

Year 3 Autumn Term Curriculum - On the Move

The Big Question: How important is the past to us?

Concept Words: Change, Influence, Tradition

Visitor/Visit

Topic Linked Subjects

<p>English <u>Class Texts</u> : "The Stone Age Boy" Egyptian Princess</p>	<ul style="list-style-type: none"> • retrieve and record information from non-fiction texts • explain the meaning of words in context; use dictionaries to check meanings • use the first two or three letters of a word to check its spelling in a dictionary • discuss words and phrases that capture the reader's interest and imagination • extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use of a and an according to whether the noun begins with a vowel or a consonant • explain and discuss their understanding of the text eg: explain events; describe a character's actions • identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared • consolidate use of capital letters and full stops for punctuation • recognise some different forms of poetry and explain their differences
<p>History (Stone Age Britain & Ancient Egyptians) <u>Topic : Moving with the Times</u> How did ancient people live?</p>	<ul style="list-style-type: none"> • changes in Britain from Stone Age to the Iron Age • in depth study of Ancient Egypt • to understand that a timeline can be divided in BC and AD • use a timeline to put events into chronological order • use evidence to describe culture, leisure activities, clothes, way of life and buildings from the past • ask and answer questions about the past • use documents, photos and artefacts as evidence about the past. • use and understand appropriate historical vocabulary to communicate information about events from the past e.g. timeline, BC AD chronological, prehistoric and Ancient Egypt
<p>Science <u>Topic : Move Lightly</u> How do things move?</p>	<ul style="list-style-type: none"> • Recognise that they need light to see things and that dark is the absence of light • Make systematic and careful observations to notice that light is reflected from surfaces • Investigate differences, similarities, or changes to recognise that shadows are formed when the light from a light source is blocked by a solid object • Carry out practical enquires to find, and record, patterns based on how the size of shadows change • Identify that humans have skeletons and muscles for support, protection and movement • Set up simple practical enquiries, comparative and fair tests including comparing how things move on different surfaces
<p>Design and Technology <u>Topic : Lifting the Load</u> How do levers and linkages make movement easier?</p>	<p>Design</p> <ul style="list-style-type: none"> • Plan a sequence of actions to make a product. <p>Make</p> <ul style="list-style-type: none"> • Select from materials according to their functional properties. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate similar products to the one to be made to give starting points for a design. • Research needs of user. • Investigate key events in design technology (the shaduf) <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Understand seam allowance • Prototype a product • Sew on button and make loops • Use linkages to make movement larger or more varied
<p>Art and Design</p>	<p>Painting Skills:</p> <ul style="list-style-type: none"> • Introduce the 'Colour Wheel'. Be able to identify primary, secondary, complementary and contrasting colours

	<ul style="list-style-type: none"> • Explore links between colours and feelings • Work as an individual and part of a group • Experiment with different effects and textures. Focus on looking at the different thickness of paint and how to change it eg. thinned with water to make a translucent wash, thickened with sawdust <p>3D</p> <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination • Use nets to make cubes, cuboids etc and use in models.(link with maths) • Develop skills in joining using a variety of glue, tape etc.. • Use malleable media such as Modroc, papier mache or salt dough to make a model • Use natural objects to make patterns on the ground (Au1) <p>Textiles</p> <ul style="list-style-type: none"> • Develop skills in stitching – learn more than one stitch eg. cross stitch and back stitch • <u>D.T. Objective – Sew on buttons and make loops</u> <p>Printing</p> <ul style="list-style-type: none"> • Create a printing blocks using an impressed method (use 3 colours) • Make prints for a specific purpose eg. a Christmas Card <p>Example Artist – Kandinsky</p>
Discreet Subjects	
Maths	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition & Subtraction • Geometry: Shape • Measurement: Time • Measurement: Length & Perimeter
RE	<p><u>The Christian Family</u></p> <ul style="list-style-type: none"> • understand that the Church is the family of God • reflect on what it means to be part of the Christian family • Know that we join this family when we receive the Sacrament of Baptism • Know the signs used in Baptism and why they are used <p><u>Mary, The Mother of God</u></p> <ul style="list-style-type: none"> • Know that God chose Mary to be the Mother of Jesus, the Son of God • Reflect on Mary's role as our Mother, how she shows her love for us • Know about the birth of Jesus and reflect on what this means for us
<p>PSHE – Physical Well Being and Mental Health</p> <p>Keeping/Staying Healthy & Safe</p> <p>Feelings and Emotions</p>	<ul style="list-style-type: none"> • know about the elements of a balanced, healthy lifestyle • to know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health • to understand the importance of balancing time online with other activities • to know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • to learn about strategies and behaviours that support mental health • to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support • about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • to recognise their individuality and personal qualities
Computing	<p>Animation</p> <ul style="list-style-type: none"> • create animations of faces to speak in role with more life-like realistic outcomes • improve stop motion animation clips with techniques like onion skinning • use animation tools in presenting software to create simple animations

	<p>Computational Thinking</p> <ul style="list-style-type: none"> • create algorithms for use when programming • decompose tasks (such as animations) into separate steps to create an algorithm • understand abstraction is focusing on important information • identify patterns in an algorithm I can use repetition in algorithms <p>Coding / Programming</p> <ul style="list-style-type: none"> • design and create programs • write programs that accomplish specific goals • use repetition in programs I can work with various forms of input <p>Computer Networks</p> <ul style="list-style-type: none"> • understand that computers in a school are connected together in a network • understand why computers are networked • understand the difference between the Internet and the World Wide Web (WWW) <p>Digital Literacy</p> <ul style="list-style-type: none"> • Online Bullying • Privacy & Security
PE	<p><u>Games</u></p> <ul style="list-style-type: none"> • throw, catch, kick and strike a ball when under limited pressure in a mini game • be aware of space and use it to support team-mates and cause problems for the opposition • work well as a team in competitive games <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • explore balancing on different combinations of hands and feet e.g. arabesque balance, front/back/side support and variations • travel in a wider variety of ways using hands and feet on the floor/along equipment e.g. bear, seal, crab • develop control in different rolling actions e.g. pencil with raised arms and legs, forward roll • work with a partner to create a varied sequence e.g. start position, travel, roll, jump, balance, finish position
French	<p><u>Bonjour!</u></p> <ul style="list-style-type: none"> • Use simple greetings – hello, goodbye, how are you? • Ask and answer simple questions about self – name, age • Recognise days of the week • Recognise numbers to 10