



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in
all its fullness!'** John 10:10
**'Achieving great things through
learning and growing together in a
love-filled Christian family'**

Year 3 Autumn 2 2024-25 Curriculum Overview

English

Continuing from Autumn 1-

Explanation Text

Explaining the process of mummification

Key Vocabulary

subheadings, paragraphs, diagrams, illustrations, captions, fronted adverbials, questions, explanations, facts,

Key Learning

- To discuss and record ideas for planning.
- To identify and discuss the purpose, audience and language of a non-fiction text for writing.
- To generate and select from vocabulary banks.
- To use headings and subheadings to organise information.
- Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling

Adventure / Mystery story (based on plot structure from focus text)

The Lost Bear

Key Vocabulary

Figurative language, dialogue, modal verbs, extinction

Key Learning

- To make inferences about a character's thoughts and feelings.
- To write from a character's point of view, about their feelings and thoughts.
- To infer how a character feels through using evidence from a text.
- To infer how a character feels through their words and actions.
- To use commas correctly in a range of different sentences.
- To plan a powerful description.
- To plan and write a narrative.

Information Texts

Animal Adaptations

Key Vocabulary

Adaptation, species, environment, natural habitat, survival, adaptive features.

Key Learning

- To use simple layout devices for a non-fiction text e.g. headings and subheadings.
- To organise writing into paragraphs, around a theme.
- To identify and discuss the purpose, audience and language of a non-fiction text for writing.
- To spell homophones correctly.
- To generate and select from vocabulary banks.
- To spell some of the year 3 and 4 statutory spelling words correctly.
- To spell words as accurately as possible, using phonics knowledge and other knowledge of spelling.

Classic Poetry

Key Vocabulary

Classical poetry, rhyming, repetition, expression, tone, pause, synonyms, intonation, volume, performance, structure,

Key Learning

- To be able to perform a poem and create written responses to poetry.
- To listen to and discuss a range of poetry.
- Recognise some different forms of poetry.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Read and analyse poetry in order to plan and write their own versions.
- Generate and select from vocabulary banks.
- Use appropriate intonation, tone and volume to present their poetry to a group or class.

Maths

Addition and Subtraction

Key Vocabulary

Tens, ones, hundreds, thousands, inverse, addition, subtraction, number bonds, patterns, exchanging,

Key Learning

- Apply number bonds within 10
- Add and subtracts 1s, 10s and 100s
- Add 10s across a 100
- Add 1s across a 10
- Subtract 10s across a 100
- Make connections
- Add and subtract two numbers with and without exchanging
- Add and subtract 2-digit and 3-digit numbers

Multiplication and Division A

Key Vocabulary

Sharing, grouping, arrays, equal, multiple, divide, multiply, patterns,

Key Learning

- Equal groups
- Using arrays
- Multiples of 2, 5, 10, 3, 4 and 8
- Sharing and grouping
- Dividing by 3, 4 and 8
- The 2, 4, 3 and 8 times tables

Religious Education (RE)

Unit 1: Called by God

What does it mean to be called by God?

Key Vocabulary

Prophet, God, Old Testament, ministry and ordination.

Key Learning

- What does it mean to be called by God?
- In what ways does God call people? How does God speak to people?
- What sort of tasks does God call people to do?
- Who has been/or could be called by God?
- What is the role of a faith leader who has been called by God?
- What are the similarities and differences between the role and daily lives of faith leaders?

Unit 2: Christmas: How does the presence of Jesus impact people's lives?

Key Vocabulary

Incarnation, Emmanuel, Faith, Compassion, Love,

Key Learning

- In what ways do Christians believe that God is with us?
- How does it feel to be in the presence of God?
- How did/does the presence of Jesus have an impact on people's lives?

- In what ways do Christians believe that they are the presence of Jesus in the world today?

Science

Animals and Humans- Health and Nutrition

Key Vocabulary

Nutrition, balanced diet, food groups, varied diet, exercise, health,

Key Learning

- 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.
- An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- Regular and varied exercise from a variety of different activities is beneficial to health.
- Comparing and contrasting the diets of different animals.
- Researching different food groups and how they keep us healthy.

Geography

Climate Zones

Key Vocabulary

Climate, latitude, weather, Equator, hemisphere, sphere, axis, season, temperate, temperature, tropical, precipitation, arid, polar, Mediterranean,

Key Learning

- Identify different lines of latitude and explain how latitude is linked to climate.
- Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.
- Compare temperate and tropical climates.
- Explore weather patterns within a climate zone.
- Write a weather forecast for a typical day in a chosen climate zone.

- Identify the characteristics of each climate zone.

Design and Technology

Textiles: Pouches (Christmas theme)

Key Vocabulary

Decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, thread

Key Learning

- Sew a running stitch.
- Using a template, sew a running stitch.
- Join fabrics using a running stitch.
- Decorate a pouch using fabric glue or stitching.

Cultural Capital

- Swimming
- Nightingale Farm
- P.E Dance Specialist

Physical Education (PE)

Dance

Key Vocabulary

Movement, gesture, control, fluency, elements, sequence, contrast, interpret, evaluate,

Key Learning

- To perform actions to portray a character.
- To perform movement with control and fluency to convey different characters.

- To link five dance elements to convey a character, working with a partner.
- To compose a sequence using contrasting actions.
- To combine contrasting movements to create a group sequence.
- To combine sequences to create a final performance.

Swimming: Year 3 will be continuing swimming this term. Trained staff will conduct hour-long sessions, focusing on teaching life skills and emphasising water safety. These lessons will be tailored to individual abilities, ensuring each child receives personalised instruction.

Personal, Social and Health Education (PSHE)

What keeps us safe?

Key Vocabulary

Hazards, injury, risk, safe, permission, pressure, health, hygiene, accident, injury, emergency services,

Key Learning

- Safe or unsafe?
- Danger or Risk?
- The Risk Robot
- Super Searcher
- Help or harm?
- Alcohol and cigarettes: the facts

Computing

L1- iLogic

Key Vocabulary

Algorithm; Computer Science; Programming; Blockly; Conditional; Variable; Binary; Computer Scientist; LED; Repeat; Angle

Key Learning

The pupils will use games to learn key coding skills. They will learn how to use the coding language 'Blockly' to introduce key programming elements such as functions, loops, conditionals and variables. This will progress into using code to create 'Spirograph' style artwork and creating a modern version of an Etch-A-Sketch.

Music

Samba drumming: Level 1

Key Vocabulary

: Bateria, Rhythm, Samba, Brazil, Portuguese, Olá, Começar, Pare, Surdo,

Agogo, Repinique, Tambourim, Beater, Break, Groove, Conductor.

Key Learning

Samba drumming: Level 1

Students are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Students will learn the importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble. Participants will learn and develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.

French

L1: Unit 2 - Colours and Animals

Key Vocabulary -Colours and Animals

Le Chein (Dog), Le chat (Cat), Le lapin (Rabbit), Le cochon d'inde (Guinea pig), Le cheval (Horse), La vache (Cow), Le mouton

(Sheep), **Le poisson** (Fish), **Tu as un animal?** (Do you have an animal?), **J'ai** (I have), **Quelle est ta couleur préférée?** (What is your favourite colour?), **Ma couleur preferee est** (My favourite colour is),

Key Learning

Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 11-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading, and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences regarding colours.

Reminders and Homework

Snack

After looking at national guidance and a healthy balanced diet, the wellbeing warriors have decided that the following foods can be brought in for a break time snack:

- Fruit - fresh/dry
- Vegetables
- Frubes (tube yoghurt)
- Cheese (babybel or similar)
- Plain /yoghurt covered rice cakes
- Breadsticks
- Crackers/cracker bread

Items that we would like children NOT to bring in:

- Any chocolate coated items
- Cereal bars
- Nuts

Homework

- Homework in Year 3 will consist of reading at least three times per week at home, learning spellings and engaging with an LBQ task weekly to consolidate learning.
- Please can all parents/carers ensure that the school reading records are signed, and dated and page numbers added so that when following up in class, we know where the children are up to. Their books need to be in school every day.
- The children's reading records will be checked weekly, from Wednesday to Wednesday.
- Children will have the opportunity to change reading books on Wednesday. Myself or Mrs Singleton will then ensure that they visit the school library to change their book on that day.
- In KS2, the children can sign books themselves, but we would appreciate parents overseeing this. If the children cannot complete homework at home, we will make time for the children in school so that they don't miss out, but please note this will most likely be during golden time on a Friday.

Spelling

- Spellings will continue to be given out on a Friday (displayed on the class page every week). These can be revised at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. For the rest of the week, the class will complete spelling sessions, based on the specific focus for the week. We will then complete a spelling quiz on Friday, in their red spelling book. It is important to keep up with weekly spellings, as I will be expecting to see the children applying the spelling rules taught each week to their written work in class.

Maths:

- I will assign a weekly LBQ (Learning By Questions) for each child to complete at home.

P.E.

- Our PE days for this half term will be on a **Tuesday** and a **Friday** (swimming)

- All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not worn in school either.

Other Reminders

- Children with long hair must have their hair tied up.
- All medicines, including lip balms, must be sent to the office. Children are not allowed to administer the use of these by themselves.
- Children should only bring water or clear flavoured water into school in their water bottles.
- Please ensure that your child is bringing in a healthy snack for break time.