

Year 3 Autumn Term Overview Curriculum 2021

All subjects will be taught by Mrs Wright unless stated otherwise.

Autumn Term		
SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Narrative - Traditional Tales/Fables</u> Featured text: War and Peas by Michael Foreman Overview of key skills: The children will explore the use of conjunctions to both expand sentences and explain ideas. This unit will also give the children the opportunity to consolidate their learning on punctuating direct speech and they will begin to use prepositions when describing a scene.</p> <p><u>Poetry - Poems from Around the World</u> Featured poems: Let's Celebrate! edited by Debjani Chatterjee and Brian D'Arcy Overview of key skills: Through this unit, the children will explore rhyme, word choice and image building, through performing celebration poetry. Before composing calligram shape poems, they will revise word classes and prepositions for time, place and cause along with word classes for nouns, adjectives, verbs and adverbs.</p>	<p><u>Narrative - Adventure Stories</u> Featured texts: Ug by Raymond Briggs and Stone Age Boy by Satoshi Kitamura Overview of key skills: The children will create their own exciting adventure stories following a structure of problem, journey and resolution. They will also practise writing using the correct tense consistently, writing in the first person and including direct speech. Sentence composition and word choice to create effect will also be a focus in this unit.</p> <p><u>Non-Fiction - Recount/Newspaper Reporting</u> Featured text: The True Story of the Three Little Pigs by Jon Scieszka Overview of key skills: Children will have the opportunity to consolidate their knowledge of writing in the past tense and, in addition, consider powerful verbs and verb tenses. They will learn how to punctuate direct speech and how to use a range of conjunctions to extend their ideas. Writing in the third person will be a focus of their recounts.</p>
	<p><u>Handwriting</u> When developmentally ready, the children will be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p><u>Spelling</u> Revision of rules from Year 2. Activities will include routine spelling tasks, games, homework and dictation tests using the spelling rules:</p> <ul style="list-style-type: none"> • Review vowel digraphs: ai, ay, • Review vowel digraphs: ee, ea, e-e • Review vowel digraphs and trigraphs: igh, i-e, ie • Review vowel digraphs: ow, oa, o-e, o • Review vowel digraphs: oo, ou, u-e • Review vowel digraphs: oi, oy & ow, ou • Review common exception words from KS1 • Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey • Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to is or chopping the final e • Review adding vowel suffixes -ed, -ing, when doubling the final consonant • Review vowel suffixes -er and -est 	

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	<p><u>Guided Reading</u> The children will read a variety of texts and genres in a small guided reading group once a week lead by a class teacher. Books will be selected dependent on their ability. Book genres for this term may include play scripts, stories with a familiar setting, myths and legends and short read non-fiction text. Within the carousel of activities, the children will be asked to rehearse and recite selected poems to:</p> <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry, for example, free verse, narrative poetry. <p><u>Independent Reading</u> The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina through a diet of fiction and non-fiction. They are expected to complete <u>a minimum</u> of two reading comments each week from a wide range of tasks at home and school.</p>	
SUBJECT	1 st Half Term	2 nd Half Term
<p>Maths</p>	<p>Number: Place Value The children already have an understanding of tens and ones, from Year 2, However, it will be useful to recap this before introducing hundreds.</p> <ul style="list-style-type: none"> • represent number to 100 Recap • tens and ones using addition Recap • hundreds • represent number to 1,000 • 100s, 10s and 1s • numberline to 1,000 • find 100, 10 or 1 more or less than a given number • compare objects to 1,000 • compare numbers to 1,000 • Count in 50s <p>Number: Addition and Subtraction In Year 2, children should have met addition 2 digits with 2 digits, although it may not be embedded and they may have not met the formal column method.</p> <ul style="list-style-type: none"> • add and subtract multiples of 100 • add and subtract 1s Recap • add and subtract 3 digit numbers and 1 digit numbers - not crossing 10 • add 2 digit number and 1 digit number - crossing 10 Recap • add 3digit number and 1 digit number - crossing 10 • subtract a 1 digit number from 2 digits - crossing 10 Recap • subtract a 1 digit number from a 3 digit number – crossing 10 • add and subtract 3 digit and 2 digit numbers - not crossing 100 • add 3 digit and 2 digit numbers - crossing 100 	<p>Number: Addition and Subtraction cont.d</p> <ul style="list-style-type: none"> • subtract a 2 digit number from a 3 digit number - crossing 100 • add and subtract 100s • spot the pattern - making it explicit • add two 2 digit numbers - crossing 10 - add 1s then add 10s Recap • subtract a 2 digit number from a 2 digit number - crossing 10s Recap • add and subtract a 2 digit number and 3 digit number - not crossing 100 or 10 • add a 2 digit and 3 digit number - crossing 10 or 100 • subtract a 2 digit number from a 3 digit number - crossing 10 or 100 • add two 3 digit numbers - not crossing 10 or 100 • add two 3 digit numbers - crossing 10 or 100 • subtract a 3 digit number from a 3 digit number - no exchange • subtract a 3 digit number from a 3 digit number - exchange <p>Number: Multiplication and Division Children should have met the 2, 5 and 10 times table including being able to divide by 2, 5 and 10. However, it may not be fully embedded.</p> <ul style="list-style-type: none"> • multiplication – equal groups • multiplication using the sign Recap • 2 times table then 5 times table Recap • make equal groups - sharing then grouping Recap • divide by 2 Recap • divide by 5 Recap • divide by 10 Recap • multiply by 3, divide by 3 and the 3 times table • multiply by 4, divide by 4 and the 4 times table • multiply by 8, divide by 8 and the 8 times table

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Art or DT	<p>Art - Sculpture Our children will explore sculpture in public spaces. They explore and use shape, form, colour and pattern to make sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors from a diverse background.</p> <p>Skills</p> <ul style="list-style-type: none"> • plan, design and make models from observation or imagination • select and use different malleable media (such as clay or papier mache) to express qualities of texture • experiment with the visual and tactile qualities materials • investigate and use appropriate ways of fixing and joining materials • create different effects and textures with paint • compare and comment on their own and others' work 	<p>Design Technology – Food Technology The children will generate and clarify ideas through discussion to develop design criteria including appearance, taste, texture and aroma for an appealing healthy wrap, pitta or toastie product for a picnic. Plan the main stages of a recipe; and select and use appropriate utensils and equipment safely and hygienically to prepare and combine their chosen ingredients. Finally, evaluating the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Spoken language</p> <ul style="list-style-type: none"> • develop relevant vocabulary e.g. sensory descriptors and name of ingredients. • ask relevant questions to extend their knowledge. • develop relevant technical vocabulary e.g. names of utensils and techniques. • consider and evaluate different viewpoints • use discussion to develop understanding through exploring ideas.
Music	<p>Throughout Year 3, we will be learning to play the descant recorder and beginning to recognise simple staff notation. This is our Year 3 First Access offer and will be taught as a whole/half class group by Mrs Wright.</p> <p>Alongside ongoing recorder tuition, Year 3 will also continue with class music lessons, learning fundamental skills, such as pitch and ostinato; pulse, tempo, rhythm and duration; structure and timbre, through three short units entitled: The Environment, where, the children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment; Buildings, using the sights and sounds of a building site to provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance; and Sounds, exploring how sounds are produced and classified. The children explore timbre and structure through musical conversations in music from around the world.</p>	
PE Taught by Mr Wylie	<p>Team Building The children will start the year with team building activities. They will focus on developing teamwork, building trust and developing communication, exploring simple strategies and problem solving.</p> <p>Basketball The children will then move on to an invasion sport and will develop and explore their hand eye co-ordination in basketball. Children will focus on the key skills of dribbling, passing and receiving, shooting, defending and attacking and then combine all the skills they have learnt through matches.</p>	<p>Football After half-term, the children will start with football. They will be introduced to dribbling and develop keeping control, introduce passing and receiving, combine dribbling and passing to create space and develop passing, receiving and dribbling. They will then combine all their skills into games and mini matches.</p> <p>Hockey Lastly, the children will move on to the sport of hockey. Within this sport, children will develop and explore the skills and techniques of dribbling, passing and receiving, creating space, movement, shooting, defending and attacking and then combine all the skills they have learnt through matches.</p>
<p>At the end of every unit, children will compete in an inter-class competition where they can showcase all the skills and techniques they have learnt through matches and competition.</p>		

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French Taught by Mrs Giggle	<u>Getting to Know You</u> In this French unit, the children will learn about the basics of the French language. They will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are. In a cross curricular link with music, we will learn a variety of simple French songs to embed, our knowledge throughout the year.	<u>All About Me</u> In this second unit, the children will begin to understand and follow instructions in French, name parts of the body, identify colours and say what they are wearing.
PSHE	<u>Relationships - Families and Friendships</u> We will explore what makes a family and characteristics of a family: <ul style="list-style-type: none"> • recognising and respecting that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents; • that being part of a family provides support, stability and love; • and about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. <u>Safer Relationships</u> Personal boundaries; safely responding to others and the impact of hurtful behaviour: <ul style="list-style-type: none"> • what is appropriate to share with friends, classmates, family and wider social groups including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 	<u>Relationships - Anti-Bullying Week 15th - 19th Nov 2021</u> <ul style="list-style-type: none"> • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour <u>Respecting Ourselves and Others</u> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society