

Y3 Autumn Term 2017 Curriculum Overview



Religious Education

Belonging – We Gather as God’s Family:

This unit involves the children exploring the different groups to which they belong. Through the theme of belonging. They will study the Sacrament of Baptism as a Sacrament of Belonging to the Church. They will also learn how Catholics celebrate their belonging to the Family of God through the Celebration of Mass.

Prayer:

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

Advent:

This unit involves children looking at Bible stories of the Annunciation and Visitation. They will explain how Mary and Elizabeth prepared to welcome and recognise Jesus Christ. They will develop their understanding of Advent as a time to prepare for Christmas and reflection on Christ being in the world.

Christmas:

In this unit the story of the shepherds provides a focus for children to reflect on the birth of Jesus Christ and who he is.

English

Class Texts:

‘Charlie and the Chocolate Factory’ by Roald Dahl and ‘How to Train Your Dragon’ by Cressida Cowell.

Reading (comprehension):

Reading / comprehension lessons will take place twice a week. We will be using both fiction and non-fiction texts focusing on children’s understanding of them through the use of questioning.

Range of Writing:

The children will be focusing on the language Roald Dahl uses to create Willy Wonka’s magic world. We will be looking at character and setting descriptions in order to create a retell of the story and the end of the unit. They will be writing a diary entry as though they are one of the characters from the story ‘Charlie and the Chocolate Factory’. They will also be writing a newspaper article about the Golden Ticket competition.

After half term, we will be creating character and setting descriptions in order to write our own stories based on a mythical creature. In non-fiction, the children will be focusing on instructions and non-chronological reports.

Composition:

Children will plan their writing by discussing similar texts in order to understand and learn from its structure, vocabulary and grammar. They will be creating settings, characters and plots. In non-narrative they will learn to use simple organisational devices such as headings and subheadings. They will assess the effectiveness of their own and others’ work by suggesting improvements and proof reading (checking for spelling and grammatical errors).

Vocabulary, grammar and punctuation:

We will be focusing on: the use of conjunctions, adverbs, similes, fronted adverbials and punctuation of direct speech.

Spelling:

In spelling, children will be focusing on the prefixes ‘dis’, ‘un’ ‘mis’ ‘re’ and we will be revising the suffixes from Year 2. We will also be focusing on homophones, the statutory spelling list for Year 3 and words ending with the /g/ sound spelt ‘gue’, the /k/ sound spelt ‘que’ (French in origin), and the /i/ sound spelt ‘y’.

Mathematics

Recall of number facts for +, -, x and ÷ :

We will be practising instant recall of multiplication and division facts for the 3, 4 and 8 multiplication tables and addition and subtraction facts up to 20.

Place Value:

The children will be counting from 0 in multiples of 4, 8, 50 and 100. They will compare and order numbers to 1000. They will recognise the place value of each digit in a three-digit number (hundreds, tens, ones). The children will also read and write numbers up to 1000 in numerals and words.

Addition and Subtraction:

The children will add and subtract numbers with up to three digits, using formal written methods. They will also solve problems, including missing number problems, involving addition and subtraction.

Multiplication and Division:

The children will recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. They will be solving missing number problems, including two-digit numbers times one digit numbers.

Fractions:

We will be able to recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators. They will also add and subtract fractions with the same denominator within one whole. Children will recognise fractions and use fractions as numbers. Children will also solve fraction problems.

Measurement:

The children will measure, compare, add and subtract measurements in mass (kg/g), in length (m/cm and ml). They will also tell and write the time from an analogue clock including using Roman numerals and 12 and 24 hour clocks.

They will estimate and read the time with increasing accuracy to the nearest minute and use vocabulary such as o'clock, am/pm, morning, noon, afternoon and midnight. The children will also add and subtract amounts of money to give change, using both £ and p in practical contexts.

<p>Science</p>	<p><u>Our Amazing Bodies:</u> Through this unit, the children will be learning how their bodies working by looking at muscles, food intake and teeth. They will be learning why they need to eat a balanced diet and look after their teeth.</p> <p><u>Plants:</u> Pupils will learn to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p>I.C.T.</p>	<p><u>We are Programmers - programming an animation:</u> The children will create an animated cartoon using characters they design. They will use a paint tool to create characters and backgrounds. They will then create an animation by translating a storyboard in to a series of scripted instructions (program) for graphic objects.</p> <p><u>We are Bug Fixers - finding and correcting bugs in programs:</u> The children will work with six example Scratch projects. They will explain how the scripts work, The children will learn to recognise some common types of programming error, and practise solving problems through logical thinking.</p>
<p>P.E.</p>	<p><u>Boot Camp:</u> The children will take part in different fitness activities.</p> <p><u>Multi-skills:</u> The children will develop their strength, technique, control and balance. They will also develop their and catching and throwing skills.</p>
<p>P.S.H.E</p>	<p>PSHE this year will be based on four core themes:</p> <p><u>Goal Setting:</u> The children will consider what goals they would like to achieve by the end of Year 3 and we will discuss methods they can use to achieve them.</p> <p><u>Health and Wellbeing:</u> The children will learn what is meant by a healthy lifestyle: how to maintain physical, mental and emotional health and wellbeing.</p> <p><u>Relationships:</u> The children will learn how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. They will also learn how to recognise and manage emotions within a range of relationships.</p> <p><u>Living in the Wider World:</u> The children will learn about different groups and communities and how to respect equality and to be a productive member of a diverse community.</p> <p><u>Multi-Faith Study:</u> The children will be learning about Hinduism. They will be learning about the festivals of Navaratri, Dussehra, and Divali.</p>
<p>Foundation Subjects</p>	<p>The theme for this term is 'Chocolate'.</p> <p><u>Art:</u> The children will be exploring skills and techniques in drawing and using pastels to create forest pictures to demonstrate the environment chocolate is grown in.</p> <p><u>Design and Technology:</u> Design and make own chocolate bars to sell.</p> <p><u>Geography:</u> The children will look at where chocolate comes from and the correct environment needed for the cocoa bean to grow. They will ask and respond to questions about places and the environment. They will collect and record evidence and begin to offer explanations. They will use appropriate geographical vocabulary to communicate their findings.</p> <p><u>History:</u> The children will be learning about how chocolate is made and how this process has changed over the years. They will also be comparing adverts from the beginning of Cadbury's to modern day.</p> <p><u>Music:</u> In music the children will be developing their beat and rhythm skills. They will be learning to tap to the beat using both their hands and musical instruments. The children will also be learning to differentiate between the beat and rhythm and will be singing in harmony with one another whilst also tapping to the beat of the song.</p>

French	The children will be learning French greetings, and how to say their name and how to say family members. They will also be learning to count to 10 and then on to 20.
Other Activities / Visits	The children will be going on a trip to Cadbury World as part of our theme for the term.

Homework Arrangements:

English	Will be sent home every Friday to be to be returned by the following Wednesday .
Mathematics	Will be sent home every Friday to be to be returned by the following Wednesday .
Spelling	Spelling tests will take place on Tuesdays .
Number Facts	Basic skills maths tests, including number bonds and time tables, will take place on Fridays .
Project	This will be based on our Chocolate topic.

Home Reading:

Please read with your child every night. If your child reads three or more times in one week they will receive a sticker for their book mark. Home readers will be changed when your child's Guided Reading session takes place (once per week). The children will know when their group is reading.

Useful Information:

P.E. lessons will take place on **Wednesdays** and **Thursdays**.