

Year 3 Curriculum Overview

Cycle A, Autumn 1 2021

Reading	Writing	Maths	Science	History
<p>Text: The General by Michael Foreman Key Learning: Word Reading Clarify Respond and Explain Inference Select and Retrieve Monitor and Summarise</p> <p>Text: So you think you've it bad by Chae Strathie Key Learning: Inference Select and Retrieve Themes and Conventions Word Reading Clarify</p> <p>Text: You wouldn't want to be a Roman Soldier by David Stewart Key Learning: Language for effect Word Reading Inference Select and Retrieve Respond and Explain Monitor and Summarise</p>	<p>Text: The Conquerors by David McKee Core Outcome: A dairy entry reflecting on a particular point in the story Foundation Outcome: A basic diary entry using 1 sentence per image punctuated correctly Key Learning: Use some verb forms are irregular (run/ ran) Orally rehearse sentences checking to accuracy and sense. Develop and begin to use a rich vocabulary to interest the reader. Use prepositions and adverbs to show time and place</p> <p>Text: Tasca's secret a short story from 'Daughters of time' Core Outcome: Write an additional scene from the story (narrative writing) Foundation Outcome: To write a basic narrative using simple sentences with an expanded noun phrase in each. Key Learning: Use expanded noun phrases to build a description.</p>	<p>Key Learning: Recognise the place value of each digit in the 3-digit number (hundreds, tens and ones) up to 1000. Identify, represent and estimate numbers using different representations particularly including number lines. Find 10 or 100 more or less than a given number. Compare and order numbers from zero up to 100; using and = signs. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 . Read and write numbers to at least 100 in numerals and in words . Add and subtract numbers mentally including a 3-digit number and hundreds. Estimate the answer to a calculation and use inverse operations to check answers. Add and subtract amounts of money to give change using both £ and p in practical contexts</p>	<p>Enquiry Question: How does the body get nutrients it needs? Key Learning: Animals need a variety of foods to help them grow and survive. Different animals require different foods to survive. Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do The role of digestion- blood transports nutrients around the body The process of digestion How to work scientifically. Knowledge: Where our faeces come from. What different types of food animals need. How they affect the body. How different animals need/eat different foods. How animals are adapted to eat different foods. How the food we eat affects our teeth. How our food is digested. Why our food needs to be digested.</p>	<p>Enquiry Question: What did the Romans do for us? Key Learning: Use a variety of sources to ask and answer questions about the past. Identify whom the Romans and Celts were, when/where/how they lived and why they came to Britain. Knowledge: Dates of the Roman Empire/invasion of Britain Some idea of the size/ spread of the Roman Empire. Understands major changes made in Britain by the Romans, including what Romanization was. Know some things that changed/ remained the same during and after the Roman occupation Identify legacies of the Romans.</p>

	<p>Expand language and use it appropriately in my writing. Begin to organise my ideas by writing series of sentences about a subject.</p>	<p>Find different combinations of coins that equal the same amounts of money Record money calculations pictorially using bar models and number lines Measure, compare, add and subtract length in m and cm Measure the perimeter of simple 2D shapes</p>	<p>How nutrients are absorbed and then transported around the body. How the body get the nutrients it needs. Working scientifically.</p>	
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RE	PSHE	Art	Music	PE	Computing	MFL (French)
<p>Concept: People of God – Obedience.</p> <p>Theme/Unit: What is it like to follow God?</p> <p>Questions: How is the Bible organised? Where in the Bible do Christians learn about the People of God? What happens in the story of Noah? How did Noah show obedience to God? What is a covenant? What was the covenant God made with Noah? What are the links between the story of Noah and how we live in school and the wider world? What are the promises made by Christians during a wedding? How do Christians show obedience to God? In what situations may a Christian want or need to say sorry to God? What is it like for a Christian to follow God?</p>	<p>Enquiry Question: What affects me and my relationships?</p> <p>Key Learning: Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings and consider the consequences of breaking the rules. Explain some of the feelings someone might have when they lose something important to them; Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Identify people who they have a special relationship with and suggest strategies for</p>	<p>Enquiry Question: What do Roman busts tell us about the Roman Army's place in history?</p> <p>Key Learning: To study portraiture from history and ask questions about it. To enquire and annotate. To complete an observational drawing from first-hand experience to sketch a design for a roman bust using pencils To create a Roman bust with clay To reflect upon our own work and compare</p> <p>Knowledge/understanding: Drawing: Draw from observations with emphasis on first-hand experience. Show patterns, lines and textures in my drawing Show different tones using pencils Sketch lines and shapes from first hand observation (Y3) Clay: Use a rolling pin and cutter and joining techniques Use a range of techniques to create different textures Understand how to consider and design from a 3d perspective.</p>	<p>Unit Name: Mamma Mia</p> <p>Key Learning: This unit is based around the work of ABBA. The children will develop and expand their listening and appraising skills by listening to and making comments, using the appropriate language, on the music they listen to. They will link the theory of music to what they have heard before creating a piece of music of their own.</p> <p>Knowledge: The unit is based developing the different elements of music : pulse, rhythm and pitch. Children will learn to imitate, improvise, compose and perform small sections of music which show case what they have learnt about ABBA's style of music and how that is linked to</p>	<p>Key Learning: Ball Skills – Develop confidence and accuracy when tracking a ball. Develop confidence and accuracy when tracking a ball. Explore and develop a variety of throwing techniques. Develop catching skills using one and two hands. Develop dribbling a ball with hands. Use tracking, sending and dribbling skills with feet.</p> <p>Gymnastics – Create interesting point and patch balances. Develop stepping into shape jumps with control. Develop the straight, barrel, and forward roll. Transition smoothly into and out of balances. Create a sequence with matching and contrasting actions and shapes.</p>		<p>Unit name: 'Salut!'</p> <p>Key Learning: Understand that English is spoken in countries other than the UK. Understand that French is a language spoken in France and elsewhere. Respond to and say different greetings and key phrases e.g bonjour, au revoir. Appreciate the diversity of any languages spoken within the class. Understand that other languages may have sounds and names that are different from English.</p>

	<p>maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Explain what a dare is and understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Express opinions and listen to/consider those of others; Practise explaining the thinking behind their ideas and opinions. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p>		<p>the focus dimensions.</p>	<p>Create a partner sequence incorporating equipment.</p>		<p>Understand the differences in social conventions when people greet each other. Construct a simple conversation using learnt phrases. Begin to know numbers 1–10 Understand and reply to the question Quel âge as-tu?</p>
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