Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

<table>
<tr><th></th><th colspan="5">Autumn: Half Term 1</th><th rowspan="2">Half Term</th><th colspan="2">Autumn: Half Term 2</th></tr>
<tr><td>Religion</td><td>Exploring our School Mission Statement</td><td>Who is our Class Saint? St Patrick</td><td>Domestic Church: Homes</td><td>Harvest</td><td>Baptism: Promises</td><td>Baptism: Promises (con't)</td><td>Advent: Visitors</td></tr>
<tr><td rowspan="4">English</td><td colspan="5">Poetry - Tell Me a Dragon by Jackie Morris</td><td colspan="2">Poetry – People</td></tr>
<tr><td colspan="3">Fiction</td><td colspan="2">Non-Fiction</td><td>Fiction</td><td>Non-Fiction</td></tr>
<tr><td colspan="3"><u>Model Text</u>
The Egg by MP Robertson (shortened version)

<u>Genre</u>
Finding Tale

<u>Toolkit</u>
Openings/
Endings

<u>Writing outcome (innovation)</u>
New Egg story

<u>Independent Write</u>
New fantasy story based on The Egg OR
New Finding Tale</td><td colspan="2"><u>Model Text</u>
How to trap a troll (Y3 writing models Pie Corbett)

<u>Genre</u>
Instructions

<u>Toolkit</u>
Instructions

<u>Writing outcome (innovation)</u>
How to xxx (linked to The Egg)

<u>Independent Write</u>
How to XXX (free choice)</td><td><u>Model Text</u>
Lazy Jack (Bumper Book KS2 Pie Corbett)

<u>Genre</u>
Fairy Tale

<u>Toolkit</u>
Dialogue

<u>Writing outcome (innovation)</u>
Innovation on Lazy Jack

<u>Independent Write</u>
New fairy tale with similar structure and correct dialogue</td><td><u>Model Text</u>
Should Jack be Jailed?

<u>Genre</u>
Discussion

<u>Toolkit</u>
Discussion

<u>Writing outcome (innovation)</u>
Should the Big Bad Wolf be punished?

<u>Independent Write</u>
Free choice bad character discussion</td></tr>
<tr><td colspan="5">Cross curricular writing
Trip Advisor style review of place</td><td colspan="2">Cross curricular writing
Instructions</td></tr>
</table>

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

<table>
<tr><td rowspan="2">Maths</td><td>Place Value within 1,000</td><td>Addition and Subtraction</td><td rowspan="2"></td><td>Multiplication and Division</td></tr>
<tr><td colspan="2">

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
Identify, represent and estimate numbers using different representations.
Read and write numbers up to 1,000 in numerals and in words
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) (three-digit number).
Compare and order numbers up to 1,000.
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Solve number problems and practical problems involving these ideas.
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Estimate the answer to a calculation and use inverse operations to check answers.

</td><td>

Recall multiplication and division facts for multiplication tables up to 12 × 12 (3, 4 and 8)
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
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.
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.

</td></tr>
</table>

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

Science	Health and Movement • asking relevant questions and using different types of scientific enquiries to answer them • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • identifying differences, similarities or changes related to simple scientific ideas and processes • 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		Light and Shadow • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using straightforward scientific evidence to answer questions or to support their findings • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change
Geography	Countries of the World Children will be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
History			Stone Age to Iron Age Children will learn about changes in Britain from the Stone Age to the Iron Age To do this, they are going • To introduce the definition and time scale of human prehistory. • To find out about early humans and the Palaeolithic period. • To find out about people who lived in the Mesolithic period. • To find out how people lived in the Neolithic period. • To find out about how people lived in the Bronze Age. • To find out about how people lived in the Iron Age. • To recap and summarise the prehistory of Britain. •

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

Art	Journeys		
	Children will be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials		

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

Design Technology			Mechanical Systems: Pneumatic Toys
			Pupils should be taught to: • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Investigate and analyse a range of existing products • Understand and use mechanical systems in their products, for example, gears, pulleys, cams, levers and linkages • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Apply their understanding of computing to program, monitor and control their products • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Understand how key events and individuals in design and technology have helped shape the world

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

Computing	iSong		iProgram
	Learning Outcome: To have created a full song in GarageBand including Intro; Verse; Chorus, and a Breakdown. To have a good knowledge of how to use a mixture of 'Live loops' and 'Smart instruments'. To know Keywords and phrases surrounding Music Production. • Pupils know what music production means • Pupils can name the sections of a popular song structure • Pupils can name a key characteristic of each section • Pupils can explain why a song needs to be mixed		Learning Outcome: To learn to program simple shapes and eventually a small game. To know the basic logical steps needed when designing code and the best way to write them. To understand the difference between WAN and LAN networks. • Pupils are able to define what a computer is • Pupils can explain what an algorithm is and write their own • Pupils know why you should shorten algorithms • Pupils know how variables change code
Music	Music Theory		Singing
	Learning Outcome: Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand. • Pupils can play a C major scale • Pupils can name the white keys on a keyboard • Pupils know what a chord is • Pupils know what a melody is		Learning Outcome: Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance. • Pupils can sing songs on pitch. • Pupils can explain what pitch matching is. • Pupils know how good posture can improve singing. • Pupils understand why breathing in the right place is important while singing.

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term

<table>
<tr><td rowspan="2">PE</td><td>Multi Skills</td><td>Boot Camp</td><td rowspan="3"></td><td>Body Awareness</td><td>Dance</td></tr>
<tr><td colspan="2">Pupils should be taught to:
use running, jumping, throwing and catching in isolation and in combination
develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best</td><td colspan="2">Pupils should be taught to:
use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics
perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best</td></tr>
<tr><td>MFL (Spanish)</td><td colspan="2">Pupils will be able to use greetings and numbers by answering simple questions. Pupils will have an introduction to some phonemes and graphemes in Spanish.
Pupils can say "Hello" and "Goodbye"
Pupils can say most, if not all of the numbers 1-10 in order.
Pupils can say please and thank you.
Pupils can answer the questions covered in the unit with a low level of accuracy.</td><td colspan="2">Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 10-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences in regard to colours.

The pupils will be able to match the numbers, colours and animals to their written words, and learn to recognise and answer some question words. Pupils will gain an understanding of more phonemes and graphemes.
Pupils can say most of the colours covered in the unit.
Pupils can say most of the animals covered in the unit.
Pupils can say most of the numbers 11-20.
Pupils can ask and answer the questions introduced in the previous unit with a decent level of accuracy.</td></tr>
</table>

Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Autumn Term