

Curriculum Half Termly Overview



Rivers

Year group - 3

Term - Autumn 2



English text types	Writing	SPAG
<p>Core text: Christmasaurus. VIPERS lessons will develop from these texts.</p> <p>Weeks 1-2: Non-fiction - The discovery of Skara Brae. Text type - Diary entry. Children will explore the structure of a diary entry. They will learn the diary entry verbally and break it down into smaller parts. They will engage in research exploring Skara Brae and will plan and write their own diary entry on the discovery of Skara Brae.</p> <p>Week 3-5: Fiction - ... Text type - Portal story. 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>Weeks 6-7: Poetry: Kenning Poems - Children will explore kenning poems and their key features. They will write their own kenning poem.</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. 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. Expanded noun phrases. 	<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>Number bonds up to 20. Recap x2, x5 and x10 tables. Focus on x3.</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.
	Art & Design	RE
	<p>Drawing - The children will learn how to use simple shapes to draw objects, develop their observation skills and make their drawings look more realistic by shading. They will use frottage; the technique of taking a rubbing from textured surfaces to form the basis of a work of art created by the artist Max Ernst. Finally, they will explore scale and composition to create abstract drawings. Artist links: Max Ernst, Georgia O'Keefe</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.
Music	PE	
<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>	<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>Tennis</p> <ul style="list-style-type: none"> Strike a ball using a bat. Hit a ball with some accuracy. Aim at a target. Understand tennis rules. Work with a partner. 	
History (continued)	Geography (continued)	
<p>In this unit, children will learn about the Stone Age. They will explore tools used, Stone Age homes, clothes and the food they ate. They will explore how the Stone Age changed from the Palaeolithic period to the Neolithic period.</p>	<p>In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality.</p>	