

Year 3 Autumn Term Curriculum Overview 2021

	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				
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	HALF TERM	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
	ENGLISH	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. 										HALF TERM	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. 						
Possible Writing Outcomes <ul style="list-style-type: none"> Poetry Diary entry News Reports Explanation writing Myth writing Persuasive writing Letter writing. 									Possible Writing Outcomes: <ul style="list-style-type: none"> Letter writing Narrative recount Conversation between characters Illustrated sequel Free Verse 										

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SCIENCE	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> 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 To identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Star scientist – Marie Curie.</p>							<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> To compare how things move on different surfaces To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other and attract some materials and not others 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 To describe magnets as having 2 poles To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <p>Star scientist – Andre Marie Ampere.</p>						
	<p>HISTORY</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. 						
GEOGRAPHY	<p><u>Where on Earth are we?</u></p> <ul style="list-style-type: none"> To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways To demonstrate the relationship between maps and globes, and explore the idea of addresses 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 To learn more about longitude, and about the Earth’s daily rotation and its effects To introduce the International Date Line and time around the world To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth’s surface. 													
	<p>ART</p>													
<p><u>Investigating Patterns</u></p> <ul style="list-style-type: none"> Investigate varied patterns in nature and surrounding environment Introduce and experiment with different grades of pencil and other implements when drawing patterns – look at Escher’s work Plan, refine and alter their drawings as necessary Draw for a sustained period of time at their own level Use different effects, e.g stippling, crosshatching to achieve variations in line, texture, tone, colour, shape and pattern Look at tessellation, rotation and variety of visual effects Introduce printing patterns using different materials, e.g. string experimenting with different rotations, etc when creating patterns 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. Evaluate work in sketchbooks. <p><u>Artists:</u> Escher(tessellating patterns), Orla Kiely (designer, patterns and textiles)</p>														

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DT									<p>Packaging – You want me!</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>Designers: MGA, Kellogg’s, Hasbro</p>
COMPUTING	<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. 							Catch up / consolidation	<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 • 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.
PE	<p>Dance</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 choreography • 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. 								<p>Gymnastics</p> <ul style="list-style-type: none"> • To create a sequence of 2 contrasting elements • To demonstrate extension in shapes • To produce flow in sequence • To explore a greater range of contrasting actions • To copy a partner’s sequence • To define what contrast is and how it applies to sequences • To Consolidate and improve quality of basic rolls • To explain how strength and flexibility applies to rolls • To work with a partner to perform a roll sequence • To consolidate and improve quality of jumps • To jump high and far off low apparatus • To work in groups of 3-4 to create a rolling and jumping sequence • To perform in unison with a partner

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		<ul style="list-style-type: none"> • To translate unison into contrasting actions • To identify when they are using strength in their sequence • To choose and apply contrasting shapes in a sequence • To work in a group of 3-4 to produce contrasting sequence • To include unison in sequence.
MUSIC	<p>Unit: Ballads</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) • Understanding that music from different parts of the world, and different times, have different features • Recognising and explaining the changes within a piece of music using musical vocabulary • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement • Beginning to show an awareness of metre • Recognising and beginning to discuss changes within a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • 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. 	<p>Unit: Creating compositions in response to an animation Theme: Mountains</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) • Understanding that music from different parts of the world, and different times, have different features • Recognising and explaining the changes within a piece of music using musical vocabulary • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement • Beginning to show an awareness of metre • Recognising and beginning to discuss changes within a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure • Creating simple melodies from 5 or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • 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.
SRE/ PSHE	<p><u>Induction Week</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> To develop strategies to resolve differences. <p><u>Road Safety Week</u></p> <ul style="list-style-type: none"> 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. <p><u>Preparing To Be Citizens In Society</u></p> <ul style="list-style-type: none"> 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. <p><u>British Values</u></p> <ul style="list-style-type: none"> Democracy assembly plus follow-up work <p><u>Awareness Days</u></p> <p>Anti-Bullying Week Wellbeing Wednesdays Christmas Appreciation</p>
<p>Developing a Healthy Lifestyle – Cross-Curricular with Science</p> <ul style="list-style-type: none"> 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. <p><u>Black History Month</u></p> <ul style="list-style-type: none"> 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. <p><u>Awareness Days/Weeks</u></p> <p>Black History Month Wellbeing Wednesdays 10th October – World Mental Health Day</p>	<p>Les Instruments (The Instruments)</p> <ul style="list-style-type: none"> To name ten instruments in French To remember the words for at least five instruments and their correct gender in French, unaided To say that they play an instrument of their choice correctly in French. <p>La Phonetique (Phonetics - Lesson 1)</p> <ul style="list-style-type: none"> To look at 4 essential sound patterns / phonemes (CH, OU, ON, OI) to improve pronunciation and read with improved accuracy.
<p>FRENCH</p>	<p>Les Légumes (Vegetables)</p> <ul style="list-style-type: none"> To name and recognise up to 10 vegetables in French To attempt to spell some of these nouns (including the correct article) To learn simple vocabulary to facilitate a role play about buying vegetables from a market stall To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. <p>Chagim: Chanukah</p> <ul style="list-style-type: none"> To know what constitutes a Kosher Chanukah 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 Hazeh) – is able to locate it in Birkat Hamazon. – (Ch learnt this for Purim in year 2). <p>Skills:</p> <ul style="list-style-type: none"> To continue reviewing the Hebrew script letters To be able to read shin and sin with two dots and understand the associated rules
<p>JS</p>	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none"> 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). <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none"> 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

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- 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
- Lech Lecha – separating to keep the peace
- Vayera – enthusiasm when doing a mitzvah
- Chayei Sarah – making peace.

Topic: 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 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.

Parasha:

- Toldot – speaking politely
- Vayetze – good things are worth waiting for
- Vayishlach – being prepared
- Vayeshev – Hashem cares for each person
- Miketz – doing teshuva
- Vayigash – considering people's feelings
- Vayishlach – keeping promises.

Topic: Shul

- To know why we need a Bimah in a shul and what it reminds us of
- To know what an Aliya to the Torah is and who might have one
- To be able to define a minyan
- To know the names of the accessories of the Sefer Torah.