

Curriculum Overview

Year 3

Autumn 1 2023



Key Areas of Learning

As **Scientists** we will be learning about the skeleton, movement and nutrition and diet. We will identify and name bones of the human skeleton as well as the function of the skeleton for movement, protection and support. We will investigate how the skeleton, joints and muscles work together to allow movement. Within nutrition and diet, we will learn about a "balanced diet", the five food groups and sort foods into each. Our key scientist is Wilhelm Röntgen.

As **Geographers** we are learning about "Our Island". We will identify and name the countries of the United Kingdom and their distinguishing features such as cities, farming and topography. We will develop our understanding of the physical and human characteristics of the UK, including investigating how early settlers chose where to build their settlements and how land use has changed over time.

ENGLISH

In reading, we will apply the content domains of vocabulary, inference, prediction, explanation, retrieval and summarising to a variety of texts. In writing, we will be crafting stories inspired by David Almond's "Mouse, Bird, Snake, Wolf" with a focus on expanded noun phrases, conjunctions and creating a surprise for the reader.

MATHEMATICS

We will be developing aspects of number, including place value, addition and subtraction through a range of fluency, reasoning and problem-solving activities. Children will develop a range of representative strategies such as manipulatives, bar and part-whole models. Rapid recall of the 2, 5 and 10 times tables will be developed.

RE

We will be discovering what Christians learn from the creation story, including exploration of the Christian idea of stewardship, responsibility and celebration of the world around us.

PSHE

In PSHE our topic is "Being me in my World". This topic explores goals, identity, rules, rights and responsibilities from our own perspective and those of others.

Computing

We will be learning coding, including using flowcharts, timers and repeat commands. The unit will culminate in the creation of an interactive scene.

PE

We will be playing football and hockey. We will practice skills such as dribbling and intercepting the ball in small game contexts.

Art

We will be exploring the work of Claude Monet, taking inspiration from his use of colour for our own sketch and watercolour observations of nature.

French

We will begin our topic Core Unit 1 covering introductions, greetings and numbers.

Our Class Value

Thankfulness

Curriculum Enrichment

An opportunity to learn about thankfulness, sharing, generosity and harvest through an RE lesson delivered by Birmingham City Mission.

Weekly Homework

Daily: reading

Weekly 'could do': Purple Mash maths game and spellings.

Homework Project

Children will have the optional project of creating a piece of artwork inspired by Claude Monet.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Reading	Mouse, Bird. Snake, Wolf	Pebble in my pocket	Pugs of the frozen north	The Lion and the unicorn	The Boy at the Back of the Class	One Plastic Bag
English Writing	Story writing (Instructions)	Diary	Newspaper report	Non-Chronological report Poetry	Story writing Book review	Persuasive text
Maths	Number: Place value Number: Addition and Subtraction	Number: Multiplication and division Measure: Money <u>Flash back</u> Addition and Subtraction	Number: multiplication and division Number: Fractions <u>Flash back</u> Multiplication and division	Number: Fractions Measure: Mass and Capacity	Measure: Time Measure: Length and Perimeter	Statistics Measure: Mass and Capacity
RE	What do Christians learn from the Creation story?	How do people express their beliefs through the arts? Guildford Unit (3 weeks) What might Jesus think of Christmas today?	How can the synagogue help us understand the Jewish faith? What are important times for Jews? JEWISH TEMPLE VISIT	Why do Christians share communion? How does Lent help Christians prepare for Easter?	What is it like to follow God?	What is the trinity? CHURCH VISIT
Science	Skeletons Focus Scientist: Wilhelm Rontgen Movement Nutrition and Diet	Food Waste Rocks	Fossils Focus Scientist: Mary Anning Soils	Light Focus Scientist: Ibn al-Haytham	Plants A Focus Scientist: Marie Clark Taylor	Forces Magnets Focus Scientist: William Gilbert Plants B Biodiversity
History		Stone age to iron age Development of art and culture from the Stone age to the Iron age.		The Roman Empire Learn about life in Britain before and after the arrival of the Romans		Anglo-Saxons Learn about the Anglo-Saxon invasions and their impact.
Geography	Our Island Name and locate 4 countries of UK and capital cities. Use satellite maps to consider reasons for location of cities. Climate of UK. Farming and how we get our food.		Shackleton and Antarctica Locate Antarctic related to hemispheres, tropics, equator. Tundra Biome - human and physical – volcanoes, glaciers, icebergs Research stations location. Climate change.		The Mediterranean Locating Europe and Mediterranean. How does location affect life? Focus on Greece – identify key human/ physical features. Impact of tourism and migration.	
PE	Football Hockey	Basketball Gymnastics	Indoor athletics KICK – Dance 1	Tag rugby Outdoor and adventure	Cricket Tennis	KICK – Dance 2 Rounders
Computing	Coding		Email and security		Presenting	

Music		Let your spirit fly (R&B)		Three little birds (Reggae)		Glockenspiel stage 1 (Basic instrumental skills)
P.S.H.E.	Being me in my world Goals, identity / worth, rules /rights /responsibility, others perspective	Celebrating difference Different families, managing family conflict, solving bullying, hurtful words	Dreams and Goals Ambitions, learning processes, managing feelings, budgeting	Healthy Me Exercise, food labelling and food swaps, drugs, safety - online/offline	Relationships Family roles/responsibilities, e-safety, global citizenship, affect of choices	Changing Me Babies – growth /needs, outside /inside body changes, stereotypes
Art	Colour Artist: Monet		Form Artist: Kusama		Drawing Artist: Rousseau	
D&T		Storybooks		British Inventors		Light up signs
French	Core Unit 1	Core unit 2	Core Unit 3	Animals	Food	At School

Year 3 Maths Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>			<div>Measurement</div> <div>Mass and capacity</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Fractions B</div> <div>VIEW</div>	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>			<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		<div>Consolidation</div>		

Year 3 Spelling Overview - Autumn 1

Statutory learning focus

Statutory spelling

(include at least 8 statutory words per half term to hit 50% of list by end of year)

Week 1	Week 2	Week 3	Week 4	Week 5
Homophones and near Homophones	Homophones and near Homophones	Words with the /ei/ sound spelt ei, eigh or ey	STAT LIST – Random	Words with the /j/ sound spelt ch
			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems- roots-prefixes- suffixes etc.)	
here hear knot not mail male ball bawl groan grown	meat meet berry bury peace piece break brake saw sore	eight they obey vein weigh neighbour eighth neigh beige sleigh	eight arrive breath circle fruit guard height often popular eighth	chef chalet machine brochure chute parachute moustache quiche chauffeur chandelier

Week 6 will be consolidation of selected words from weeks

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Writing Moderation Year 3							
Child's name:							

Working towards the expected standard.							
	A	B	C	D	E	F	Collection
Demarcating most sentences with :							
• capital letters							
• full stops							
• some use of question marks							
• some use of exclamation marks							
Using sentences with different forms in their writing :							
• statements							
• questions							
• exclamations							
• commands							
Using some expanded noun phrases to describe and specify.							
Using present and past tense mostly correctly and consistently.							
Using co-ordination (or / and / but)							
Using some subordination (when / if / that / because)							
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.							
Spelling many common Year 2 exception words							
Spelling some words with contracted forms							
Adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly							
Using the diagonal and horizontal strokes needed to join letters in some of their writing.							
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.							
Using spacing between words that reflects the size of the letters.							

Working at the expected standard.							
Can generate ideas, drafts, redraft and edit written work to ensure the meaning and impact on reader is clear.							
Can organise simple paragraphs around a theme.							
Can create simple settings, characters and a basic plot in narratives.							
Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].							
Can use the present and past tense correctly.							
Can use co-ordination (or / and / but / yet / so)							
Can use subordination (when / if / that / because / as / since).							
Can use adverbs to add detail.							
Can use expanded noun phrases.							
Can use prepositions to add detail.							
Can use 'an' and 'a' correctly e.g. an elephant, a grape.							
Can use pronouns to avoid repetition.							
Can use inverted commas to punctuate direct speech mostly correctly.							
Can use the apostrophe for contraction e.g. can't, wouldn't							
Can spell most of the year 3 words correctly							