



### Year 3 Autumn Termly Curriculum Overview

	Week 1 3.9	Week 2 6.9	Week 3 13.9	Week 4 20.9	Week 5 27.9	Week 6 4.10	Week 7 11.10	Week 8 18.10	HALF TERM	Week 9 1.11	Week 10 8.11	Week 11 15.11	Week 12 22.11	Week 13 29.11	Week 14 6.12	Week 15 13.12	
<b>Growth Mind-set / St Marys learner focus</b>	Always ready to learn (SML)		I want to get better and learn for me. <b>Growth Mind-set</b>			I can take control of my own destiny. <b>Growth Mind-set</b>					There is no such thing as can't at St. Mary's. I just can't do it yet. <b>Growth Mind-set</b>		Enthusiastic, willing to take part and speak up (SML)		A Risk taker - always confident to have a go (SML)		
<b>Value</b>	Respect -Respect for self, others, world, Manners, Reverence, unity				Thankfulness -Creation, Awe and wonder, Humility						Self esteem -Special, belonging, peace/ hope Creativity. Individual liberty				Christmas		
<b>PSHE</b> (From SCARF curriculum )	SCHOOL COUNCIL - PLAYGROUND GAMES POSTER/LEAFLET Me and my relationships: I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.										Rights and Responsibilities I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.						
<b>English</b> Texts and genres (Each unit between 2 and 3 weeks )	Text: The Great Kapok Tree Genres: Narrative (focus on setting)  Writing Objectives: <i>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</i> <i>Draft and write in narratives, creating settings, characters and plot</i> <i>Evaluate and edit by assessing the effectiveness of his/her own writing</i> <i>Begin to use inverted commas to punctuate direct speech</i>  Reading Objectives:				Text: The Great Kapok Tree Genres: Discussion (debate, recognising and accepting views of others) Note: Additional text = The Lorax  Writing Objectives: <i>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</i> <i>Draft and write by composing and rehearse sentences orally, building a varied and rich</i>						Text: Stone Age Boy Genres: Narrative (characters)  Writing Objectives: <i>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</i> <i>Draft and write by organising writing into paragraphs as a way of grouping related material</i> <i>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</i>		Text: How to wash a Woolly mammoth? Genre: Instructions  Writing Objectives: <i>Plan his/her writing by discussing and recording ideas within a given structure</i> <i>Draft and write non-narrative material, using headings and sub-headings to organise texts</i> <i>Proof-read for spelling errors and for punctuation -</i>		NFER Reading, Grammar and Spellings	Christmas poetry (Kennings)	



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		<p><i>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</i></p> <p><i>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</i></p>	<p><i>vocabulary and using sentences structures from (English Appendix 2)</i></p> <p><i>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</i></p> <p><i>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</i></p> <p><i>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</i></p> <p><i>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</i></p> <p>Reading Objectives: <i>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</i></p>		<p><i>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</i></p> <p>Reading Objectives: <i>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</i></p> <p><i>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p>	<p><i>including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</i></p> <p><i>Begin to use paragraphs as a way to group related material</i></p> <p><i>Use headings and sub-headings to aid presentation</i></p> <p>Reading Objectives: <i>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</i></p> <p><i>Retrieve and record information from non-fiction</i></p>		
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<p><b>Spelling</b> (Following Spelling Shed)</p>		<p>Consonant suffixes contractions</p> <p>recap</p> <p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise prefix 'un-'</p> <p>Teach prefix 'dis-'</p>	<p>Possessive apostrophe</p> <p>recap</p> <p>Practise prefix 'dis-'</p> <p>Apply prefix 'un-'</p> <p>From Year 2: Apostrophes for contractions</p>	<p>dge</p> <p>Words from statutory and personal spelling lists</p> <p>Dictionary skills</p>	<p>g</p> <p>Words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p>	<p>c</p> <p>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>kn</p> <p>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>		<p>gn</p> <p>Homophones Year 2 prefixes and suffixes</p>	<p>wr</p> <p>Prefixes 'mis-' and 're-'</p>	<p>le revisio n</p> <p>The /i/ sound spelt 'y'</p>	<p>il, el, al revision</p> <p>Proofreading</p>	<p>y revision</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (Fre in origin)</p>	<p>al (or) revision</p> <p>Words from statutory and personal spelling lists</p> <p>Dictionary skills</p>	
<p><b>Maths</b> (Following White Rose)</p>	<p>Mental Maths Objective: Identify gaps from Year 2.</p> <p>Main unit Objective: Place Value</p> <p><i>-Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</i></p>	<p>Mental Maths Objective: Place value</p> <p>Main unit Objective: Addition and subtraction</p> <p><i>- Add and subtract numbers mentally, including a three-digit number and ones.</i></p> <p><i>-Add and subtract numbers mentally, including a three-digit number and tens.</i></p>		<p>Mental Maths Objective : Place value</p> <p>Main unit Objective :</p>	<p>Mental Maths Objective: Addition and subtraction</p> <p>Main unit Objective: Multiplication and Division</p> <p><i>-Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</i></p>	<p>NFER tests</p>									



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	<p><i>-Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</i></p> <p><i>-Compare and order numbers up to 1000.</i></p> <p><i>-Identify, represent and estimate numbers using different representations.</i></p> <p><i>-Read and write numbers up to 1000 in numerals.</i></p> <p><i>-Read and write numbers up to 1000 in words.</i></p> <p><i>-Solve number problems and practical problems involving these ideas.</i></p>	<p><i>-Add and subtract numbers mentally, including a three-digit number and hundreds.</i></p> <p><i>-Add numbers with up to three digits using the formal written method of columnar addition.</i></p> <p><i>-Subtract numbers with up to three digits using the formal written method of columnar subtraction.</i></p> <p><i>-Estimate the answer to a calculation and use inverse operations to check answers.</i></p> <p><i>-Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</i></p>		Addition and subtraction							
<p><b>Science</b></p>	<p>Topic: Plants Learning Objectives:</p> <p><i>-Identify and describe the functions of different parts of flowering plants: <b>roots, stem/trunk, leaves and flowers.</b></i></p> <p><i>-Explore and describe the requirements of plants for life and growth (<b>air, light, water, nutrients from soil, and room to grow</b>) and <b>how they vary from plant to plant.</b></i></p> <p><i>-Investigate the way in which <b>water is transported within plants.</b></i></p> <p><i>-Explore the part that flowers play in the life cycle of flowering plants, including</i></p>									<p>Topic: Rocks Learning Objectives:</p> <p><i>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</i></p> <p><i>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</i></p> <p><i>-Recognise that soils are made from rocks and organic matter.</i></p>	



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	<i>pollination, seed formation and seed dispersal.</i>										
<b>Computing Topic</b>	Twinkl – Word Processing						Espresso Unit – Different sorts of inputs				
	Learning Objectives: <i>-With support select and use a variety of software to accomplish goals.</i> <i>-Make efficient use of familiar forms of input and output devices.</i>						Learning Objectives: <i>-Recognise familiar forms of input and output devices and how they are used</i> <i>-Make efficient use of familiar forms of input and output devices.</i>				
<b>Geography</b>	Asking geographical questions. Local area: Similarities and differences – compare to the rainforest  Learning Objectives: <i>-Recognise that different people hold different views about an issue and begin to understand some reasons why.</i> <i>-Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if ...continues?</i> <i>-Analyse evidence and draw conclusions e.g make comparisons between locations using aerial photos/picture, population, temperatures etc.</i> <i>-Recognise there are similarities and differences between places.</i> <i>-Develop an awareness of how places relate to each other</i>										
<b>History</b>							How has family life changed? <i>-To use an increasing range of common words and phrases relating to the passing of time</i> <i>-To describe changes in Britain from the Stone Age to the Iron Age, the Roman Empire and Anglo-Saxons and Scots.</i>				
<b>DT</b>					DT: Levers and linkage – making an interactive poster <i>Understand how</i>		DT Cooking (Christmas themed)				



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					<i>mechanical systems such as levers and linkages or pneumatic systems create movement</i>			<i>To use a wider variety of ingredients and techniques to prepare and combine ingredients safely Christmas cards with levers Understand how mechanical systems such as levers and linkages or pneumatic systems create movement</i>
<b>Art</b>	Art unit: Printing on leaves – links to Science  Artist: Henri Rousseau  Learning Objectives: -Create printing blocks using relief or impressed techniques -Experiment with different materials to create a range of effects and use these techniques in the completed piece of work -Explore shading, using different media						Art unit: Cross-stitch (Christmas)  Learning Objectives: -Add detail to work using different types of stitch, including cross-stitch	
<b>Music</b>	Harvest Assembly singing and practise						Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross curricular links: Introduction to the language of music, theory and composition.	
<b>RE</b>	How does the bible reveal god’s rescue plan? -To suggest what Christians might learn about God from stories in the Bible -To describe how a story from the Bible illustrates God rescuing people -To identify historical facts within the Bible						Why are presents given at Christmas – and what might Jesus think about it all? -To make links between clues within the story and what Christians believe about Jesus -To decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why	
<b>PE</b>	Carnival Dance -To be able to perform dances using a range of movement patterns.		Athletics -To be able to run at speed over a distance.				Circuits -To be able to vary skills, actions and ideas and link these in different ways to suit different activities.	
<b>PE – Outdoor</b>	Throwing, jumping, catching and running in combination through netball/basketball -To be able to play competitive games -To be able to use throwing, jumping, catching and running in combination.						Hockey -To develop technique, control and balance through hockey.	



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<b>MFL</b>	Spanish (Following Language Angels Scheme)									Spanish (Following Language Angels Scheme)							
<b><i>Trips/ Visitors</i></b>							<b>11/10</b> Y3 Harvest Songs singing to Barnes Wallis/ Cards	18/10  22/10 Y3 Harvest festival		5/11 – Outdoor Classroom Day	13/11 – Children in Need						