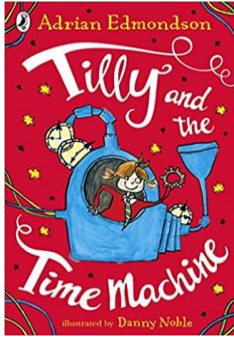
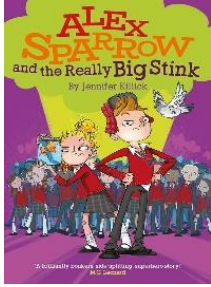
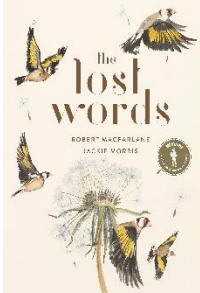
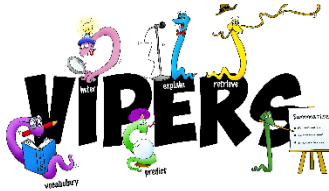
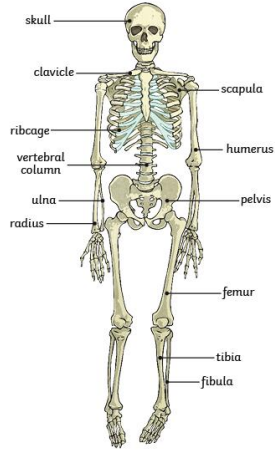





## Year 3 Overview Autumn 1 : Understanding Us

English	Maths	Science							
<p><u>Prior Learning:</u> Y2 – Narrative writing across a range of topics. Using expanded noun phrases to add extra information to writing.</p> <p><b>Writing</b></p> <p>Narrative – ‘The True Story of the Three Little Pigs’ <i>Writing to entertain.</i></p> <p>Instructions (non-fiction) – ‘How to Wash a Woolly Mammoth’ <i>Writing to inform.</i></p> <p>Adverbials Adjectives Feelings Coordinating conjunctions Complex sentences Repetition Word families Onomatopoeia Dialogue Determiners Questions Conjunctions Adverb/precise verbs Tense</p> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>• The ‘ow’ sound spelt ‘ou’</li> <li>• The ‘u’ sound spelt ‘ou’</li> <li>• The ‘i’ sound spelt with a ‘y’</li> <li>• The ‘ze’ sound spelt ‘sure’</li> <li>• The ‘ch’ sound spelt ‘ture’</li> <li>• Challenge Words</li> <li>• The prefix ‘re-’ (meaning ‘again’ or ‘back’)</li> </ul>	<p><b>Reading</b></p> <p><b>Class Novel:</b></p> <p><b>Tilly and the Time Machine</b> by Adrian Edmondson</p>  <p><b>Wider Reading Across The Curriculum:</b> <b>Alex Sparrow and the Really Big Stink</b> <b>The Lost Words</b></p>    <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center;"><b>Vocabulary</b></td> <td rowspan="6" style="text-align: center; vertical-align: middle;">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td style="text-align: center;"><b>Inference</b></td> </tr> <tr> <td style="text-align: center;"><b>Prediction</b></td> </tr> <tr> <td style="text-align: center;"><b>Explain</b></td> </tr> <tr> <td style="text-align: center;"><b>Retrieve</b></td> </tr> <tr> <td style="text-align: center;"><b>Summarise</b></td> </tr> </table> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p>	<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.	<b>Inference</b>	<b>Prediction</b>	<b>Explain</b>	<b>Retrieve</b>	<b>Summarise</b>	<p><u>Prior Learning:</u> Y2 – Using different operations. Represent numbers using tens and ones apparatus and pictorial representations. Compare and numbers up to 100.</p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Begin to count from 0 in multiples of 4, 8, 50 and 100</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• Compare and order numbers up to 1000</li> <li>• Solve number problems and practical problems involving these ideas</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract two numbers across 10 and 100</li> <li>• Add two and three-digit numbers</li> <li>• Subtract a 2-digit number from a 3-digit number</li> <li>• Complements to 100</li> <li>• Using inverse operations</li> </ul> <p style="text-align: center;"><b>Foreign languages</b></p> <p><b>I’m Learning French</b></p> <ul style="list-style-type: none"> <li>• Pinpoint France and other French speaking countries on a map of the world.</li> <li>• Ask and answer the question ‘How are you?’</li> <li>• Say ‘Hello’ and ‘Goodbye’</li> <li>• Ask and answer the question ‘What is your name?’</li> <li>• Count to 10</li> <li>• Say 10 colours</li> </ul>
<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.								
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<b>Retrieve</b>									
<b>Summarise</b>									
		<p><u>Prior Learning:</u> Y2 Nutrition – balanced diets and understanding nutrients. Y3 Autumn 1 – Looking at muscles in human body in PE.</p> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> 							

PSHE	Art	Computing	PE
<p><b>Prior learning:</b> Y2 – Getting to know each other and what makes us unique. Working towards, setting and achieving a goal. Understanding of rewards and consequences.</p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>I can explain how my behaviour can affect how others feel and behave.</li> <li>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</li> </ul> 	<p><b>Prior learning:</b> Y2 – To explore the life and works of an artist. To express opinions about an artist's work. create pieces of work in the style of an artist.</p>  <p><b>FOCUS: Craft/Design</b> <b>Andy Goldsworthy (Sculpture Nature Art)</b></p> <ul style="list-style-type: none"> <li>Combine materials to make patterns and textiles and describe objects.</li> <li>Know and describe the work of artists, craftspeople, architects and designers.</li> <li>Express original thoughts and ideas about the art of others.</li> <li>Reflect on preferences about their work in order to improve it.</li> <li>Discuss art using an increasingly sophisticated use of language.</li> </ul>	<p><b>Prior learning:</b> Y2 – Using laptops. Programming (Scratch). Understanding how IT devices work.</p> <p><b>Connecting Computers</b></p> <ul style="list-style-type: none"> <li>To explain how digital devices function.</li> <li>To identify input and output devices.</li> <li>To recognise how digital devices can change the way that we work</li> <li>To explain how a computer network can be used to share information</li> <li>To explore how digital devices can be connected</li> <li>To recognise the physical components of a network</li> </ul>	<p><b>Prior learning:</b> Y2 – Learning basic skills to apply to team sports. Moving in different directions safely with speed.</p> <p><b>Competitive games:</b> <b>Football and Netball</b> Real PE cog – <b>Personal</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play <b>competitive games</b> and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>RE</b>		<b>Music</b>	
<p><b>Prior learning:</b> Y2 – Looking at different faiths and beliefs. Recognising our own feelings and those of others. Looking at messages given in the Bible and the Qur'an.</p> <p><b>Sharing and Being generous</b> ♣The story of the rich fool ♣The story of Duni Chand ♣Zakah ♣Harvest</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>Is it ever right to wish for others what one wishes for oneself? Do you like to give presents? What can people give that does not cost money?</li> <li>Are you rich enough to share? What do believers of Sikhism teach about sharing with others?</li> <li>What do believers of Islam (or other RT) teach about sharing with others?</li> <li>What do believers of Christianity teach about sharing with others?</li> </ul> <p><b>Caring for Others, Animals and the Environment</b> ♣Stewardship ♣5 precepts ♣Ahimsa</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>What do others do for us? What can I do for others? What can I do to look after the world I live in? What do Ahmadiyya Muslims believe about caring for others?</li> <li>How do God want believers to care for others?</li> <li>How do Buddhist and Jains show care for the world?</li> </ul>		<p><b>Prior learning:</b> Y2 – Listening to and appraising music and explain what they like about it.</p> <p><b>Listen and Appraise</b></p> <p>Show appreciation for music, discussing likes and dislikes.</p> <ul style="list-style-type: none"> <li>Describe a piece of music using musical vocabulary: <ul style="list-style-type: none"> <li>Dynamics – loud, quiet</li> <li>Tempo – fast, slow</li> <li><b>Timbre</b> – bright, dark</li> </ul> </li> <li>Listen and respond to a range of music, placing the music within .....</li> </ul>  <p><b>Play and perform - percussion</b> Listen to and repeat simple rhythms with a steady pulse. Recognise that different notes (<b>crochets</b>, <b>minims</b> and <b>crotchet rests</b>) have different <b>durations</b>. Play a rhythmical pattern on an instrument clearly - <b>Crochets</b>, <b>minims</b> and <b>crotchet rests</b></p>	

## Geography

**Prior learning:** Y2 – Compare and contrast geographical similarities between Boldmere and a small area in a contrasting country. Use locational and directional language.

### Countries of the United Kingdom and the regions of England

- Locating the United Kingdom on a World Map.
- Using atlases to locate and label the four countries of the United Kingdom.
- Naming the capital cities of countries in the United Kingdom.
- Understanding atlas features (index, contents, scale and grid) and using them to locate towns and cities.

#### **Substantive knowledge:**

- Locational Knowledge: name and locate locations, use positioning systems
  - Place Knowledge: the connection of location with personal experiences
  - Human Processes: land use
  - Geography Skills: using maps and atlases
- Concepts: Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity

