

Curriculum Overview for Parents and Carers

Year 3

Autumn Term

This term we will be learning the following things. Here are some useful hints and tips for helping at home!

Overview of Learning

Ideas for Learning at Home

English



To start the year, our English work will focus on poetry. The children will explore funny clerihew poems and even write one of their own to entertain the Year 2 children!

We will be exploring the illustrated story book *Into the Forest* by Anthony Browne which includes many of the characters from traditional tales your child will be familiar with. Children will write a letter in character and then will write their own traditional tale written in the first person.

Non-fiction writing will focus on explanation texts where the children explain to an older audience how a machine works.

After the half term, we will read *Stone Age Boy* by Satoshi Kitamura, the story of a young boy who trips over one day and falls into a world that existed 20,000 years ago. He makes friends with a young girl and is welcomed into her family camp where he learns how to make fire, make tools, hunt, cook and prepare animal skins - all with implements made of wood, stone and bone. He then finds some amazing cave paintings, meets a ferocious bear....and falls back into the twenty first century!

The children will write multi-step instructions about how to wash an animal, a third person historical narrative and a non-chronological report linked with an area of The Stone Age.

We will explore other linked texts in our whole class reading lessons including: *The Wild Girl*, *Stonehenge*, *How to Wash a Woolly Mammoth* and *Ug*.

Our class novels this term will be *Sam Wu is not afraid of Ghosts* and *Oliver and the Seawigs*.

Can you and your child create a funny clerihew poem about a family member or their favourite celebrity?

An example is:

Mr Smith wears a wig,
But for his head it's rather big.
In windy weather he was careless.
Now Mr Smith's head is hairless.

Please make sure your child practises their weekly spellings at home. Your child has a Spelling Shed account which they can use to do this. Login details are in reading records.

Maths



Place Value:

Represent numbers and know value of digits to TO
Represent numbers and know value of digits to HTO
Partition numbers to TO
Partition numbers to HTO
Number Line to HTO
1 more, 10 more, 100 more
1 less, 10 less, 100 less
Compare numbers to HTO
Order numbers to HTO

Addition and Subtraction:

Concrete addition
Pictorial addition
Expanded method of addition (no bridging)
Expanded method of addition (with bridging)
Concrete subtraction
Pictorial subtraction
Expanded method of subtraction (no regrouping)
Expanded method of subtraction (regrouping)
Use approximation to check
Use inverse operations to check

Statistics:

Interpret and draw pictograms
Interpret and draw bar charts
Interpret two way tables

Multiplication and Division:

Multiples of 10 and related calculations
 10×0 concrete, 10×0 pictorially, 10×0 abstract
 $10 \div 0$ concrete, $10 \div 0$ pictorially with no remainders, $10 \div 0$ pictorially with remainders
Linking multiplication and division
Scaling – how many ways?

Can your child spot numbers in their local environment?
Can they tell you facts about the numbers? Can they represent numbers in different ways?

Encourage your child to practise their times tables at home as this will significantly benefit their learning in various areas of Maths. Remember your child has a Times Tables Rock Stars account that they can access at home.

Login details for TTRS and Purple Mash are in reading records.

Science



Our Bodies and nutrition: The children will learn that skeletons and muscles are used for movement, support and protection and will find out the scientific names of some of the main bones and muscles in the human body. They will also discover that different types of animals have different types of skeleton or no skeleton at all! They will learn that animals, including humans, cannot survive without eating because food provides them with energy for survival and growth in the form of nutrients. We will find out more about what constitutes a healthy balanced diet and about the main food groups and how our bodies use the nutrients different food groups provide.

Forces and Magnets: The children will learn about magnetic force and investigate materials to find out which are magnetic and which are not. Through their investigations they will also come to understand that some materials are more magnetic than others and some magnets are stronger than others. They will discover what a magnetic pole is and what it can do, and will find out about a variety of uses for magnetic materials. They will practise asking relevant scientific questions and using different types of scientific enquiries to answer them, as well as gathering, recording, classifying and presenting data in different ways. They will apply their knowledge about magnets when they design and make their own magnetic maze.

Next time you go shopping, can your child tell you which food groups each item in your shopping trolley belongs to? Can they find out the nutrients that different types of foods contain?

Encourage your child to think about their own diet and how they can ensure they have a balanced diet. Discuss why having a balanced diet is important in order to keep us healthy.

Can they find magnets at home or in places they visit?

Can they sort some objects from home that are magnetic and non-magnetic?

History



We will be learning about life and changes in Britain from the Stone Age to the Iron Age. The children will gain an overview of the major changes from the Stone Age to the Iron Age, consider how we know about a historical period without written sources and research what it might have been like to live in Britain during this time.

They will learn how to put events in chronological order, find out how hunter-gatherers lived in Stone Age Britain and how they survived against threats. They will explore the style of Stone Age cave art, examine non-written sources of evidence, research the history of Skara Brae and understand why there are so many mysteries about Stonehenge.

They will then learn about how bronze replaced stone in the Bronze Age and learn how grave goods can give us information about the past thinking about what types of objects survive over time.

Finally, they will explore life in an Iron Age hill fort and describe some of the features of Iron Age art.

Why not go to the library to borrow some books about the Stone Age or do some online research together?

Perhaps you could have a competition to see who can build the best model of Stone Henge out of lego, old packaging or even biscuits!




Geography



Linking with our history topic, the children will be finding out where in the UK there is evidence of Stone Age settlements and why these places were chosen by our ancient ancestors.

They will also be recapping their knowledge of the 7 continents and 5 oceans. The children will recap the names of the continents and oceans and where they are located on Earth.

Encourage your child to use an atlas or google to explore the different continents. Have they or anyone they know visited any other countries, if so on which continent are they located?

<p>Art & Design</p> 	<p>In Art this term, we will be practising our drawing skills through our 'Self-Portraits' unit. Our focus artists are Leonardo da Vinci, Frida Kahlo and Edgar Degas. We will learn about the composition of a face, using the grid method to help place features in the correct place and learning how to draw specific features. Through this topic, we will learn about different types of pencils, learning when best to use H pencils and B pencils. We will develop our shading skills, learning how to hatch and cross-hatch to show areas of light and dark. Our final piece will be a self-portrait using different media, including the different pencils we have learnt how to use.</p>	<p>Have a go at drawing faces or features of faces at home, looking in the mirror or drawing from a photograph.</p> <p>Why not find out more about Frida Kahlo on the BBC Bitesize website? Who was Frida Kahlo? KS2 Primary - BBC Bitesize</p>
<p>Design & Technology</p> 	<p>The focus of this term's D&T is healthy and varied diets and will allow the children to use the knowledge learnt in our science lessons this term. They will explore a variety of existing sandwich products, assessing them for taste, appeal and nutritional value. They will then design their own sandwich product and make it using a range of tools and equipment, practising skills such as peeling, chopping and slicing. They will then test and evaluate the effectiveness of their own product.</p>	<p>Cooking is an essential life skill. Encourage your child to help with food preparation at home. As a family, you could try some fruit and vegetables that you've never tried before. And of course, get them to make their own sandwich or wrap at home for you all to enjoy!</p>
<p>RE</p> 	<p>Within this topic, the children explore some of these key questions:</p> <ul style="list-style-type: none"> What do we already know about Muslims and Islam? What does the opening chapter of the Qur'an teach Muslims about God? Why does prayer matter to Muslims? Why is the mosque a special place for Muslims? Why do Muslims celebrate at the end of Ramadan? How do festivals and worship show what matters to a Muslim? What can I learn from this? <p>How do festivals and family life show what matters to Jewish people?</p> <p>Within this topic, the children will explore some of these key questions:</p> <ul style="list-style-type: none"> What is worth celebrating? What do Jewish families celebrate every week? Why do Jewish people celebrate Rosh Hashanah and Yom Kippur? Why is Pesach important for Jews? Why are commandments and blessings important to Jewish people? 	<p>There is lots of information about Islam and Judaism that you could explore together on the BBC Schools website. Of course we all love those chocolates in our advent calendar but here's an idea for an alternative way for your children to celebrate advent, shared by one of our former pupils. On each day of advent, try to do a good deed such as making a thank you card for someone you appreciate, donating to the local food bank, or giving someone a compliment.</p>

PE



In rounders, the children will learn how to position their bodies to field a ball and learn how to bowl with consistency. They will also practise hitting a moving ball using only one hand and stopping a moving ball using the long barrier technique. They will practise throwing longer distances using the overarm technique. At the end of the half term, they will apply their new skills to a competition.

Football is with our new coach, Mr Arnell. He will be focusing on teaching the children how to pass the ball using their inside of their foot, trapping a ball that is moving and passing accurately into a space over short distances. The children will also learn how to identify and move into space to receive a ball, how to use the outside of their foot to control the ball and dribble and how to cushion the ball when receiving it.

After half term, the children will be completing a unit on dance, linking to Roald Dahl's Matilda. They will be learning how to perform jazz squares and use dance to show contrasting characters. They will focus on using their facial expressions to bring life and emotion into their dance, and practise using props in their dance sequence. They will learn how to develop movements using improvisation and use their evaluative skills to take on the director role, helping others to improve their dance.

In Autumn 2, the children will do tag rugby with Mr Arnell. He will teach the children to use speed to run past defenders and how to use a short pass in a game. The children will focus on using agility to evade being tagged and understanding the tag protocol in game situations. They will learn how to close down an attacker's space as a defender and practise using a backwards pass to continue an attack.

Please ensure that your child remembers to bring their water bottle every Wednesday. We will be outside in all weathers (within reason) so warm tracksuit, waterproof, hat and gloves are also needed as we head into winter. Piercings must be removed or covered up before coming into school.

Why not have a look at some of the NHS's recommended ideas for keeping active at home?

[Free indoor activities for kids – Healthier Families - NHS \(www.nhs.uk\)](https://www.nhs.uk/healthier-families/indoor-activities-for-kids)

PSHE



Our first PSHE unit focuses on 'What are the rules that keep us safe?' We will look at how we stay safe in school before moving onto how personal hygiene can keep us safe from bacteria and viruses. We will also look at road safety and how we can stay safe near railways. Threaded through our work, we will look at who we can talk to if we are feeling unsafe, including our trusted adults and people with specialist badges, such as police and security. We will also talk about how we can call Childline if we feel unsafe. We will also learn about safe and unsafe secrets.

After half term, our focus will be on 'What are we responsible for?' We will talk about responsibilities we might have at home as well as those we have in school. Alongside this, we will learn about our wider responsibility to the environment and our community. We will talk about how we can positively and negatively affect people by our actions.

When you're out and about, reinforce rules around road safety, encouraging the children to talk to you about what they have learnt. Show them how to look out for trusted people they can talk to, such as pointing out where they would go in a supermarket if they got lost.




You could start to give your child a specific responsibility at home, such as giving them the job of matching socks, cleaning sides, feeding pets or emptying the dishwasher! You could even look at helping out in the community by doing a litter pick!

Music



This term will be focused on singing. The children will learn to sing back simple melodies that are heard and sing songs and folk rounds whilst accompanied by ostinatos from the group.

Can your child listen to different types of music and express their opinions? Can they join in and sing along to a range of songs?

<p>Computing</p> 	<p>Online Safety: This term, we will focus on what makes a safe password, how to keep a password safe and the consequences of giving your password away. They will also learn how the internet can be used to help us communicate effectively and also how a blog can be used to help us communicate with a wider audience. The children will create their own blog that they can update throughout the year.</p> <p>Coding: The children will then move on to our coding topic which will first consolidate learning from Year 2. The children will then move onto learning how to use flowcharts within computer programming, how to select the right type of timer for a purpose and how to use the repeat command. They will then use their knowledge to code, test and debug understanding the importance of nesting. Finally, they will design and make their own interactive scene.</p> <p>Spreadsheets: In this unit, the children will be creating pie charts and bar graphs finding out how spreadsheet programs can automatically create graphs from data. They will then use more than and Spin Button Tools and show how it can be used to count through times tables. Finally, they will be introduced to Advanced Mode and Cell Addresses learning how to describe cells using their addresses.</p>	<p>Talk to your child about what they go on when they are online. Encourage your child to be safe when online. Use apps that support their learning. There are lots of amazing free apps and websites!</p>
<p>French</p> 	<p>This term the children will start to learn French. This will be done through singing, rhymes and games as well as starting to introduce reading and writing familiar French words. They will find out where in the world French is spoken and they will learn how to greet someone and introduce themselves; how to count to 10; and some colours They will also learn to respond to some classroom instructions in French, which we will use throughout the week.</p>	<p>Encourage your child to share some of the words they have learnt with you at home. Perhaps they could say au revoir and bonjour to you as they set off for and arrive home from school.</p>
<p>Trips, Experiences and Enrichment</p> 	<p>Trip to Preston Park (Enrichment) Trip to Land of Iron (linked to study of the Stone Age) Pantomime</p>	

Within school we have 6 values: **Kindness, Respect, Resilience, Fairness, Teamwork** and **Ambition**.
These are interwoven through our curriculum and everyday practice.