



Year 3
Parent Curriculum Information
Autumn Term 2023

English

Autumn 1	Autumn 2
Class Novel: The Legend of Spud Murphy (Eoin Colfer)	Class Novel: Bill's New Frock (Anne Fine) Class Poem: It's Bonfire Night / Firework
Text: Jim and the Beanstalk (Raymond Briggs) Main Outcomes: Write an alternative version Text: Meet the Ancient Egyptians (James Davis) / The Egyptians (Jonny Marx) Main Outcomes: Non-chronological text Text: The Story of Tutankhamun (Patricia Cleaveland Peck) Main Outcomes: Instructions Performance Poem: The Sound Collector (Roger McGough)	Text: It's Bonfire Night (Kevin McGann) / Firework Night (Enid Blyton) Poetry form: Onomatopoeia / shape poetry Main Outcomes: Shape poetry including onomatopoeia Text: Coming to England (Floella Benjamin) Main Outcomes: Recount - writing letters back home Text: Bill's New Frock (Anne Fine) Main Outcomes: Recount – diary entry Text: Leon and the Place Between (Graeme Baker-Smith) Main Outcomes: Letter from her sister about experiences

Children will learn key objectives from the Year 3 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting. In addition, children will have daily Sounds Write sessions to help them to apply their phonic knowledge to spelling.

Mathematics

Number: Place Value <ul style="list-style-type: none"> • Represent numbers to 100 • Partition numbers to 100 • Number line to 100 • Hundreds • Represent numbers to 1,000 • Partition numbers to 1,000 • Flexible partitioning of numbers to 1,000 • Hundreds, tens and ones • Find 1, 10 or 100 more or less • Number line to 1,000 • Estimate on a number line to 1,000 • Compare numbers to 1,000 • Order numbers to 1,000 • Count in 50s 	Number: Addition and Subtraction <ul style="list-style-type: none"> • Apply number bonds within 10 • Add and subtract 1s • Add and subtract 10s • Add and subtract 100s • Spot the pattern • Add 1s across a 10 • Add 10s across a 100 • Subtract 1s across a 10 • Subtract 10s across a 100 • Make connections • Add two numbers (no exchange) • Subtract two numbers (no exchange) • Add two numbers (across a 10) • Add two numbers (across a 100) • Subtract two numbers (across a 10) • Subtract two numbers (across a 100) • Add 2-digit and 3-digit numbers • Subtract a 2-digit number from a 3-digit number • Complements to 100 • Estimate answers • Inverse operations • Make decisions about operations and methods 	Number: Multiplication and Division A <ul style="list-style-type: none"> • Multiplication - equal groups • Use arrays • Multiples of 2 • Multiples of 5 and 10 • Sharing and grouping • Multiply by 3 • Divide by 3 • The 3 times-table • Multiply by 4 • Divide by 4 • The 4 times-table • Multiply by 8 • Divide by 8 • The 8 times-table • The 2, 4 and 8 times-tables Geometry: Lines <ul style="list-style-type: none"> • Measure and draw lines accurately • Horizontal and vertical lines • Parallel and perpendicular lines
---	--	---

Science	
<p>Animals including humans</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>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two 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 two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Physical Education (PE)	
<p>Gymnastics</p> <ul style="list-style-type: none"> Adapt sequences to suit different types of apparatus Choose actions that flow well into one another Complete actions with increasing balance and control Provide feedback using key words Use matching and contrasting actions in a partner sequence Use a greater number of their own ideas in response to a task With help, recognise how performances can be improved <p>Invasion games (Rugby)</p> <ul style="list-style-type: none"> Learn the rules of the game and begin to use them to play Communicate with the team and move into space to help them Defend an opponent and attempt to tag them Move with a ball towards goal with increasing control Pass and receive the ball with some control Provide feedback using key words Understand role as an attacker and as a defender Work co-operatively with the group to self-manage games 	<p>Fundamentals</p> <ul style="list-style-type: none"> Jump and turn a skipping rope Change direction quickly Identify success Link hopping and jumping actions Demonstrate balance when performing other fundamental skills Understand how the body moves differently at different speeds Understand why it is important to warm up <p>Ball skills</p> <ul style="list-style-type: none"> Catch different sized objects with increasing consistency with two hands Dribble a ball with control Persevere when learning a new skill Provide feedback using key words Show a variety of throwing techniques Throw with accuracy and increasing consistency to a target Track the path of a ball that is not sent directly
Geography	History
<p>World Climate Zones and Biomes</p> <ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes and vegetation belts. Explore the climate of different locations based on their distance from the equator. Discuss climate change, what causes it and how it affects the planet. <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate Europe's countries (including the location of Russia) 	<p>Ancient Egyptians (The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt)</p> <ul style="list-style-type: none"> Understand who the Ancient Egyptians were and when they were around. Identify what everyday life was like for men, women and children in Ancient Egypt. Identify how and what the Egyptians traded.
Religious Education (RE)	
<p>Hinduism: Divali <i>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</i></p> <ul style="list-style-type: none"> Describe ways that Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging Investigate key features of religious festivals and celebrations and identify similarities and differences 	<p>Christianity: Christmas <i>Has Christmas lost its true meaning?</i></p> <ul style="list-style-type: none"> Investigate key features of religious festivals and celebrations and identify similarities and differences Recognise the different ways Christmas is celebrated by Christians and non-Christians Make links between Christian beliefs and the way that Christmas is celebrated

Computing	
<p>Emailing</p> <ul style="list-style-type: none"> Understand computer networks, including the internet; Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Online Safety: Beliefs, opinions and facts on the internet</p> <ul style="list-style-type: none"> Understand that not all information on the internet is true Explain the terms 'belief', 'opinion' and 'fact' Use key phrases within a search engine to produce accurate results 	<p>Journey Inside a Computer</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Online Safety: When being online makes me upset</p> <ul style="list-style-type: none"> Understand that being on the internet can affect my mood Recognise steps to take in dealing with matters on the internet that upset me Explore other methods to seek help when dealing with issues on the internet
Art	Design Technology
<p>Formal elements of art</p> <p>Exploring two of the formal elements of art: shape and time</p> <ul style="list-style-type: none"> Find shapes in everyday objects. Use shapes as guidelines to draw accurately from observation Create form and shape using wire. 	<p>Food: Eating seasonally</p> <ul style="list-style-type: none"> Discovering when and where fruits and vegetables are grown Learn about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.
French	Music
<p>Describing me and others / Saying what I and others have</p> <p>Phonics:</p> <ul style="list-style-type: none"> the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] Silent Final E [SFe] [a] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu] We also revisit liaison. <p>Vocabulary:</p> <ul style="list-style-type: none"> greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ? <p>Grammar:</p> <ul style="list-style-type: none"> être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment) 	<p>Developing singing technique: Vikings</p> <ul style="list-style-type: none"> Singing songs with accuracy and control, with developing vocal technique Discussing the features of battle songs using musical vocabulary Creating a battle song with voices and un tuned percussion <p>Traditional instruments and improvisation</p> <ul style="list-style-type: none"> Performing a traditional Indian song with voices and instruments from staff notation Recognising the stylistic features of Indian classical music Creating an Indian-inspired composition using drone, rag and tal Consider how music developed differently in other parts of the world
PSHE+C	
<p>Being Me in My World</p> <ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments

