



Autumn Term 2023 - We would like to welcome all children into Year 3 and hope you have all had a lovely summer break.

Please find attached the Curriculum overview for the term.

[English: Autumn 1](#)

Week 1 – 3	Book:	Writing	Grammar	Spelling
	Leon and the Place In between.	During this unit the children will write: A persuasive poster, a setting description, thought bubbles, a diary entry, dialogue between characters and their own version of a fantasy narrative.	The children will be learning the following grammatical concepts: To apply their growing knowledge of root words, prefixes and suffixes. Extending sentences by using a wider range of Conjunctions. To use appropriate choice of pronoun or noun. To express time, place and cause using conjunctions, adverbs or prepositions To use fronted adverbials To use commas after fronted adverbials To use and punctuate direct speech To expand noun phrases by adding adjectives, nouns and preposition phrases.	The spellings rules and sounds the children will be learning are: To use the first two or three letters of a word to check its spelling in a dictionary. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To learn prefixes. To learn the endings: -cian, -tion, -ssion, -sion

Week 4- 7	The First Drawing.	During this unit the children will write: A selection of diary entries, how to introduce paragraphs, explore the conventions of speech, create character descriptions and finish by writing their own historical narratives.	The children will be learning the following grammatical concepts: To express time, place and cause using conjunctions, adverbs or prepositions To expand noun phrases by adding adjectives, nouns and preposition phrases. To use fronted adverbials To use appropriate pronoun or noun. To use inverted commas and other punctuation to indicate direct speech. To use commas after fronted adverbials	The children will be learning: How to use further prefixes and suffixes and understand how to add them to their work. To spell further homophones.
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English: Autumn 2

Week 1 – 7	The BFG	Writing	Grammar	Spelling
		During this unit the children will write: A Recount, a diary entry, character descriptions, wanted posters, a new chapter for the book, instructions, recipes, letters and own version of a narrative, fantasy story.	The children will be learning the following grammatical concepts: To use further prefixes and suffixes and understand how to add them. To use appropriate choice of pronoun or noun within and across sentences to avoid repetition To express time, place and cause using conjunctions, adverbs or prepositions. To use fronted adverbials To use commas after fronted adverbials.	The children will be learning: To use the first two or three letters of a word to check its spelling in a dictionary. To read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To learn the suffix – ation. To learn the endings: - cian, -tion, -ssion, -sion

			To use noun phrases expanded by the addition of adjectives, nouns and preposition phrases.	
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Spelling words this term.

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Autumn 1	appear believe disappear experience famous heard	disbelief misfiring misheard misadventure disobey disappoint	attention confession question precision magician dietician	describe early earth imagine suppose surprise thought	curious, tremendous, courageous, suspicious, cautious,	serious, spontaneous, frivolous outrageous, wondrous.
	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Autumn 2	heard curve fear learn search heart bear appear fur	address famous grammar guard potatoes sentence	Invention Injection action, hesitation completion musician	expression discussion permission admission electrician politician	expansion extension comprehension tension mathematician optician	preparation information sensation admiration adoration

Children will learn and practice these words at school. The children will also learn the statutory spelling words for Year 3. Every three weeks, the children will complete a dictation at school, practicing the spellings they have learnt. Children should be encouraged to practice these words at home too.

Maths: Autumn Term

Week 1 Place Value	To partition numbers to 100. To use a number line to 100. Represent numbers to 1000	Key Vocabulary: Place Value, Tens, ones, part part whole, partition
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Week 2 Place Value	To partition numbers to 1000. To use a number line. Find 1, 10 or 100 more or less Number line to 1000	Key vocabulary: Place Value, hundreds, Tens, ones, part part whole, partition.
Week 3 Place Value	Estimate on a number line to 1000 Compare numbers to 1000 Order numbers to 100 Count in 50s	Key Vocabulary: Place Value, hundreds, Tens, ones, compare
Week 4 Addition and Subtraction	Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot patterns	Key Vocabulary: Addition, add, subtraction, subtract, number bonds
Week 5 Addition and Subtraction	Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections	Key Vocabulary: Addition, add, subtraction, subtract, count across
Week 6 Addition and Subtraction	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)	Key Vocabulary: Addition, add, subtraction, subtract, count across
Week 7 Addition and Subtraction	Subtract two numbers (across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number	Key Vocabulary: Addition, add, subtraction, subtract, digit
Week 8 Addition and Subtraction	Complements to 100 Estimate answers Inverse operations Make decisions	Key Vocabulary: Estimate, inverse
Week 9 Multiplication	Multiplication – equal groups Use arrays Multiples of 5 and 10 Sharing and grouping	Key Vocabulary: Multiplication, equal groups, arrays Multiples, Sharing and grouping
Week 10	Multiply by 3 Divide by 3	Key Vocabulary:

Multiplication	The 3 times-table	Divide
Week 11 Multiplication	Multiply by 4 Divide by 4 The 4 times-table	Key Vocabulary: Multiply, divide
Week 12 Multiplication	Multiply by 8 Divide by 8 The 8 times-table The 2, 4 and 8 times-table	Key Vocabulary: Multiply, divide

Mental Skills we will be developing this term – please practice these at home.

Times tables (2,3,5,10)	Place value up to 200. Partitioning numbers into tens and ones.
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Homework (Outline overview of what the expectations are for your year group)

Reading	At least 15 minutes, 5 times a week.
Maths	Times Table Rockstars, one activity is set on Doodle each week.
English	One activity is set on Doodle each week.
Spelling	To practice the spellings from the list above.

P.E Days

Our P.E Days are: Wednesday & Friday.

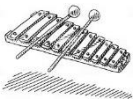
Optional suggested Home learning activities to enhance the curriculum.

- Create meal plans for the family, linking to our nutrition lessons.
- Create their own cave style paintings, linking to our Stone Age lessons.
- Create part, part whole diagrams to support their number knowledge and manipulation. These can be physically made with objects or drawn.

Year 3– Autumn Term

<p>Religious Education</p> <p><u>Autumn 1: How can artists help us to understand what Christians believe and do?</u></p> <p><u>Children will learn:</u> How artists use their creativity to communicate. How art helps us to understand Jesus’ life. What crosses tell us about what Christians believe. How art helps Christians to worship. How art can help us understand the Christian belief in the Incarnation. How we can use art to express our own ideas about Jesus. Why many Christians want to celebrate Jesus coming to earth.</p> <p><u>Autumn 2: JUDAISM: What are important times for Jewish people?</u></p> <p><u>Children will learn:</u> What are important milestones for us. What is a Bar/ Bat Mitzvah and why is it important for many Jewish people? What marriage promises Jewish couples make. What impact a ketubah might have on the way that the couple live as a part of their community. How ‘foot’ festivals are used to remind Jewish people of God’s faithfulness. What it means for different types of Jewish people to celebrate Shabbat</p>	<p><u>Science</u></p> <p><u>Autumn 1: Animals, including humans</u></p> <p><u>Children will learn:</u> 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Autumn 1: Forces and Magnets</u></p> <p><u>Children will learn:</u> To compare how things move on different surfaces 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 describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Key vocabulary:</p>	<p><u>Life Skills</u></p> <p><u>Autumn 1: Me and My Relationships</u></p> <p><u>Children will learn to:</u> Explain why we have rules. Consider possible consequences of breaking rules. Identify people who they have a special relationship with. Resolve conflict situations. Identify qualities of friendship. Express opinions and listen to those of others. Consider others' points of view Explain what a dare is.</p> <p><u>Autumn 2: Valuing Difference</u></p> <p><u>Children will learn to:</u> Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Recognise that there are many different types of family. Identify the different communities that they belong to. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling.</p>	<p><u>Physical Education - Indoor PE</u></p> <p><u>Autumn 1: Dance</u></p> <p><u>Children will learn about:</u> Physical: actions, dynamics, space, relationships Social: share ideas, respect, collaboration, inclusion, leadership, work safely Emotional: confidence, acceptance, sensitivity, perseverance Thinking: select and apply actions, creativity, observe and provide feedback</p> <p><u>Autumn 2: Gymnastics</u></p> <p><u>Children will learn about:</u> Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll Social: work safely, collaboration, supportive Emotional: perseverance, confidence, independence Thinking: observe and provide feedback, creativity, select and apply skills.</p> <p>Key vocabulary: Action, movement, performer, travel, jump, kick, create, dynamics, quickly, slowly, gently explore, discover, ideas, expression, gestures, thoughts, feelings, information, improvements, formation, interact, communicate, space,</p>
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<p>and what impact this has on Jewish ways of life. What are important times for Jewish people?</p> <p>Key vocabulary: Creativity, holy week, crucifix, cross, nativity, annunciation, incarnation covenant, mitvot, ten commandments, torah, Bar Mitzvah, shema, teffillin, mezuzah, ketubah, huppan, passover, seder, sukkot, sukkah, shabbat, shalom</p>	<p>Nutrition, nutrients, carbohydrates Protein, fats, fibre, water, vitamins Minerals, skeleton, bones, joints Endoskeleton, exoskeleton hydrostatic, skeleton, vertebrate invertebrate, contract, relax, muscles, ball joint, socket joint hinge joint, gliding joint. Force, push, pull, open, surface, magnet, magnetic, attract, repel magnetic poles, North, South</p>	<p>Understand and explain some of the reasons why different people are bullied; Explore why people may have prejudiced views</p> <p>Key vocabulary: rules, friendship, conflict, cooperate, strategies, continuum, dare, responsibility, safety, falling out, point of view, collaborate, opinions, persuade, care, making up, calm, respectful, feelings, loss, compromise, apologise, courteous, feelings, listen, challenging, respect, family, community, similarities, prejudice, cooperation, belonging, differences, disability, identity, name calling, politeness, bullying, race, courtesy, colour, manners</p>	<p>audience, pose, position, timing, moving, beat, music, body, tension, muscles, stability, performing, contrast, control, skill, technique, direction, forwards, backwards, sideways, extend, flow, link, landing, position, take off.</p>
<p><u>Physical Education - Outdoor PE</u> Autumn 1: Netball <u>Children will learn about:</u> Physical: throw, catch, change direction, change speed, shoot Social: communication, collaboration, support others Emotional: honesty and fair play, persevere, confidence Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply</p> <p>Autumn 2: Handball <u>Children will learn about:</u> Physical: throw, catch, run, dribble, shoot, change direction, change speed</p>	<p><u>Geography</u> Autumn 2: <u>Children will learn:</u> Different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.</p> <p>Key vocabulary: Locate, climate zones, globe, map, geographical data, rainfall, temperature, weather, climate,</p>	<p><u>History</u> Autumn 1: The Stone Age <u>Children will explore:</u> How life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site.</p>	<p><u>Computing</u> Autumn 1: Connecting computers <u>Children will learn:</u> To develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> <p>Autumn 2: Creating media - Stop-frame animation <u>Children will learn:</u></p>

<p>Social: kindness, communication, co-operation Emotional: honesty and fair play, determination, perseverance, confidence Thinking: decision making, select and apply, problem solving, comprehension</p> <p>Key vocabulary: accelerate, speed up, accurate, target, contact, rule, decision, outcome, delay, deny, action, direction, forwards, backwards, sideways, footwork, intercept, possession, invasion, score, goals, obstruct, option, choices, persevere, pivot, body, technique, tournament, competition, umpire, aim, player, gain, momentum, weight, power, opponent, team, opposing, referee, rules, speed, travelling</p>	<p>vegetation zones, pictorial/graphical representations, biomes, vegetation belts. hottest, coldest, wettest, driest, locations.</p>	<p>Key vocabulary: Stone Age, prehistory, prehistoric, Paleolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction, drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p>	<p>To use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p>Key vocabulary Input, output, process, digital device, tool, network connection, stop frame animation, storyboard</p>
<p><u>Art</u> Autumn 1: To give context and focus to drawing skills and help pupils own their creativity with drawing projects.</p> <p>Autumn 2: Children will be introduced to the idea of making gestural drawings, exploring charcoal as a medium, and how we can use our bodies to inform how we make marks.</p> <p>Key vocabulary: Charcoal, movement, smudging, pressure, mark making, line, shape, tone, light and dark, tachique, skills, paper, ideas, shade, shapes, pastels.</p>	<p><u>Music</u> Autumn 1: Recorders <u>Children will learn:</u> The basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing. To create at least one simple melody using one, three or five different notes. To plan and create a section of music that can be performed within the context of the unit song.</p> 	<p><u>Design and Technology</u> Autumn 1: Cooking and nutrition: Eating seasonally <u>Children will be able to:</u> Explain that fruits and vegetables grow in different countries based on their climates. Understand that ‘seasonal’ fruits and vegetables are those that grow in a given season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Understand the basic rules of food hygiene and safety.</p>	<p><u>Trips and Visitors</u></p> <p>Autumn 1: Ufton Court – October 6th</p> <p>Autumn 2:</p>

	<p>To talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p><u>Autumn 2: Let your spirit fly</u> <u>Children will learn:</u> How to find and demonstrate the pulse. The difference between pulse and rhythm. How pulse, rhythm and pitch work together to create a song. That every piece of music has a pulse/steady beat. The difference between a musical question and an answer. To identify main sections of a song (introduction, verse, chorus etc.) Some of the instruments they heard in the song</p> <p>Key vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Follow the instructions within a recipe</p> <p>Key vocabulary: Climate, dry climate, exported, imported, Mediterranean climate, nationality, nutrients, polar climate, recipe, seasonal food, seasons, temperate climate, tropical climate.</p>	
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