



Year 3 Curriculum Overview

Autumn Term 1 2020

English

Writing Targets For Autumn Term

Text: Fantastic Mr Fox

- I can write sentences that are sequenced to form a short narrative
- I can use capital letters, full stops, exclamation marks and question marks
- I can split words up into sounds to help me to spell and sometimes get those spellings correct.
- I can use coordinating conjunctions (or, and, but) and some subordinating (when, if and because) to join clauses.
- I can spell some of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
- I can write all of my lower-case letters in the correct place and the right way round.
- I can write sensibly sized lower-case letters.
- I can use sensibly sized finger spaces.
- I can spell some words from the Y3/Y4 spelling list
- I can use diagonal and horizontal strokes



Spellings

- Words with the long /ai/ sound spelt with ei
- Words with the long /ai/ sound spelt with ey
- Words with the long /ai/ sound spelt with ai
- Homophones & near homophones

Reading – We teach reading through small group sessions focusing on the National Curriculum targets

Children should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Maths

#MathsEveryoneCan

We will be focusing on:

Number: Place Value

- Representing numbers to 100
- Tens and using ones using addition
- Hundreds
- Representing numbers to 1000
- 100s, 10s & 1s
- Number line to 1000
- Finding 1,10,100 more or less than a number
- Comparing numbers and objects to 1000
- Ordering numbers
- Counting in 50s

Number: Additional & Subtraction

- Adding and subtracting multiples of 100
- Adding and subtracting 3 digit and 1 digit numbers
- Subtracting a 1 digit number from a 3 digit number
- Adding and subtracting 3 digit and 2 digit numbers

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Project: Predator

Driver Subject: Science



Science

We will be focusing on:

- Scientific terminology for animals
- Dietary needs of different animals
- Dinosaurs
- Carnivorous plants
- Parasitic plants
- Skeletons
- Predators & prey
- Owl pellet dissection
- Deadly animals
- Food chains
- How Fossils are formed

It's time to take a walk on the wild side! This half term, we'll invite some amazing animals into our classroom to discover how they move, what they feel like and what they eat

Art & Design

We will be focusing on:

- Sketching

Geography

We will be focusing on:

- The peregrine falcon
- The distribution of species



Educational Visit:

Workshop in School

Wider Curriculum

Personal, social & Health Education

We will be focusing on:

Being me in my world

- Getting to know each other
- Our nightmare school
- Our dream school
- Rewards and consequences
- Our learning charter

Physical Education:

We will be focusing on:

- Invasion Games

Religious Education

We will be focusing on:

What do signs and symbols mean in religion?

- It's a Sign;
- The Seder
- Meanings;
- Religious Metaphors
- Ideas about God
- Inside a Church.



Music:

This term year 3 will be completing a young musicianship course with the borough music service using glockenspiels

SCRATCH

Computing:

In this unit you will:

- Find out about animations
- Create a story board
- Create characters and a background
- Animate characters
- Add sounds to your animation
- Talk about improvements

Spanish:

We will be focusing on:

- Numbers 1-10
- Greetings
- Asking and saying how you are
- Classroom instructions