



British Section, SHAPE International School

CURRICULUM OVERVIEW – AUTUMN TERM 2023

YEAR 3 – EAGLES CLASS



English: Through engaging in speaking and listening activities in the classroom, the children will be able to improve their communicative skills and self-confidence. During our reading sessions, the children will be exposed to a range of high-quality texts such as: The Iron Man, The **Butterfly Lion, Stone Age Boy and Stig of the Dump** to develop their reading skills. Our daily spelling lessons will incorporate different strategies to enable children to learn and embed new spellings. Alongside knowledge of the statutory Year 3 and 4 spelling words, the children will learn etymology and a range of prefixes and suffixes. Additionally, they will learn about the use of plural and possessive apostrophe's and discover homophones and near homophones. As part of our daily writing sessions, the children will develop their ability to successfully write a range of genres. This term, we will be looking at how to write effective story openers, engaging diary entries, information texts, formal letter writing and a range of different poetry. Peer and self-assessment, alongside teacher feedback, will enable all children to flourish.

Weekly handwriting sessions will be taught to develop a joined, legible style which will build upon their prior learning from Key Stage One

Home Learning: *To further develop the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record.*

Mathematics: During the autumn term, the children will continue to learn and practice how to be the most efficient mathematician across all **four operations** using the **White Rose** Scheme of Learning. The children will be exploring **place value, addition, subtraction, multiplication and division**. Throughout each area of learning, the children will be actively engaged in a **starter**, which consolidates prior learning, followed by a range of **main activities focusing** on 'fluency' of the objectives taught. Our daily learning will be further embedded by a range of challenging **problem-solving activities**, which challenges their understanding further.

At the start of term, we will revise their learning on **Place Value**, followed by working with numbers up to 1,000, including partitioning and using a number line confidently. In addition, the children will learn to count in '50's from any given number. Following on from this, we will focus on **addition and subtraction** whereby the children will learn to formally record their answers in columns, reinforcing their Place Value knowledge. The children will check their calculations with increased independence. Our **Multiplication and Division** units will build on prior learning as we move forward with multiplying and dividing by 3, 4 and 8. The children will become increasingly adept at using the **inverse operation** to check their answers.

Science: The children will begin studying a unit on '**Animals including humans**'. Not only will they learn how animals and humans need the right types and amount of nutrition, but they will also gain a secure understanding that humans and some animals have skeletons and muscle for support, protection and movement.

Following on directly from this, the children will study a unit of '**Rocks**'. They will learn how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will learn how to describe in simple terms how fossils are formed when things that have lived are trapped within rock. Towards the end of the term, they will learn to recognise that soils are made from rocks and organic matter.



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Computing: Importantly, we will begin with '**Online Safety**' to ensure that our children know how to stay safe online. Their next unit on '**Computing Systems and Networks**' focuses learning on inputs, processes and outputs, and how devices can be connected to make networks. Towards the end of the term, the children will learn how to create a **Stop-frame Animation** through the Creating Media Unit. The children will experience capturing and editing digital still images to produce a stop-frame animation that tells a story.

History: This term we will be learning about the **Stone Age to Iron Age in Britain**. Firstly, we will expand our chronological awareness of this significant period. Using a range of primary sources, we will look at how people survived and the challenges they overcame. Our key questions in this unit will be: **1.** Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?**2.** How different was life in the Stone Age when man started to farm?**3.** What can we learn about life in the Stone Age from a study of Skara Brae? **4.** Why is it so difficult to work out why Stonehenge was built? **5.** How much did life really change during the Iron Age and how could we possibly know?**6.** When do you think it was a better time to be alive – in the Stone, Bronze or Iron Age?

A **Stone Age themed day** will take place which will further embed the children's learning and will centre around fun-filled craft activities. Our class novel, Stig of the Dump, will also enhance the children's understanding of this fascinating period.

Geography: This area of learning will commence next term.

Art and Design: Over the year the children will be using the, Access Art Curriculum. The focus for this term will be **Drawing and sketchbooks**, and the children will follow the art pathway of, '**gestural drawing with charcoal.**' In this pathway, the children will discover how to make drawings which capture a sense of **drama** or **performance** using charcoal. The children's art work will link with their curriculum topic as they explore **Cave Art**, creating movement, drawing the human body and considering the relationship of body to place. Within this theme, the children will be exploring the **artists:** Heather Hansen, Laura McKendry and Edgar Degas. They will study the works of these artists and their use of charcoal to create a wide range of techniques, focusing on movement, shading and working on smaller and larger areas.



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Design and Technology: Year 3's design and technology topic will cover the area of **mechanical systems**, focussing on **levers** and **linkages**. The children will generate realistic ideas and their own **design criteria** based on the needs of the end user, and will learn to annotate sketches and prototypes to develop, model and communicate ideas. Once the design phase is complete, the children will move on to making and will learn how to select from and use **appropriate tools**, and to use appropriate finishing techniques suitable for the product they are completing. During the making process, the children will be able to evaluate their own products and ideas against criteria and user needs, as they design and make. As the children progress through this unit, they will learn to understand and use lever and linkage mechanisms; distinguish between **fixed and loose pivots**, and to know and use technical vocabulary.

Music: In Year 3 we will be starting the year with a unit entitled '**Feeling the beat.**' We will explore the links between moving to beat and writing simple crochet notation. Additionally, pupils will explore a unit entitled '**Rhythm, Metre and Tempo.**' Pupils will be able to identify and name different speeds of music using some Italian terminology. They will listen to and discuss music. A variety of songs will be taught throughout the term including rounds. Pupils will also be encouraged to undertake short improvisations upon tuned percussion instruments and to start some early composition skills.

Religious Education: In RE this term, the children will study the key question, '**What do different people believe about God?**' The children will discuss and learn about key ideas relating to belief within the Christian, Muslim, and Hindu faiths. Pupils will also discuss the fact that many people are non-believers, and they will also start to explore their own beliefs and religious opinions.

PSHE: This term we will specifically focus on **friendships/relationships**. During circle time, we will discuss family life and the differences that exist today. Relationships will be discussed, and we will look at how we can respond to hurtful behaviour. Importantly, Eagle Eye will willingly share many of his problems/stories and ask the children for their individual thoughts and advice.

Forest School: This term Y3 will improve on their **tree identification knowledge** by focusing on two different trees that they can monitor and record changes throughout this academic year. This will help Y3 to appreciate and understand the **life cycle of a plant** and the requirements each plant needs in order to develop and grow. In addition, Y3 will learn how to **search and forage seeds and fruits** as well as learn **how to preserve foods**. As part of developing and improving their **bush skills**, Y3 will whittle a stick to a point and learn the correct knots to put up a tarp shelter and be introduced to lighting fires with a fire steel.



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PE: This term we will focus on **cross-country running** and the children will participate in our **annual whole school competition**. In the second part of the term, the children will learn how to skillfully **play tag-ruby** and work cooperatively as a team. Various skills and tactics will be taught to enable the children to successfully compete in our **school house tournament**. In the final part of the term, we will participate in a range of **different dance styles**. As we move through this unit, the children will experience composing, performing and appraising their own performances. Underpinning each lesson will be the active promotion of the **school's learning powers**: concentrate, having a go, don't give up, keep improving, be curious, enjoy learning and being cooperative. The children will also be able to actively demonstrate their **character virtues** of being respectful, brave, fair and responsible.

French: This term, the pupils will review French greetings and will learn the numbers up to 31. Following on from this, they will review the days of the week and learn the months of the year. Additionally, they will be able to confidently say the date in French and to answer the question 'when is your birthday?'