

YEAR 3 CURRICULUM

Autumn Term 1 7 Weeks	Autumn Term 2 7 Weeks
ENGLISH	
LITERACY FOCUS TEXT -	
<div data-bbox="224 494 638 877" data-label="Image"> </div> <p data-bbox="212 917 593 997"><i>Mastery keys (year group national curriculum expectations)</i></p> <ul data-bbox="212 1005 638 1316" style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause 	<div data-bbox="1086 470 1512 957" data-label="Image"> </div> <p data-bbox="1086 965 1422 1077"><i>Mastery keys (year group national curriculum expectations)</i></p> <ul data-bbox="1131 1085 1489 1340" style="list-style-type: none"> • Use conjunctions and adverbs to express, time, place and cause • Use a or an according to whether the next
<p data-bbox="660 502 985 614"><i>Feature keys (vocabulary, manipulating sentences and tense, structure)</i></p> <ul data-bbox="716 662 1052 1348" 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 data-bbox="1534 470 1859 582"><i>Feature keys (vocabulary, manipulating sentences and tense, structure)</i></p> <ul data-bbox="1579 590 2027 1220" 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

YEAR 3 CURRICULUM

<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				
Number and Place Value - 3 weeks	Number - Addition and Subtraction 4 weeks	Number - Addition and Subtraction 1 weeks	Number - Multiplication and Division 3 weeks	Consolidation 1 week
<ul style="list-style-type: none"> ▪ Counting in 100s, representing numbers to 1,000, using a number line, finding more and less, comparing numbers and counting in 50s 	<ul style="list-style-type: none"> ▪ Adding and subtracting 3-digit numbers and 1s, 10s, 100s ▪ Adding and subtracting 3-digit and 3-digit numbers 	<ul style="list-style-type: none"> ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Multiplying and dividing by 3, 4 and 8 ▪ Problem solving 	Consolidation of Autumn Term

YEAR 3 CURRICULUM

	<ul style="list-style-type: none"> Using the inverse to check strategies 			
SCIENCE				
<p style="text-align: center;"><i>Animals including Humans</i></p> <p>Pupils should be taught to:</p> <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 <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>		<p style="text-align: center;"><i>Animals including Humans (continued)</i></p> <p style="text-align: center;"><i>Begin rocks (Coastal regions)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 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? 		
GEOGRAPHY		DESIGN TECHNOLOGY		
<p>UK Geographical regions - Where have you been on holiday?</p> <p>UK geographical regions (north west, midlands etc)</p> <p>Land use and settlements - hamlets, villages, towns, ports, cities</p> <p>Coastal regions</p> <p>Physical features - seas, coasts, oceans</p> <p>Water cycle</p> <p>Arctic circle</p> <p>Mountains</p>		<p>Snow scene in a box (cutting, shaping, joining, finishing)</p> <p>Design:</p> <p>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>		

YEAR 3 CURRICULUM

	<p>Evaluate: Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge: Apply understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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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 Glockenspiel I - Charanga</p>
PE	ART
<p>Invasion Games - Hockey Physical Fitness and Mental Health (Fitness stations)</p>	<p>Hokusai - The great wave off Kanagawa Painting, colour mixing</p>
RELIGIOUS EDUCATION	PSHE
<p>Christianity - words and beyond Advent getting ready Sikhism - A good life; equality Festival of Guru Nanak</p>	<p>Back to school - Mental Health Valuing Difference (SCARF) - focus on positive relationships, SMSC and British Values - link to half termly friendship value</p>

YEAR 3 CURRICULUM
