

Year 3 Autumn Term Curriculum Overview 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (YR2) To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To compare and order numbers up to 1000 To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. To know the number of seconds in a minute and the number of days in each month, year and leap year To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight To tell and write the time from an analogue clock To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them To read and write numbers up to 1000 in numerals and in words To solve number problems and practical problems involving these ideas. 						Assessment Week
	Moon Man by Tomi Ungerer <ul style="list-style-type: none"> To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for characters To write with confidence for real purposes and audiences. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Poetry Diary entry News Reports Explanation writing Myth writing Persuasive writing Letter writing. 						
ENGLISH	Animals including humans <ul style="list-style-type: none"> 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement Star scientist – Marie Curie. 						
SCIENCE							

HALF TERM

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators To compare and order unit fractions, and fractions with the same denominators To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (YR2) To add and subtract amounts of money to give change, using both £ and p in practical contexts To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (YR2) To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 						Assessment Week
Iron Man by Ted Hughes <ul style="list-style-type: none"> To understand the themes of a text To draw inferences from the written and visual text to support understanding of character To understand how illustration and text contribute to meaning To write in role in order to explore and develop understanding of character. <p>Possible Writing Outcomes:</p> <ul style="list-style-type: none"> Letter writing Narrative recount Conversation between characters Illustrated sequel Free Verse 						
Forces and Magnets <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing Star scientist – Andre Marie Ampere. 						

Year 3 Autumn Term Curriculum Overview 2020

HISTORY							
GEOGRAPHY	<p><u>Why is climate important?</u></p> <ul style="list-style-type: none"> To recap weather, and start to learn about climate, climate zones and biomes To find out about the polar climate zone, and to learn about the tundra biome To find out about the hottest, driest places on Earth and the tropical desert climate zone To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic. 						
ART	<p><u>Investigating Patterns</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements Plan, refine and alter their drawings as necessary Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern Introduce sketchbook to collect and record visual information from different sources Gather and review information, making comparisons between artists and paintings Explain how children can improve their work and what they might do differently next time. <p><u>Artists:</u> Escher(tessellating patterns), Orla Kiely (designer, patterns and textiles)</p>						
DT							
COMPUTING	<p>COMPUTING STRAND: Computer Science Unit 3.1 Coding - Programs; 2Code</p> <ul style="list-style-type: none"> To review coding vocabulary that relates to Object, Action, Output, Control and Event To use 2Chart to represent a sequential program design To use the design to write the code for the program To design and write a program that simulates a physical system To look at the grid that underlies the design and relate this to X and Y properties To introduce selection in their programming by using the if command To combine a timer in a program with selection To understand what a variable is in programming 					<p>Catch-up/ Consolidation</p>	

<p><u>Why should we preserve our locality? – link to shul building</u></p> <ul style="list-style-type: none"> To understand what makes a building special To understand that there are a diverse range of reasons why buildings are listed To reach a decision on whether a building is worth saving To plan a campaign for an ‘at risk’ building To produce a creative response to our campaign buildings to show at an exhibition. 						
<p><u>Packaging – You want me!</u></p> <ul style="list-style-type: none"> Understand how products have been designed, made, what materials have been used and the construction technique Identify a purpose and establish criteria for a successful product Start to understand whether products can be recycled or reused Know to make drawings with labels when designing When planning, explain their choice of materials and components including function and aesthetics Explain their choice of tools and equipment in relation to the skills and techniques they will be using Start to work safely and accurately with a range of simple tools Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose.</i> <p><u>Designers:</u> MGA, Kellogg’s, Hasbro</p>						
<p>COMPUTING STRAND: Computer Science, Information Technology & Digital Literacy Unit 3.5 Email (including email safety) – Programs; Email</p> <ul style="list-style-type: none"> To think about the different methods of communication To open and respond to an email. To write an email to someone, using an address book To learn how to use email safely To add an attachment to an email To explore a simulated email scenario. 					<p>Catch-up/ Consolidation</p>	

Year 3 Autumn Term Curriculum Overview 2020

	<ul style="list-style-type: none"> To use a variable to create a timer To create a program with an object that repeats actions indefinitely To use a timer to make characters repeat actions To explore the use of the repeat command and how this differs from the timer To know what debugging mean To understand the need to test and debug a program repeatedly To debug simple programs To understand the importance of saving periodically as part of the code development process. 			
FRENCH	<p><u>J'Apprends Le Francais (I Am Learning French)</u></p> <ul style="list-style-type: none"> To locate France on a map of the world To highlight other famous French Cities To talk about other countries where French is spoken To say their name and how they are feeling in French To count to ten in French. 	<p><u>La Phonétique (Phonetics - Lesson 1)</u></p> <p>To look at the first 4 out of a total of 18 essential French sound patterns / phonemes (CH, OU, ON, OI) to improve French pronunciation and be able to read with improved accuracy.</p>	<p><u>Les Animaux (Animals)</u></p> <ul style="list-style-type: none"> To learn ten animals in French To match all the new French words to the appropriate picture To remember the words for at least five animals in French unaided To attempt to spell at least three animals correctly in French. 	
PE	<p><u>Tennis</u></p> <ul style="list-style-type: none"> To play in a game against an opponent To throw or hit a ball over a bench to score points To get in the ready position to catch or return a ball before it bounces twice To recognise the types of hitting needed for different areas of the court To throw/hit to targets on a court To use long high throws for far targets and short low throw/hits for closer targets To demonstrate an under arm serve (over cones or benches) To explain when a serve is used To serve with some accuracy to targets To move towards a ball to return (hand or racquet) To perform a forehand shot on a moving ball To perform in a rally with a partner To keep track of score and aim to beat previous score during rally To describe the skills needed to keep a rally going To play in games against other children To use forehand hitting skills to score points To move towards the ball to return to the other side. 		<p><u>Dance</u></p> <ul style="list-style-type: none"> To explore creating characters and narratives To select and apply actions for a dance phrase To discuss your own and others work with some awareness of dance chorography To explore characters using key words To use performance skills to communicate To perform and communicate ideas as part of a group To develop movements using improvisation To demonstrate awareness of cannon and accumulation To introduce the use of a prop To work with others to improve a 4-action routine To incorporate facial expression into a dance phrase To describe ways to improve self and others performance To perform to an audience To describe and evaluate features in a dance To watch and make decisions on how to improve own performance. 	
MUSIC	<p>Unit: Let Your Spirit Fly Styles covered (Historical context): R&B, Western Classical, Musicals, Motown, Soul</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p>		<p>Unit: Glockenspiel Stage 1. Learning basic instrumental skills by playing tunes in varying styles Styles covered (Historical context): varying styles</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p>	

Year 3 Autumn Term Curriculum Overview 2020

MUSIC STRAND: Listen & Appraise
Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.

MUSIC STRAND: Musical Activities

Games

- Continue to internalise, understand, feel, know how the dimensions of music work together
- Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.
- Eventually explore the link between sound and symbol.

Singing

- Continue to sing, learn about singing and vocal health
- Continue to learn about working in a group/band/ensemble.

Playing

- Continue to play a classroom/band instrument in a group/band/ensemble
- Eventually explore the link between sound and symbol.

Improvisation

- Continue to explore and create your own responses, melodies and rhythms.

Composition

- Continue to create your own responses, melodies and rhythms and record them in some way
- Eventually explore the link between sound and symbol.

MUSIC STRAND: Perform/Share

- Continue to work together in a group/band/ensemble and perform to each other and an audience
- Discuss/respect/improve your work together.

Heads-Up Kids – Back To School Programme

- To enable children to transition back to the school environment and feel safe and secure through routine, consistency, and ritual
- To enable children to share their experiences and feelings
- To normalise worries and other big feelings
- To enable children to manage uncertainty and change.

Induction Week

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

Developing a Healthy Lifestyle

- 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.

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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.

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.

Year 3 Autumn Term Curriculum Overview 2020

Chagim: Rosh Hashanah

- To know the date of Rosh Hashanah
- To know that Teshuvah means returning to Hashem, and that Hashem is nearer to us in Ellul and during this time
- To know we ask Hashem to write us in the 'Sefer Chaim Tovim' (the Book of Good Life) – the link between R. Hashanah & Y. Kippur in terms of the "Ktivah" and "Chatima"
- To revisit the Simanim and a wider range of requests. Note the play on words
- To know we wish people a 'Ketivah V'chatimah Tovah' ("Be written and sealed for good!")
- 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).

Chagim: Yom Kippur

- 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
- To ask for forgiveness for the wrong we have committed
- To know that Yona is read at mincha
- To know Yom Kippur's Hebrew date
- 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).

Chagim: Succot/Shmini Atzeret/Simchat Torah

- Arbah minim –To know the source of each of them in the natural world; the name of tree in English
- To know that we recite a full Hallel throughout Succot, Shemini Atzeret & Simchat Torah
- To be familiar with the "Harachaman Hu Yakim" addition in Birkat Hamazon
- To know what Hoshanah Rabba & Shemini Atzeret are
- To know the purpose of Shemini Atzeret – Hashem requests our company for an extra day.
- 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
- Introduce the names Chol Hamoed and Shemini Atzeret and when they occur
- Highlights of Shemini Atzeret and Simchat Torah: Tefillat Geshem, Hakafot, Kol Hane'arim, Chatan Torah and Chatan Bereshit, Nashay Chayil.

Skills

- To review all the letters in Hebrew script including final letters
- To be able to read shin/sin when there is one dot doing two jobs
- To have an understanding of prefixes and suffixes and the importance they play in the Hebrew language.

Parasha

- Bereshit – working together
- Noach – doing what is right, even when it's unpopular.

Chagim: Chanukah

- 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
- Mitzvah of Pirsumei Nisah and its reason
- Review the story in correct sequence: Knows the characters with focus on Matityahu and his family (including the names of the 5 sons)
- 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
- Has a general understanding of the "Al Hanisim" prayer (up to + incl. Bazman Haze) – is able to locate it in Birkat Hamazon. – (Ch learnt this for Purim in year 2).

Skills:

- To continue reviewing the Hebrew script letters
- To be able to read shin and sin with two dots and understand the associated rules
- To review the shva rule when there are two in a row
- To understand that whilst they are not exactly the same, biblical, and modern Hebrew have some shared rules and to be able to identify these
- To be ready to receive a first Chumash
- To know the meaning of the words sefer, perek and pasuk in relation to the Torah and Chumash
- To be able to recall at least 10 vocabulary words from the modern Hebrew topic which is all about me and my house
- To be able to incorporate the new vocabulary words into a sentence.

Topic: The Shul

- To know the Aron Kodesh is holy and contains the Sifrei Torah
- To know the Aron Kodesh faces the Kotel in Jerusalem
- To know that the Aron Kodesh is covered by a parochet
- To know where the Ner Tamid is located and what it represents
- To know why we need a Bimah in a shul and what it reminds us of.

Parasha:

- Vayera – enthusiasm when doing a mitzvah
- Chayei Sarah – making peace
- Toldot – speaking politely
- Vayetze – good things are worth waiting for
- Vayishlach – being prepared
- Vayeshev – Hashem cares for each person
- Miketz – doing teshuva.