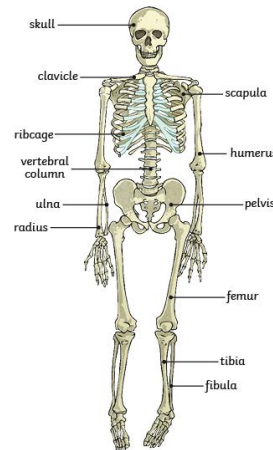






Year 3 Overview Autumn 1 : Understanding Us

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>Writing</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>Spellings</p> <ul style="list-style-type: none">The ‘ow’ sound spelt ‘ou’The ‘u’ sound spelt ‘ou’The ‘i’ sound spelt with a ‘y’The ‘ze’ sound spelt ‘sure’The ‘ch’ sound spelt ‘ture’Challenge WordsThe prefix ‘re-’ (meaning ‘again’ or ‘back’)	<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>Place Value</p> <ul style="list-style-type: none">Identify, represent and estimate numbers using different representationsBegin to count from 0 in multiples of 4, 8, 50 and 100Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)Compare and order numbers up to 1000Solve number problems and practical problems involving these ideas <p>Addition and Subtraction</p> <ul style="list-style-type: none">Add and subtract two numbers across 10 and 100Add two and three-digit numbersSubtract a 2-digit number from a 3-digit numberComplements to 100Using inverse operations	<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>Animals including Humans</p> <ul style="list-style-type: none">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>Foreign languages</p> <p>I’m Learning French</p> <ul style="list-style-type: none">Pinpoint France and other French speaking countries on a map of the world.Ask and answer the question ‘How are you?’Say ‘Hello’ and ‘Goodbye’Ask and answer the question ‘What is your name?’Count to 10Say 10 colours 		

PSHE	Art	Computing	PE
<p>Prior learning: 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>Being Me in My World</p> <ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. 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. 	<p>Prior learning: 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>FOCUS: Craft/Design Andy Goldsworthy (Sculpture Nature Art)</p> <ul style="list-style-type: none"> Combine materials to make patterns and textiles and describe objects. Know and describe the work of artists, craftspeople, architects and designers. Express original thoughts and ideas about the art of others. Reflect on preferences about their work in order to improve it. Discuss art using an increasingly sophisticated use of language. 	<p>Prior learning: Y2 – Using laptops. Programming (Scratch). Understanding how IT devices work.</p> <p>Connecting Computers</p> <ul style="list-style-type: none"> To explain how digital devices function. To identify input and output devices. To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network 	<p>Prior learning: Y2 – Learning basic skills to apply to team sports. Moving in different directions safely with speed.</p> <p>Net and Wall:</p> <ul style="list-style-type: none"> Badminton <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
RE		Music	
<p>Prior learning: 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>Sharing and Being generous</p> <p>♣The story of the rich fool ♣The story of Duni Chand ♣Zakah ♣Harvest</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> 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? Are you rich enough to share? What do believers of Sikhism teach about sharing with others? What do believers of Islam (or other RT) teach about sharing with others? What do believers of Christianity teach about sharing with others? <p>Caring for Others, Animals and the Environment</p> <p>♣Stewardship ♣5 precepts ♣Ahimsa</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> 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 so Ahmadiyya Muslims believe about caring for others? How do God want believers to care for others? How do Buddhist and Jains show care for the world? 		<p>Prior learning: Y2 – Listening to and appraising music and explain what they like about it.</p> <p>Listen and Appraise</p> <p>Show appreciation for music, discussing likes and dislikes.</p> <ul style="list-style-type: none"> Describe a piece of music using musical vocabulary: <ul style="list-style-type: none"> Dynamics – loud, quiet Tempo – fast, slow Timbre – bright, dark Listen and respond to a range of music, placing the music within  <p>Play and perform - percussion</p> <p>Listen to and repeat simple rhythms with a steady pulse.</p> <p>Recognise that different notes (crochets, minims and crotchet rests) have different durations.</p> <p>Play a rhythmical pattern on an instrument clearly - Crochets, minims and crotchet rests</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

