ukulele in time and to a beat. They will listen to pieces of music and understand rhythm and pitch. The children will also take part in their first

Art & DT:

To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.

The children will focus on sketching bodies in motion for art and designing and making pop-up magician hats in DT (focusing on levers and mechanisms).

Computing

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Understand computer networks including the internet; how they can provide multiple services for communication and collaboration

Analyse information and make accurate searches

Understand the need for copyright

Be aware of what should be shared online

Understand the impact technology can have on health and well-being.

Humanities:

Extend Knowledge about the UK – counties, cities, human and physical features

Use maps, atlases, globes

Children will begin to learn the definitions of some important geographical concepts. Country, Continent etc Children will learn the geographical location of Spain in relation to us, other countries and physical geographical features. Children will start to understand the idea of nationhood.

RE:

Christianity

Suggest why different parts of the Bible might be important to Christians, making links from with their learning to explain their reasons. Make links between the 'Big Story' and some things that Christians believe. Describe how people show their ideas about God (theology) or the Bible using their creativity.

Judaism:

Link features of Jewish celebrations with stories, beliefs or objects. Give examples of special times or special words for Jewish people, making links between them. Describe some of the practices associated with the 'milestones' of a Jewish person's life and the impact this can have.

PE:

Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns.

In the Autumn term, the children will take part in swimming and gymnastics for the first half and have dance and cricket for the second half. Gymnastics and dance will be taught during the carousel.