

Curriculum Overview for Year 3: Autumn Term

<p>Writing</p> <p><i>Stone Age Boy</i> by Santoshi Kitamura <i>Stone Age Tales: The Great Storm</i> by Terry Deary</p> <p>Skills: Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings). Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause (and place) Using and punctuating direct speech (i.e. inverted commas). Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Knowledge: Adventures and mystery (The Stone Age Boy) Letters (Letters from character to parents). Information texts/Persuasion (Stone Age Day). Explanations (Stone Age life). Instructions (How to catch a Mammoth). Traditional stories. Dialogue and plays (convert prose from Stone Age Boy to play script).</p>	<p>English</p> <p>Reading</p> <p><i>Drawn Together</i> by Minh LE <i>The Pied Piper of Hamelin</i> by Robert Browning Non-fiction text exploring <i>The Stone Age</i></p> <p>Skills: Read aloud and understand words based on knowledge of root words, prefixes & suffixes Read further exception words, including those with unusual spelling or sounds Check that a text makes sense, including explaining the meaning of words in context Draw inferences about feelings, thoughts & motives Predict future events from details stated in the text Use dictionaries to check the meaning of words Identify and summarise the main ideas drawn from more than one paragraph Identify how language structure & presentation contributes to meaning Use evidence to justify inferences Recognise some different forms of poetry Perform plays and poetry aloud using intonation, tone, volume and action</p> <p>Knowledge: Develop an understanding of another culture Comprehend new vocabulary Develop a wider vocabulary Know a wide range of poetry Develop a deeper understanding of the wider curriculum Stone Age</p>	<p>Religious Education</p> <p>Religion, Family and Community Religions: Islam and Christianity</p> <p>Subject Endpoints Skills Compare similarities and differences between religions. Show respect to people of faiths. Reflect on personal values and beliefs</p> <p>Knowledge: Understand Muslim & Christian prayer rituals Understand the importance of prayer Consider the concept of 'belonging' Pupils create their own 'prayer' or 'poem to show an understanding of personal values.</p>	<p>Art</p> <p><i>Art Introduction to the History of Art and focus on Prehistoric Art (cave paintings- focusing on line making with different materials)</i></p> <p>Subject Endpoints</p> <p>Skills Learn and express views about art periods/movements through time. Learn about the Prehistoric Art Period. Comment on Prehistoric (Stone Age) art using the correct vocabulary. Practise mark making using different drawing materials. Use different materials to recreate Prehistoric Art.</p> <p>Knowledge: Know about great artists, craft makers and designers Understand the historical and cultural development of their art forms. Know how art and design both reflect and shape our history. Learn about great artists, architects and designers in history. Evaluate and analyse creative works using the language of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Experiment, invent and create their own works of art, craft and design.</p>
<p>Maths</p> <p>Place Value</p> <p>Knowledge Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)</p> <p>Skills Count in hundreds to 1000 Count in hundreds, tens and ones Compare and order numbers up to 1000 Count from 0 in multiples of 50 Find 10 more or less than a given number using number patterns Count in fours and eights Apply knowledge of numbers to solve problems</p> <p>Addition and Subtraction</p> <p>Knowledge: Understand the commutative law of addition and form a family of addition and subtraction facts. Solve word problems using addition and subtraction</p> <p>Skills: Solve 'more than' and 'fewer than' word problems using addition and subtraction</p> <p>Knowledge: Add a 3-digit number to ones without renaming Add a 3-digit number to multiples of 10 & 100 without renaming Add two 3-digit numbers without regrouping, using the column method of addition Subtract ones from a 2-digit & 3-digit number without renaming Subtract multiples of 10 & 100 from a 3-digit number without renaming Apply knowledge of addition and subtraction to solve problems</p> <p>Multiplication and Division</p> <p>Knowledge: Multiply multiples of 10 by a 1-digit number Multiply a 2-digit number by a 1-digit number without regrouping Multiply a 2-digit number by a 1-digit number with regrouping, Divide a 2-digit number by a 1-digit number without regrouping Divide a 2-digit number by a 1-digit number with regrouping Understand, learn and recall the 3, 4 & 8 times table Understand the relationship between multiplication and division</p> <p>Skills: Use knowledge of multiplication and division to solve problems Use the 3, 4 & 8 times table for division Solve problems using a variety of strategies Divide by 4 and 8</p> <p>Measurement: Length</p> <p>Knowledge Read and write length and height in metres, centimetres & kilometres Compare lengths</p> <p>Skills Solve word problems involving addition and subtraction of lengths Solve word problems involving multiplication & division of lengths</p>	<p>Science</p> <p>Rocks and Soil</p> <p>Subject Endpoints Skills (Working scientifically) Ask relevant questions Use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Knowledge: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Investigate which rock is suitable for a specific job and why. Know the differences between: igneous, metamorphic and sedimentary rocks and how they are formed. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Raise questions on how soils are formed.</p>	<p>Geography & History</p> <p>Changes in Britain from the Stone Age to Iron Age.</p> <p>Subject Endpoints Skills Place key events, people and changes into correct periods of time. Use dates, the passing of time in both ancient and modern History. Interpret the features of periods and societies in the past. Devise historically valid questions using a range of questions types</p> <p>Knowledge: Place growing Historical knowledge into different contexts. Ask questions about change, cause, similarity, difference, and significance. Know that knowledge of the past is constructed from a range of sources. Identify a primary and secondary source of information and give reasons. Create own structured accounts, including written narratives and analyses. Recall, select and organise information</p> <p>History</p> <p><i>Rock on Through the Ages</i> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art</p>	<p>Design & Technology</p> <p>DT Introduction to textiles (Stone Age needle pouch)</p> <p>Subject Endpoints</p> <p>Skills Know about the origins and development of sewing. Master different stitches. Master different decorative techniques. Use sewing skills and techniques to make a needle pouch.</p> <p>Knowledge: Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
<p>PE</p> <p>Athletic Activities (Multi-skills)</p> <p>Subject Endpoints Skills Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills.</p> <p>Knowledge: Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Athletic Activities (Gymnastics).</p> <p>Subject Endpoints Skills Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills</p> <p>Knowledge: Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Computing</p> <p>Information Technology – Touch Typing</p> <p>Subject Endpoints Skills This unit develops the typing terminology and helps children to understand the correct way to sit at the keyboard. Children learn how to use two hands to type with increasing speed and accuracy.</p> <p>Knowledge: Children understand the names of the fingers and what is meant by the home, bottom, and top rows. They develop the ability to touch type using both hands and understand the function of most keys on the keyboard.</p> <p>Information Technology – Email</p> <p>Subject Endpoints Skills This unit develops the children's understand of different methods of communication. They know how to open and respond to an email and how to write an email to someone from an address book. They can add an</p> <p>Online Safety We follow 'Education for a Connected World'. Copyright and Digital Literacy</p> <p>Online Reputation Knowledge To give examples of what anyone may or may not be willing to share about themselves online. To explain the need to be careful before sharing anything personal. To explain who someone can ask if they are unsure about putting something online</p> <p>Copyright and Ownership Knowledge To explain why copying someone else's work from the internet without permission isn't fair and to explain what problems this might cause. To understand that we all have rights over the content we create. To know that whilst the internet may be 'free' not all content is 'free to use'.</p>	<p>Foreign Languages</p> <p>French</p> <p>Subject Endpoints Skills Communicate with others using simple words, recognise familiar words and short phrases, read familiar words, write familiar words, understand noun gender and articles, use first person and high frequency verbs.</p> <p>Knowledge: Find France on a map, Say how you feel, Learn 10 colours, Count from 1-10</p> <p>Remember and recall 10 common animals from memory, use correct article and determiner for the animal</p> <p>J'apprends le français & Les animaux</p>	<p>Music</p> <p>R&B <i>Let your Spirit Fly</i> by Joanna Mangona</p> <p>Subject Endpoints Skills Listen & Appraise. Begin to recognise styles. Find the pulse. Recognise instruments, discuss, listen. Discuss other dimensions of music. Explore the link between sound and symbol.</p> <p>Knowledge: Singing: continue to sing learn about singing and vocal health. Improvisation: continue to explore and create own responses melodies and rhythms. Composition: continue to create own responses, melodies and rhythms and record them in some way. Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>PSHRE</p> <p>Celebrating Differences</p> <p>Subject Endpoints</p> <p>Skills Include others when playing Try to solve problems Try to use kind words</p> <p>Knowledge: Know everyone is different Know the importance of playing with others Understand what constitutes 'kind words'</p> <p>Being Me In the World</p> <p>Subject Endpoints</p> <p>Skills Practise how to work well with others Make responsible choices See things from another's perspective</p> <p>Knowledge: Know how to set personal goals Understand rules, rights and responsibilities</p>