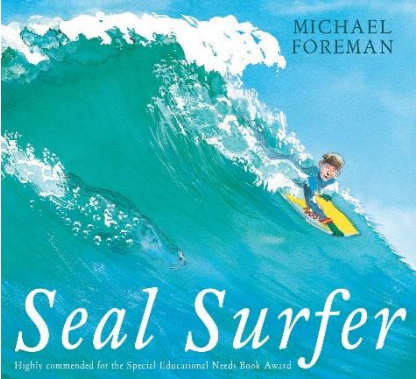



YEAR 3 CURRICULUM 2023-2024

Autumn Term 1 7 Weeks	Autumn Term 2 7 Weeks
ENGLISH	
LITERACY FOCUS TEXT -	
 <p><i>Feature keys</i> (vocabulary, manipulating sentences and tense, structure)</p> <ul style="list-style-type: none"> • Write in the first person • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions <p><i>Mastery keys</i> (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause 	 <p><i>Feature keys</i> (vocabulary, manipulating sentences and tense, structure)</p> <ul style="list-style-type: none"> • Use small details to describe characters • Establish the setting in the first line • Include a setting to create atmosphere • Use imagery for description • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence story and use paragraphs <p><i>Mastery keys</i> (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Use conjunctions and adverbs to express, time, place and cause • Use a or an according to whether the next

YEAR 3 CURRICULUM 2023-2024

<ul style="list-style-type: none"> Introduce inverted commas to punctuate direct speech (one session) 	<ul style="list-style-type: none"> Write in consistent past and present tense including progressive forms Use some future tense verbs Use layout and structure of a letter Ensure chronological order to explain sequence of events 	<p>word begins with a vowel or consonant</p> <ul style="list-style-type: none"> In narratives, create characters, settings and plot Use inverted commas to punctuate direct speech 		
MATHS				
Place Value within 1000 13 lessons	Addition and Subtraction 10 lessons	Addition and Subtraction (2) 13 lessons	Multiplication and division 5 lessons	Multiplication and division 13 lessons
<ul style="list-style-type: none"> Represent and partition numbers to 100 Numberline to 100 100s Represent numbers to 1000 Partition numbers to 1000 	<ul style="list-style-type: none"> Use known number bonds Add / subtract 1s Add / subtract 10s Add / subtract 100s Spot the pattern Add 1s across 10 	<ul style="list-style-type: none"> Add two numbers Subtract two numbers Add two numbers (across 10) Add two numbers (across 100) 	<ul style="list-style-type: none"> Equal groups Using arrays Multiples of 2 	<ul style="list-style-type: none"> Multiply by 3 Divide by 3 The 3x table Multiply by 4 Divide by 4 The 4x table Multiply by 8

YEAR 3 CURRICULUM 2023-2024

<ul style="list-style-type: none"> Partition numbers to 1000 flexibly 100s, 10s and 1s Use a numberline to 1000 Estimate on a numberline to 1000 Find 1, 10 and 100 more or less Compare numbers to 1000 Order numbers to 1000 Count in 50s End of unit check 	<ul style="list-style-type: none"> Add 10s across 100 Subtract 1s across 10 Subtract 10s across 100 Make connections End of unit check 	<ul style="list-style-type: none"> Subtract two numbers (across 10) Subtract two numbers (across 100) Add a 3 digit and a 2 digit number Subtract a 2 digit from a 3 digit number Complements to 100 Estimate answers Inverse operations Problem solving 1 Problem solving 2 End of unit check 	<ul style="list-style-type: none"> Multiples of 5 and 10 Share and group End of unit check 	<ul style="list-style-type: none"> Divide by 8 The 8x table Problem solving with multiplication and division (1) Problem solving with multiplication and division (2) Understand divisibility (1) Understand divisibility (2) End of unit check
--	---	--	---	--

SCIENCE

Animals including Humans

Pupils should be taught 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

Animals including Humans (continued)

Begin rocks (Coastal regions)

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

YEAR 3 CURRICULUM 2023-2024

<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Post it note - Does brown bread have more fibre? Can people with longer legs run faster?</p> <p>Classifying - Food by sorting nutrients.</p>	<ul style="list-style-type: none"> describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <p>Classifying - Rocks and soils (discuss how they are different/similar)</p> <p>Observing Over Time - Soil separates into different layers in water</p> <p>Post It Note - Which rock would be suitable to make a statue from? (hardness)</p> <ul style="list-style-type: none"> Researching - How are fossils formed?
<p>HISTORY</p>	<p>DESIGN TECHNOLOGY</p>
<ul style="list-style-type: none"> What do we mean by civilisation? The greatest achievements of Ancient Civilisations - similarities and differences. Ancient Egyptians - an overview of where and when they first appeared with a real depth of study. Events beyond living memory that are significant nationally or globally such as the building of the pyramids and use of hieroglyphs in early writing 	<ul style="list-style-type: none"> Design and make a healthy snack - linking to science - getting nutrition from what you eat. Design, make and evaluate a Shaduf - link to history - Ancient Egyptians. <p>Design: 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 ideas through discussion, annotated sketches</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate: Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p>

YEAR 3 CURRICULUM 2023-2024

COMPUTING	MUSIC
<ul style="list-style-type: none"> ▪ E-safety - Digiduck and staying safe online ▪ Coding - Code Studio Course C; Sessions 1-6 ▪ Digimaps ▪ Google Earth 	<p>Let your spirit fly - Charanga</p> <p>Glockenspiel 1 - Charanga</p>
PE	ART
<p>Unit 1: Personal Development: Coordination: Footwork Static Balance: One leg</p> <p>Unit 2: Social Development Dynamic Balance and Agility: Jumping and Landing Static Balance: Seated</p>	<p>Drawing: Growing artists Lesson 1: See like an artist Lesson 2: Shading Lesson 3: Texture pictures Lesson 4: Botanical Drawing Lesson 5: Abstract flowers</p> <p>Artist: Georgia O' Keefe</p>
RELIGIOUS EDUCATION	PSHE
<p>Christianity</p> <ul style="list-style-type: none"> • Advent - getting ready. <p>Sikhism</p> <ul style="list-style-type: none"> • Equality - welcome all people of all religions • Festival of Guru Nanak Gurparab - lights <p>I belong to a Muslim Family - What is it like to follow a Muslim way of life in Britain today?</p>	<p>Back to school - Mental Health</p> <p>Me and my relationships: Autumn 1</p> <ul style="list-style-type: none"> • As a rule • Looking after our special people • How can we solve this problem? • Tangram team challenge (OPTIONAL) • Friends are special • Thanks

YEAR 3 CURRICULUM 2023-2024

Special People, Special Places - The role of the Angels in the Christmas Story.

- *Dan's dare*
- *My special pet (OPTIONAL)*

Autumn 2: Valuing Difference

- *Respect and challenge*
- *Family and friends*
- *My community*
- *Our friends and neighbours*
- *Let's celebrate our differences*