

## Year 3 Autumn Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15						
MATHEMATICS	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  <b>Place Value</b> <ul style="list-style-type: none"> <li>To represent numbers to 100</li> <li>To partition numbers to 100</li> <li>To look at a number line to 100</li> <li>To look at hundreds in a number</li> <li>To represent numbers to 1000</li> <li>To partition numbers to 1000</li> <li>To look at hundreds, tens and ones</li> <li>To find 1, 10 or 100 more or less</li> <li>To look at a number line to 1000</li> <li>To estimate on a number line to 1000</li> <li>To compare numbers to 1000</li> <li>To order numbers to 1000</li> <li>To count in 50s.</li> </ul>			<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  <b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>To apply number bonds within 10</li> <li>To add and subtract 1s, 10s and 100s</li> <li>To spot the pattern</li> <li>To add 1s across a 10,100</li> <li>To subtract 1s across 10, 100</li> <li>To make connections</li> <li>To add two numbers (no exchange)</li> <li>To subtract numbers (no exchange)</li> <li>To add two numbers across a 10</li> <li>To add two numbers across a 100</li> <li>To subtract two numbers across a 10</li> <li>To subtract two numbers across a 100</li> <li>To add 2 digit and 3 digit numbers.</li> </ul>				Assessment Week											Assessment Week			
											Continue with Addition and Subtraction  To complement to 100  To estimate answers  To know inverse operations  To make decisions on which method to use.	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>  <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>To know that multiplication is split into equal groups</li> <li>To use arrays</li> <li>To know multiples of 2</li> <li>To know multiples of 5 and 10</li> <li>To share and group numbers</li> <li>To multiply by 3</li> <li>To divide by 3</li> <li>To know the 3 times table</li> <li>To multiply by 4</li> <li>To divide by 4</li> <li>To know the 4 times table</li> <li>To multiply by 8</li> <li>To divide by 8</li> <li>To know the 8 times table</li> <li>To work out number problems linked to the 2, 4 and 8 times tables.</li> </ul>										
ENGLISH	<b>Moon Man by Tomi Ungerer</b> <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise</li> <li>To explore themes and issues, and develop and sustain ideas through discussion</li> <li>To develop creative responses to the text through drama, storytelling and artwork</li> <li>To write in role in order to explore and develop empathy for characters</li> <li>To write with confidence for real purposes and audiences.</li> </ul> <b>Possible Writing Outcomes</b> <ul style="list-style-type: none"> <li>Poetry</li> <li>Diary entry</li> <li>News Reports</li> <li>Explanation writing</li> <li>Myth writing</li> <li>Persuasive writing</li> <li>Letter writing.</li> </ul>								HALF TERM								<b>Iron Man by Ted Hughes</b> <ul style="list-style-type: none"> <li>To understand the themes of a text</li> <li>To draw inferences from the written and visual text to support understanding of character.</li> <li>To understand how illustration and text contribute to meaning</li> <li>To write in role in order to explore and develop understanding of character.</li> </ul> <b>Possible Writing Outcomes:</b> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Narrative recount</li> <li>Conversation between characters</li> <li>Illustrated sequel</li> <li>Free Verse.</li> </ul>					
	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> Star scientist – Marie Curie.																<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>To compare how things move on different surfaces</li> <li>To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>To observe how magnets attract or repel each other and attract some materials and not others</li> <li>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>To describe magnets as having 2 poles</li> <li>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> Star scientist – Andre Marie Ampere.					
HISTORY																	<b>Why should we preserve our locality? – link to shul building</b> <ul style="list-style-type: none"> <li>To understand what makes a building special</li> <li>To understand that there are a diverse range of reasons why buildings are listed</li> <li>To reach a decision on whether a building is worth saving</li> </ul>					

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									<ul style="list-style-type: none"> <li>To plan a campaign for an ‘at risk’ building</li> <li>To produce a creative response to our campaign buildings to show at an exhibition.</li> </ul>
GEOGRAPHY	<p><b><u>Where on Earth are we?</u></b></p> <ul style="list-style-type: none"> <li>To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways</li> <li>To demonstrate the relationship between maps and globes, and explore the idea of addresses</li> <li>To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles</li> <li>To learn more about longitude, and about the Earth’s daily rotation and its effects</li> <li>To introduce the International Date Line and time around the world</li> <li>To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth’s surface.</li> </ul>								
ART	<p><b><u>Investigating Patterns</u></b></p> <ul style="list-style-type: none"> <li>Investigate varied patterns in nature and surrounding environment</li> <li>Introduce and experiment with different grades of pencil and other implements when drawing patterns – look at Escher’s work</li> <li>Plan, refine and alter their drawings as necessary</li> <li>Draw for a sustained period of time at their own level</li> <li>Use different effects, e.g stippling, crosshatching to achieve variations in line, texture, tone, colour, shape and pattern</li> <li>Look at tessellation, rotation and variety of visual effects</li> <li>Introduce printing patterns using different materials, e.g. string experimenting with different rotations, etc when creating patterns</li> <li>Introduce sketchbook to collect and record visual information from different sources</li> <li>Gather and review information, making comparisons between artists and paintings</li> <li>Explain how children can improve their work and what they might do differently next time.</li> <li>Evaluate work in sketchbooks.</li> <li>Link to BHM – Charles Mcghee pattern work sculptures with paper</li> </ul> <p><b><u>Artists:</u></b> Escher(tessellating patterns), Orla Kiely (designer, patterns and textiles) Charles McGhee</p>								
DT									<p><b><u>Packaging – You want me!</u></b></p> <ul style="list-style-type: none"> <li>Understand how products have been designed, made, what materials have been used and the construction technique</li> <li>Identify a purpose and establish criteria for a successful product</li> <li>Start to understand whether products can be recycled or reused</li> <li>Know to make drawings with labels when designing</li> <li>When planning, explain their choice of materials and components including function and aesthetics</li> <li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>Start to work safely and accurately with a range of simple tools</li> <li>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</li> <li>Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose.</i></li> </ul> <p><b><u>Designers:</u></b> MGA, Kellogg’s, Hasbro</p>
COMPUTING	<p><b>COMPUTING STRAND: Computer Science</b> <b>Unit 3.1 Coding - Programs; 2Code</b></p> <ul style="list-style-type: none"> <li>To review coding vocabulary that relates to Object, Action, Output, Control and Event</li> <li>To use 2Chart to represent a sequential program design</li> </ul>								<p><b>COMPUTING STRAND: Computer Science, Information Technology &amp; Digital Literacy</b> <b>Unit 3.5 Email (including email safety) – Programs; Email</b></p> <ul style="list-style-type: none"> <li>To think about the different methods of communication</li> <li>To open and respond to an email. To write an email to someone, using an address book</li> </ul>

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	<ul style="list-style-type: none"> <li>To use the design to write the code for the program</li> <li>To design and write a program that simulates a physical system</li> <li>To look at the grid that underlies the design and relate this to X and Y properties</li> <li>To introduce selection in their programming by using the if command</li> <li>To combine a timer in a program with selection</li> <li>To understand what a variable is in programming</li> <li>To use a variable to create a timer</li> <li>To create a program with an object that repeats actions indefinitely</li> <li>To use a timer to make characters repeat actions</li> <li>To explore the use of the repeat command and how this differs from the timer</li> <li>To know what debugging mean</li> <li>To understand the need to test and debug a program repeatedly</li> <li>To debug simple programs</li> <li>To understand the importance of saving periodically as part of the code development process.</li> </ul>		<ul style="list-style-type: none"> <li>To learn how to use email safely</li> <li>To add an attachment to an email</li> <li>To explore a simulated email scenario.</li> </ul>
PE	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>To develop the attacking skill of dribbling.</li> <li>To develop changing direction and speed when dribbling.</li> <li>To develop passing and begin to recognise when to use different skills.</li> <li>To apply attacking skills to move towards a goal.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>		<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>To be able to create interesting point and patch balances.</li> <li>To develop point and patch balances on apparatus.</li> <li>To develop stepping into shape jumps with control.</li> <li>To develop stepping into shape jumps using apparatus.</li> <li>To develop the straight, barrel, and forward roll.</li> <li>To include rolls in sequence work using apparatus.</li> <li>To be able to transition smoothly into and out of balances.</li> <li>To be able to transition smoothly in and out of balances using apparatus.</li> <li>To create a sequence with matching and contrasting actions and shapes.</li> <li>To create a sequence on apparatus using matching and contrasting.</li> <li>To create a partner sequence using the skills I have learnt and including a hoop.</li> <li>To create a partner sequence using the skills that I have learnt and apparatus.</li> </ul>
MUSIC	<p><b>Unit: Ballads</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b>  <b>Listening, appraising and responding</b>  <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz)</li> <li>Understanding that music from different parts of the world, and different times, have different features</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</li> <li>Beginning to show an awareness of metre</li> <li>Recognising and beginning to discuss changes within a piece of music.</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Composing</b>  <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</li> <li>Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>Creating simple melodies from 5 or more notes</li> <li>Choosing appropriate dynamics, tempo and timbre for a piece of music</li> </ul>		<p><b>Unit: Creating compositions in response to an animation</b>  <b>Theme: Mountains</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND:</b>  <b>Listening, appraising and responding</b>  <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz)</li> <li>Understanding that music from different parts of the world, and different times, have different features</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</li> <li>Beginning to show an awareness of metre</li> <li>Recognising and beginning to discuss changes within a piece of music.</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Composing</b>  <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</li> <li>Successfully combining and layering several instrumental and vocal patterns within a given structure</li> </ul>

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- Using letter name and graphic notation to represent the details of their composition
- Beginning to suggest improvements to their own work.

### Performing

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet)
- Singing short songs from memory, with melodic and rhythmic accuracy
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse
- Performing expressively using dynamics and timbre to alter sounds as appropriate
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

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### Induction Week

- To explain why our school has rules to keep us safe, healthy and happy
- To care for the school/class environment
- To develop strategies to manage the transition between Year 2 and Year 3.

### Developing a Healthy Lifestyle – Cross-Curricular with Science

- To make choices about how to develop healthy lifestyles. E.g. the risks of eating too much sugar, the benefits of regular exercise on their physical and mental health
- To plan a healthy lunchbox/meal
- To know how to maintain good oral hygiene (including brushing and flossing) and the importance of regular visits to the dentist. They can name 3 things they can do to look after their teeth
- To understand that bacteria and viruses can affect health and following simple routines can reduce their spread
- To know some of the harmful effects of smoking (including passive smoking) on the body. They know the rules/laws to prevent smoking
- To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.

### Black History Month

- To appreciate difference and diversity (people living in the UK). Children know what different religions and ethnicities live throughout the UK
- To think about the lives of people living in other places, and people with different values and customs. They can see and respect other people's points of view.

### British Values

- Democracy assembly plus follow-up work

### Mental Health

- To recognise positive things about themselves and set goals to help achieve personal outcomes
- To learn that they must take care of their mental wellbeing as well as their physical wellbeing
- To suggest ideas and strategies to support their own and other's mental health and wellbeing
- To recognise that people's feelings change over time and they can experience a range of emotions.

### NSPCC – 'Speak Out, Stay Safe'

- To know about and can form positive, healthy relationships
- To offer and receive constructive support and feedback to and from others
- To learn that there may be pressure to behave in an unacceptable/unhealthy way and this could come from a variety of sources e.g. friends/the media. They develop strategies to deal with peer pressure.
- To understand the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break confidence' or 'share a secret'.

### Awareness Days/Weeks

Black History Month

Jeans for Genes Week – 16<sup>th</sup> – 22<sup>nd</sup> September

10<sup>th</sup> October – World Mental Health Day

### Anti-Bullying Week

- To describe the nature and consequence of teasing, bullying and aggressive behaviours and can express ways of responding to them
- Children can listen and respond to a wide range of people
- To learn that their actions affect themselves and others
- To develop strategies to resolve differences.

### Road Safety Week

- To know that wearing bright or fluorescent clothing (in daytime) and reflective clothing (at night) will help to keep them safe when near traffic
- To consolidate what 'Stop, Look and Listen' means
- To know why they need to follow rules for crossing the road and to be able to recognise safer places to cross
- To begin to learn and use the Green Cross Code.

### Preparing To Be Citizens In Society

- To know about the ways in which rules and laws keep people safe. Furthermore they need to know how to take part in making and changing them. (British Values)
- To know about their responsibilities, rights and duties (home, school and the environment)
- To see that the School Council in school mirrors how local/national democracy works. They learn about the role of a School Councillor
- To understand about resolving differences – agreeing and disagreeing.

### Awareness Days

Anti-Bullying Week – 11<sup>th</sup> – 15<sup>th</sup> November

Road Safety Week

Christmas Appreciation

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	NSPCC – Speak Out, Stay Safe assemblies and follow-up work	
<b>FRENCH</b>	<p><b>Les Animaux (Animals)</b></p> <ul style="list-style-type: none"> <li>• To recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles</li> <li>• To understand that there are more determiners/ articles in French than in English</li> <li>• To use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be).</li> </ul>	<p><b>Je Peux (I am able)</b></p> <ul style="list-style-type: none"> <li>• To recognise, recall and spell 10 action verbs in French</li> <li>• To use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able)</li> <li>• To attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but).</li> </ul>
<b>JS</b>	<p><b>Chagim: Rosh Hashanah</b></p> <ul style="list-style-type: none"> <li>• To know the date of Rosh Hashanah</li> <li>• To know that Teshuvah means returning to Hashem, and that Hashem is nearer to us in Ellul and during this time</li> <li>• To know we ask Hashem to write us in the ‘Sefer Chaim Tovim’ (the Book of Good Life) – the link between R. Hashanah &amp; Y. Kippur in terms of the “Ktivah” and “Chatima”</li> <li>• To revisit the Simanim and a wider range of requests.</li> <li>• To know we wish people a ‘Ketivah V’chatimah Tovah’ (“Be written and sealed for good!”)</li> <li>• To know Hashem judges us on Rosh Hashanah for the coming year – the initial writing of the verdict. We also wish each other “Ketivah Tovah” (That we should be written for a good year).</li> </ul> <p><b>Chagim: Yom Kippur</b></p> <ul style="list-style-type: none"> <li>• To be able to compare and contrast the structure of regular weekday davening and Shabbat tefilla and YK and know that the day is split into five services</li> <li>• To ask for forgiveness for the wrong we have committed</li> <li>• To know that the story of Yonah is read at Mincha on Yom Kippur</li> <li>• To know Yom Kippur’s Hebrew date</li> <li>• To know Yom Kippur Greeting – “Chatimah Tovah” (“Be sealed for good!”). Hashem considers our actions and seals His judgement in His book for the coming year).</li> </ul> <p><b>Chagim: Succot/Shmini Atzeret/Simchat Torah</b></p> <ul style="list-style-type: none"> <li>• Arbah minim –To know the source of each of them in the natural world; the name of tree in English</li> <li>• To know that we recite a full Hallel throughout Succot, Shemini Atzeret &amp; Simchat Torah</li> <li>• To be familiar with the “Harachaman Hu Yakim” addition in Birkat Hamazon</li> <li>• To know what Hoshanah Rabba &amp; Shemini Atzeret are</li> <li>• To know the purpose of Shemini Atzeret – Hashem requests our company for an extra day.</li> <li>• To know the festival structure: the names and status of all 9 days incl. Hoshana Rabbah. Shemini Atzeret: a separate two-day festival, the second day of which is also called Simchat Torah</li> <li>• Introduce the names Chol Hamoed and Shemini Atzeret and when they occur</li> <li>• Highlights of Shemini Atzeret and Simchat Torah: Tefillat Geshem, Hakafot, Kol Hane’arim, Chatan Torah and Chatan Bereshit, Nashay Chayil.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To review all the letters in Hebrew script including final letters</li> <li>• To review the loud and quiet Shva sound</li> </ul>	<p><b>Chagim: Chanukah</b></p> <ul style="list-style-type: none"> <li>• To know what constitutes a Kosher Chanukiah and correct placement of Menorah, how high, low, by door or window. What about a top floor flat etc</li> <li>• Mitzvah of Pirsumei Nisah and its reason</li> <li>• Review the story in correct sequence: Knows the characters with focus on Matityahu and his family (including the names of the 5 sons)</li> <li>• Appreciates that the miracles of Chanukah happened through ‘Hashgachat Hashem’ – when one puts their trust in Hashem and does their very best, Hashem takes care of the rest</li> <li>• Has a general understanding of the “Al Hanisim” prayer (up to + incl. Bazman Hazeh) – is able to locate it in Birkat Hamazon.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To continue reviewing the Hebrew script letters</li> <li>• To be able to read shin and sin with two dots and understand the associated rules</li> <li>• To review the shva rule when there are two in a row in the middle of a word</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>• Lech Lecha – Keeping peace</li> <li>• Vayera – enthusiasm when doing a mitzvah</li> <li>• Chayei Sarah – making peace.</li> <li>• Toldot – speaking politely</li> <li>• Vayeshev – Hashem cares for each person</li> </ul> <p><b>Topic: Shul</b></p> <ul style="list-style-type: none"> <li>• To know the Aron Kodesh is holy and contains the Sifrei Torah</li> <li>• To know the Aron Kodesh faces the Kotel in Jerusalem</li> <li>• To know that the Aron Kodesh is covered by a parochet</li> <li>• To know the names of the accessories of the Sefer Torah.</li> <li>• To know why we need a Bimah in a shul and what it reminds us of</li> <li>• To know where the Ner Tamid is located and what it represents.</li> </ul>