

## Year 3 Curriculum Overview Cycle B, Autumn 2 2024

Reading	Writing	Maths	Science	History
<p><b>Text:</b> The Owl who was Afraid of the Dark by Jill Tomlinson</p> <p><b>Key Learning:</b> Inference Select and Retrieve Word Reading Language for Effect Themes and Conventions Summarise</p> <p><b>Text:</b> Black Dog by Levi Pinfold</p> <p><b>Key Learning:</b> Inference Respond and Explain Select and Retrieve Word Reading Clarify Language for Effect Summarise</p> <p><b>Text:</b> Winter's Child by Angela McAllister</p> <p><b>Key Learning:</b> Word Reading Respond and Explain Select and Retrieve Language for effect Summarise Themes and Conventions Clarify</p>	<p><b>Text:</b> The King who Banned Dark by Emily Haworth-Booth</p> <p><b>Core Outcome:</b> Persuasive letter <b>Foundation Outcome:</b> Write simple sentences with accurate punctuation and phonetically plausible spellings</p> <p><b>Key Learning:</b> To use conjunctions to show time, place and cause. Orally rehearse sentences checking to accuracy and sense. Develop and begin to use a rich vocabulary to interest the reader.</p> <p><b>Text:</b> The Dark by Lemony Snicket</p> <p><b>Core Outcome:</b> Information text <b>Foundation Outcome:</b> Write simple sentences with an expanded noun phrase.</p> <p><b>Key Learning:</b> Use expanded noun phrases to build a description. Use conjunctions to show time, place and cause Begin to organise my ideas by writing series of sentences about a subject.</p> <p><b>Text:</b> Excitable Edgar by Lucy Feather <b>Core Outcome:</b> Newspaper report</p> <p><b>Key Learning:</b> Select nouns and pronouns to provide clarity</p>	<p><b>Key Learning:</b> Recall and use multiplication and division facts for 2x, 5x and 10 x (Y2) Derive, recall and use multiplication and division facts for 3x, 4x and 8x and count in steps of 3 , 4 and 8 from zero Write and calculate multiplication and division problems using known facts and mental or diagrammatic strategies (arrays) Solve missing number problems involving multiplication and division and an understanding of inverse operations and commutativity for x Recognise, find and write unit and non-unit fractions of discrete sets of objects with small denominators Recognise and use unit and non-unit fractions with small denominators as numbers on a number line Recognise, find, and write unit fractions of a discrete set of objects including 110 Compare and order fractions with the same denominators (bar model and number line) Recognise that tenths arise from dividing an object or quantity into ten equal parts Count up and down in halves, quarters, thirds, and tenths on a number line Develop fraction families using fraction walls and bar models as an introduction to equivalence</p>	<p><b>Enquiry Question:</b> How does light behave?</p> <p><b>Knowledge and skills (know that...):</b> There must be light for us to see. Without light, it is dark. Light comes from a source. We need light to see things even shiny things. Transparent materials let light through them and opaque materials don't let light through. Beams of light bounce off some materials (reflection). Shiny materials reflect light beams better than non-shiny materials.</p>	<p><b>Enquiry Question:</b> How did life change between the Neolithic, Bronze and Iron Ages? (continued)</p> <p><b>Key Learning:</b> Explain what signalled the beginning and end of the Neolithic, bronze and iron ages Identify differences and similarities between the different ages, especially in relation to the coming of farming and the use of first bronze, then iron and the impact of all of these. Show an awareness of the evidence available from these periods and understand why some may be sparse.</p> <p><b>Knowledge and skills:</b> Be aware of the types of resources people from the different ages could access. Understand how people in the different ages developed to allow them to survive and thrive. Understand what the main technological and agricultural developments were across the periods. Gain knowledge of changing religious practices or burial practices.</p>

	Use conjunctions to show time, place and cause Use inverted commas to show speech.			
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RE	PSHE	Computing	Music	PE	MFL (French)
<p><b>Concept:</b> Incarnation  <b>Theme/Unit:</b> Incarnation- What is the Trinity?</p> <p><b>Key learning:</b>  Understand that water has many different symbolic meanings  Identify the presence of the Trinity in the baptism of Jesus  Describe ways in which Christians express their understanding of the Trinity  Describe the baptism ceremony and recognise its importance for Christians  Apply learning to express a personal response to the question 'What is the Trinity?'  Consider different ways to explain the Trinity</p>	<p><b>Enquiry Question:</b>  How can I work with others?</p> <p><b>Key Learning/knowledge/ understanding:</b>  Understand the skills needed to complete tasks collaboratively  Consider when relationships are working well. Recognise when you may need to say 'no' and consider ways to be assertive  Identify a range of feelings in our self and others and recognise how feelings may change in individuals when they are in different situations  Think about strategies to manage situations that could lead to bullying and discuss ways to manage friendships that may lead to unhealthy or unacceptable behaviour</p>	<p><b>Unit Name:</b> Stop Motion</p> <p><b>Key Learning Knowledge:</b>  Create an animated scene using lego/ playdough. They will learn to add actions, backgrounds and sounds</p> <p><b>Key skills:</b>  Develop , debug and test a stop motion programme  Evaluate solutions to a problem  Adapt to different scenarios</p>	<p><b>Unit Name:</b> Portsmouth by Mike Oldfield</p> <p><b>Key Learning Knowledge:</b>  Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre  Identify the use and purpose of different layers in music heard, created and performed</p> <p><b>Skills:</b>  Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality  Develop basic individual and group rehearsal skills including using memory and recall. Recognize why and when to improve. Begin to develop an awareness of how to present a performance  Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation  Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas</p>	<p><b>Unit Name:</b> Dodgeball</p> <p><b>Key Learning:</b>  Learn the rules of the game and begin to play fairly  Provide feedback using key words  Throw with some accuracy and begin to catch with consistency.  Understand the aim of the game  Work co-operatively with a group to manage the game</p> <p><b>Unit Name:</b> Hockey</p> <p><b>Key Learning:</b>  Begin to use simple tactics  Learn the rules of the game and begin to use them honestly  Dribble, pass, receive and shoot the ball with some control  Find space away from others and near to my goal  Provide feedback using keywords  Track an opponent to slow them down.  Understand my role as an attacker and a defender</p>	<p><b>Unit name:</b> Numbers, Ages, Remembering and Joining in</p> <p><b>Key Learning:</b>  This unit for introduces the teaching of French in KS2. It encourages children to listen attentively to new sounds and to start to make sound and spelling links. It reinforces opportunities for children to work cooperatively.</p> <p><b>Understanding and knowledge:</b>  Perform simple communicative tasks using single words, phrases and short sentences  Recognise some familiar words in written form  Read aloud familiar words  Recognise question forms  Imitate pronunciation  Play games to help remember  Learn new vocabulary linked to a traditional tale  Join in with a repeated refrain</p>

			Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary		
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