



Flow

Curriculum Half Termly Overview

Year group - 3

Term - Autumn 2



Wow moment: Create a cascading river		
English text types	Writing	SPAG
<p>Core text: Wind and the Willows. Compare stories by Kenneth Grahame and by Lesley Sims. VIPERS lessons will develop from these texts.</p> <p>Weeks 1-3: The Canal is an extract written by Pie Corbbett. Text type - warning tale Focus - description and setting Children will focus on the structure of the extract (beginning, middle and end). They will learn the story verbally and break it down into smaller parts. From this the children will change parts of the story to create their own warning tale.</p> <p>Week 4: The Present - video clip. Children will explore a range of feelings the characters in this video clip must have felt. Explore their own feelings in various situations.</p> <p>Weeks 5-6: River Otters - this extract gives children an insight into explanations. The children will explore the features of an explanation text and create their own.</p>	<p>Conjunctions</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using conjunctions to express time and cause. Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]. Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points. Ellipses to keep the reader hanging on. Begin to use paragraphs to group related information. Use sub headings. 	<ul style="list-style-type: none"> Add endings er and est correctly to words. Spell words that use the ee sound spelt ey. Use correct punctuation (, . ! ?). Use capital letters at the beginning of sentences and for names of people / places.
Maths	Tables and Mental Maths	MFL
<p>Week 1-3: Addition and subtraction - continue to work with numbers up to 1000. To use place value grids and column addition / subtraction.</p> <p>Week 4-6: Multiplication and division - recap on times tables 2,5 and 10. Introduce 3, 4 and 8 times tables. Children use this knowledge to solve division problems.</p>	<p>Recap x2, x5 and x10 tables x3, x4 and 8 tables Daily mental fluency tasks. 2 weekly arithmetic texts.</p>	<p>Spanish - Core Language. Children will learn numbers to 100. They will be able to read, write and say numbers up to 100.</p>
Science	Computing	PSHE
<ul style="list-style-type: none"> Children will explore forces and magnets. They will explore what a force is and how it can change make an object change shape, direction, move or change speed. They will know that force is measured in Newtons (N) and explore balanced and unbalanced forces. They will explore magnets and understand how they will attract or repel and have north and south poles. They will explore objects that are magnetic and some that are not. They will look at the properties of magnetic and non-magnetic materials. Working scientifically, children will investigate how toys can be grouped according to how they move. They carry out a simple investigation into the way an elastic band catapult can move a toy car. They investigate the effect of different surfaces on the movement of a sliding coin. They will have the opportunity to identify which materials are magnetic and which are not. Children will also be able to carry out an investigation to identify the strength of different magnets. In the final lesson, children will be able to apply their subject knowledge to design a magnetic tool that will pick up magnetic materials. 	<p>Creating Media - Stop, Frame animation. Children will use a range of techniques to create a stop-frame animation using tablets. They will discuss whether they think a picture can move and they will learn about simple animation techniques to create their own animations in the style of flip books (flick books) using sticky notes. They will apply new skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>Celebrating Differences Unit</p> <ul style="list-style-type: none"> Understand the importance of their family and that everyone's family is different. Develop the confidence to say what is right and wrong. To identify what a bully is. User kind words and to reflect on what a good / kind friend is. Know how to give and receive compliments. Rights (UNCRC) and how to respect them; Working and socialising with others; School Team and pupil voice; The Learning Charter: rights, how to respect, rewards and consequences.
		<p>RE</p> <p>How and why Advent is important to Christians.</p> <ul style="list-style-type: none"> The children will explore the meaning of advent. The word 'Advent' means 'coming' or 'arrival' and is the period of time (4 weeks) before Christmas in the Christian calendar when Christians prepare for the celebration of the birth of the Messiah. They remember when the angel visited Mary and told her that she would give birth to God's son (Luke 1: 26 - 28). This is known as the Annunciation. <p>Explore themes of preparation and hope. Explore hope and preparations for life and Christmas. Possible activity</p> <ul style="list-style-type: none"> Talk and write about what children are waiting and hoping for. What are our dreams for ourselves, our family, our friends, the world? Talk and write about their preparations and hopes for Christmas.
Geography	PE	
<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 4 -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Explore and identify features of their locality compared to the rest of the U.K. 	<p>Dance - Round the clock</p> <ul style="list-style-type: none"> Build up skills weekly to perform a dance routine. Explore their Clock-like gestures and movements demonstrating some variation in speed, level and pathway. They will create and perform short dance phrase related to Clocks / Times in the day, working in pairs, small groups and in unison. This should be demonstrated with imagination, control with the opportunity to express and communicate their ideas and feelings on the topic. <p>Gymnastics - Balancing Act</p> <ul style="list-style-type: none"> Develop and explore travelling actions and balancing on small body parts. Develop a small sequence using travelling/balances. Develop a travelling/balance sequence. Develop the quality of jumping. Create a longer, good quality sequence with 6 actions. Perform and evaluate 'Balancing Act' gymnastics 	
DT		Music
<p>Bridges</p> <ul style="list-style-type: none"> Develop children's understanding of secure structures and introduces them to measuring, sawing and joining wood accurately. After learning about different types of bridges and also exploring how the strength of structures can be affected by the shapes used. Children create their own wooden bridge and test its durability. Explore arch and beam bridges challenging the children to make paper versions and add weights. Through the medium of spaghetti, children learn how triangulation reinforces joins in a structure as well as other tips for construction. Using tools and wood make truss bridges. Recap skills and complete truss bridge adding strength. 		<p>What stories does music tell us about the past? The children will learn about pulse, pitch and tempo and describe these in several pieces of music. We will listen to varied pieces of music and discuss how these can relate to history and the future.</p>