
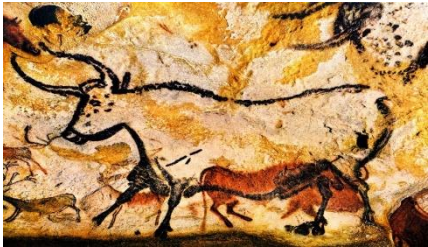


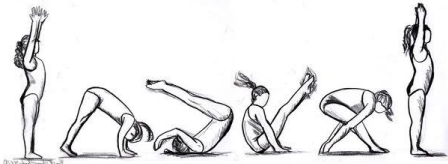




Year 3 Overview Autumn 2: Brilliant Bronze or Incredible Iron?

English	Maths	Science							
<p>Prior Learning: Y3 – Narratives – using adjectives and descriptive phrases. Writing to persuade – persuasive language and devices such as emotive language and rhetorical questions. Writing to inform – following on from reading skills in Spring 1 and writing skills from Autumn 2.</p> <p>Narrative → (Writing to entertain) Advertising a new settlement → (Writing to persuade) Non-fiction information text → (Writing to inform)</p> <p>Grammar</p> <ul style="list-style-type: none">Use fronted adverbials to show how/when an event occurs,Use expanded noun phrases to add detail & descriptionUse subordinate clauses to add detail or contextUse nouns & pronouns for clarity and cohesion <p>Punctuation</p> <ul style="list-style-type: none">Punctuation for direct speech, including punctuation within and before inverted commas e.g. Mum asked, “Will you be home for tea?”Secure use of apostrophes for possession, including for plural nounsUse commas after fronted adverbials and subordinate clausesMay begin to use dashes for emphasis <p>Spellings</p> <ul style="list-style-type: none">Y3/4 spellings‘sure’ and ‘ture’ soundprefix ‘re’	<p>Prior Learning: Y2: Adding and subtracting 1 and 2-digit numbers up to 100. Multiplication: Using 2, 5 and 10x. Using arrays</p> <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none">Add and subtract multiples of 100Add and subtract 3-digit, 2-digit and 1-digit numbers to and from each other, not crossing 10s moving on to crossing 10sSpotting patterns <p>Number: Multiplication and Division</p> <ul style="list-style-type: none">Multiplication using the symbolsUsing arraysMultiplication and division facts using 2,5 and 10x tablesMake equal groups by sharing and groupingMultiply and divide by 3, 4 and 8Using and applying the 3, 4 and 8 times table <div></div>	<p>Prior Learning: 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 good; they get nutrition from what they eatIdentify that humans and some other animals have skeletons and muscles for support, protection and movement							
<p>Reading Prior Learning: Y3 - Introduction of VIPERS skills.</p> <p>Class Novel: KrindleKrax</p> <div></div> <p>Wider Reading Across The Curriculum: A Midsummer’s Night Dream The Lost Words</p> <div></div> <div></div> <div></div> <table><tr><td>Vocabulary</td><td rowspan="5">Development of skills across a range of genres and through the curriculum.</td></tr><tr><td>Inference</td></tr><tr><td>Prediction</td></tr><tr><td>Explain</td></tr><tr><td>Retrieve</td></tr><tr><td>Summarise</td><td></td></tr></table> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p>	Vocabulary	Development of skills across a range of genres and through the curriculum.	Inference	Prediction	Explain	Retrieve	Summarise		<p>Foreign languages</p> <p>French</p> <ul style="list-style-type: none">Days of the weekMonths of the yearFrench greetingsClassroom commandsChristmas Vocabulary <div></div>
Vocabulary	Development of skills across a range of genres and through the curriculum.								
Inference									
Prediction									
Explain									
Retrieve									
Summarise									

PSHE	History	Art and Design and Technology	Computing
<p><u>Prior learning:</u> Y2 – RE and PSHE what makes us special, unique and different. Using kind words to make people feel special.</p> <p><u>Celebrating differences</u></p> <ul style="list-style-type: none"> Families Family conflict Witness and feelings Witness and solutions Words that harm 	<p><u>Prior learning:</u> Y3</p> <p><u>Changes in Britain from the Stone Age, Bronze Age and Iron Age.</u></p> <p><u>Historical Study:</u> What was Stone Age, Bronze Age, Iron Age & Celtic ‘Birmingham’ like? How did they trade? How is that similar / different to today?</p> <p><u>Enquiry Question:</u> What was better the Bronze or the Iron Age? (How do we know?)”</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> Begin to picture what life would have been like for early settlers Use various primary and secondary sources to piece together information about a period in history to form a conclusion <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Using the Boldmere Timeline... Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order and begin to use dates to explain when things happened Describe dates and order significant events from the time period studied (must include all elements Boldmere Curriculum) Recognise that their own lives are different from the lives of people in the past 	<p><u>Art</u> <u>Prior learning:</u> Y3 – Drawing skills in Autumn 1. Y2 – Painting skills.</p> <p><u>Cave Art Drawing</u></p> <ul style="list-style-type: none"> Develop patterns / marks with different grades of pencil. <p><u>Painting</u></p> <ul style="list-style-type: none"> Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, blending, washes, thicken paint and creating textural effects.  <p><u>Design and Technology –</u> <u>Prior learning:</u> Y2 – Creating different items</p> <p><u>Structures</u> <u>Constructing a Stone Age Shelter</u></p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic quality Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p><u>Prior learning:</u> Y2 – Typing skills. Using capital letters when typing</p> <p><u>Emails/Typing</u></p> <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Send and receive communication - Email <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Confidently use the shift key to add punctuation/capitals whilst maintaining a speed of 10 words a minute Touch typing 

Geography	PE	RE	Music
<p><u>Prior learning:</u> Y2 - Understand geographical similarities and differences. Interpreting maps and atlases</p> <p><u>Settlements</u> (How have places changed over time?)</p> <ul style="list-style-type: none"> Investigate land use patterns and how they have changed over time. Identify and investigate the key geographical features. Identify similarities and differences to another place in the UK. Interpret Map/ plan / tour / use of digital photos / co-ordinates / aerial plan / google earth. Communicate geographical information in a variety of ways - including through maps and writing at length. 	<p><u>Prior learning:</u> Y2 – Gymnastics skills, such as rolls and different stands. Y3 – Spring 1 – Introducing skills to improve flexibility, strength, control and balance.</p> <p><u>Indoor PE – Gymnastics</u> <u>Flexibility, Strength, Control and Balance</u></p> <ul style="list-style-type: none"> To develop balance and strength towards bigger and more complicated movements e.g. rolls and stands. To perform a variety of movements and skills with good body tension. To perform and repeat sequences with clear shapes and controlled movement. To perform and repeat sequences with clear shapes and controlled movement  <p><u>Outdoor PE – Basketball</u></p> <ul style="list-style-type: none"> To keep possession of a ball. To identify and follow the rules of games. To choose and use simple tactics to suit different situations. 	<p><u>Prior learning:</u> Y2 – The Christmas Story and the birth of Jesus.</p> <p><u>Christmas and its key message to Christians</u></p> <p>Religion: Christianity</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> 	<p><u>Prior learning:</u> Y2 – Singing Christmas songs as a class</p> <p>Singing Showcase</p> <ul style="list-style-type: none"> Sing melodies from memory as an ensemble. Sing melodies in unison, cannon and in A Capella 