



Year 3

**Autumn Curriculum
Overview and Topic
Webs**

English

Development of writing through:

Fiction, Non-fiction and Poetry writing

Children will be asked to develop, recall and understand the language and organisational features of a range of text-types including: Narratives, Explanations and Shape poems.

Grammar/Phonics:

English lessons will have a clear grammar and spelling element within them. This terms grammar focus includes: Conjunctions, Inverted Commas and Paragraphs. Spelling will be taught using Spelling Shed to cover Y3 spelling rules.

Cross Curricular / Book focus:

Explanation text- Human Body – The Digestive System
Science- The Human Body

Maths

Place Value

Children have already represented numbers to 100 in Year 2. This small step provides the opportunity to revisit and consolidate their learning before moving on to numbers beyond 100. The main focus of this step is to ensure that children get a sense of the size of numbers to 100 and can see clearly the number of tens and ones each number is made up of. Children should be confident using a range of manipulatives, such as straws, a bead string and base 10, alongside their own drawings and jottings. Place value counters are not used in this particular small step, as they do not show the relative sizes of numbers, and children cannot see that 1 ten is made up of 10 ones.

Addition and Subtraction

In Year 2, children learnt to add and subtract two 2-digit numbers, including with exchanges. Throughout this block children build on that knowledge, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges. To be successful with this, it is essential that children are confident in both using and applying their number bonds to and within 10. Children should be more confident at recalling all the number bonds up to 10 in a variety of contexts. They will then apply this knowledge to number bonds to 100, for example: $3 + 2 = 5$, so $30 + 20 = 50$

Multiplication and division A

In Year 2, children recognised, made and added equal groups. It is important that children understand the word "equal" and the use of stem sentences can support this. Concrete resources and images can be used to support understanding when explaining the link between repeated addition and multiplication.

Religious Education

Belonging

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.

We Listen to God's Word at Mass

This unit involves the children in thinking about listening and finding out about the Liturgy of the Word at Mass. Through this topic they will explore the value and the importance of listening to the Word of God in the Scriptures.

Reconciliation

This unit involves the children exploring human choices, the consequences of sin, Christ's teaching on forgiveness and the Sacrament of Reconciliation.

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.

Science 1

The Human Body

Building on their understanding of body systems, children will learn about the nervous system. They will learn that our brain is an organ that acts as the command centre for the many messages that run around our body through our nervous system. They will understand the importance of our spinal cord which runs through our backbone and the web of nerves that connect to it. This learning builds on their knowledge from Year 1 when they studied our senses. Children will learn about reflex actions and their importance if part of our body is in danger

Humanities

History - Stone Age to the Iron Age

The children will be introduced to some important discoveries that archaeologists have made. The children will also look at how human remains can teach us about British people in the past, such as the discovery of the 'Cheddar Man'

History – Ancient Egypt

The children will look at Ancient Egypt's hierarchal society at this time. Children will look at social pyramids and be introduced to the terminology-slaves, Viziers, Craftsmen/Artisans, and Pharaoh. They will also learn about what it would be like to live in Egypt.

Geography – Special Sense

Children will look at Ordnance Survey maps and the symbols they use. They will look for symbols representing places in their local area that they are familiar with. Simple grid references will be introduced.

Geography – Settlements

Children will learn about hamlets, villages, towns and cities, their locations in a locally relevant part of the UK and their features. The terms 'rural' and 'urban' will be introduced and children will recognise features of rural and urban areas of the UK

Physical Education

Attack, defend and shoot:

Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing

Gymnastics

Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.

Computing

Computing is taught discretely through BGFL 365. Computing also takes a pivotal role throughout core and foundation subjects, where children are provided the opportunity to retrieve, record and publish work on computers. Children are taught to use computers and access the internet safely and appropriately through E-Safety lessons and during Safer Internet Day.

Science 2

Cycles in Nature

Children will learn about cycles in nature. They will study patterns, trends and cycles that occur throughout the seasons, in the life of plants and in the life of animals. Children will understand that the tilt of the earth creates our seasons. Children will ask and answer questions about the patterns seen in nature as the seasons change. They will look closely and observe changes in the seasons in their own environment. Children will think scientifically about the changes to plants through the seasons, how the increased hours of sunshine in the summer help plants to gain the necessary energy to grow bigger.

Art

Colour and Shape

This unit starts by revising what the children learnt in year 1 about colour, and through looking at Kandinsky's Squares with Concentric Circles, Delaunay's Electric Prisms and Monet's The Beach at Trouville allows them to practise colour-mixing and brushwork skills. Geometric shapes are contrasted with organic shapes in portraits by Picasso and the mobile-like sculptures of Calder.

Colour, Shape and Texture

This unit builds on the previous unit, studying colour and shape together for three lessons, looking in detail at the late work of Matisse. By looking at Matisse's cut-outs the children revise what they have already learnt about shape and colour, are introduced to the use of colours that are complementary to each other and to the idea of composition

Technology

Cook Well, Eat Well

This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.



KEY VOCABULARY

voluntary

something we choose to do

Involuntary

something we cannot choose to do; it happens without us thinking

joint

the place where two bones come together, connected by tissue called ligaments

spinal cord

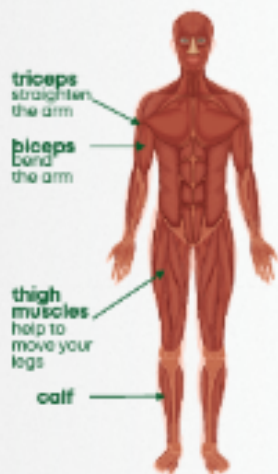
the bundle of nerves that run down the spine connecting almost all of our body to our brain

reflex

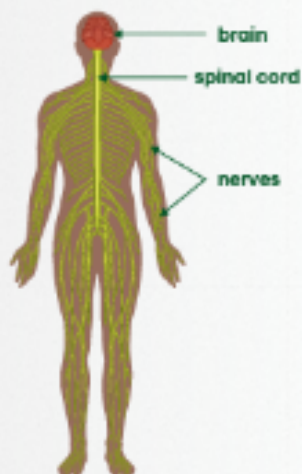
an action that is performed by our body without us thinking about it, e.g., moving our hand away from a thorn when we've pricked our finger on it

oesophagus

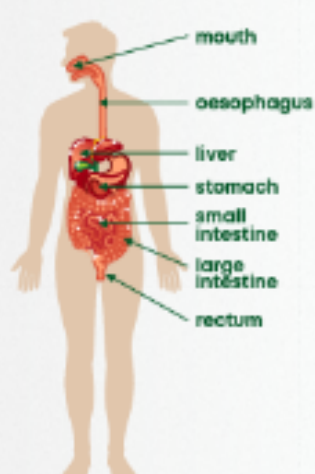
a long muscular tube that connects our mouth to our stomach



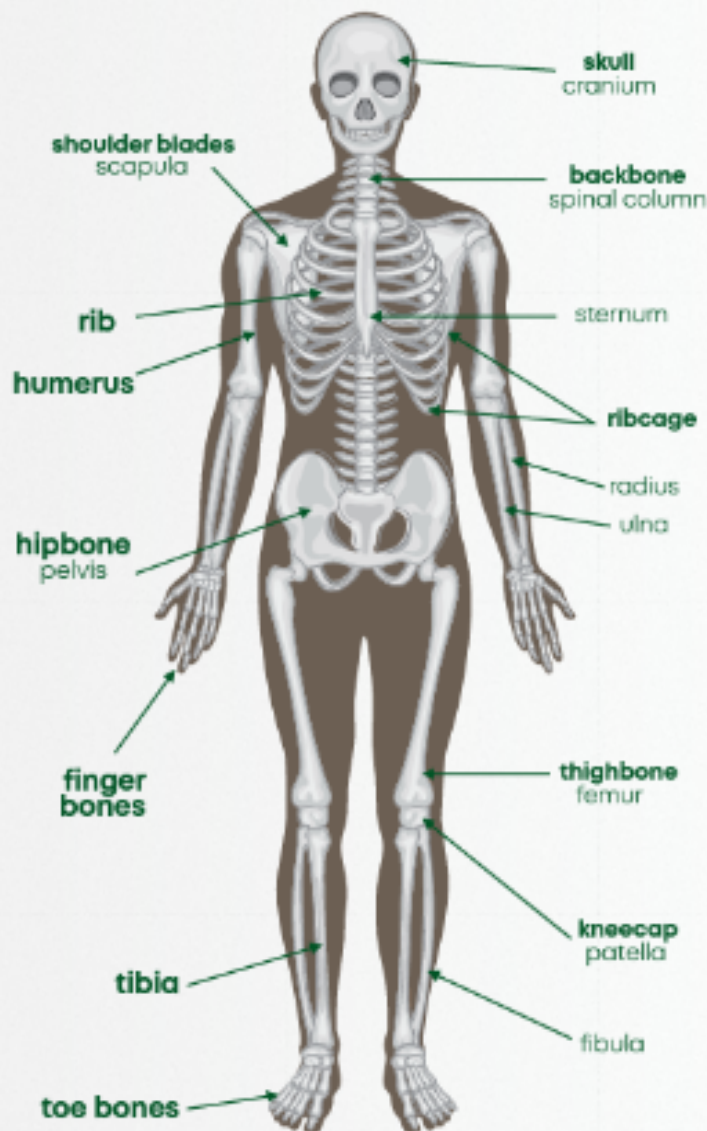
muscular system



nervous system



digestive system



skeletal system

KEY
VOCABULARY

cycle

a series of events that **repeats in the same order**

seasonal cycle

the **repeating of the seasons**; spring, summer, autumn, and winter

deciduous

a type of tree that **loses its leaves during autumn** and grows new leaves in spring

evergreen

a type of tree that **keeps its leaves all year long**

dormant

alive but **not actively growing**, appears to be resting or in a deep sleep

nutrients

a substance that provides food, **essential for life and growth**

decay

to rot or **break down after death**

metamorphosis

a huge or **complete change** in a living thing

frogspawn

a soft, jelly like substance that **contains the eggs of frogs**

tadpole

the **offspring of a frog**: tadpoles have a round head and a tail

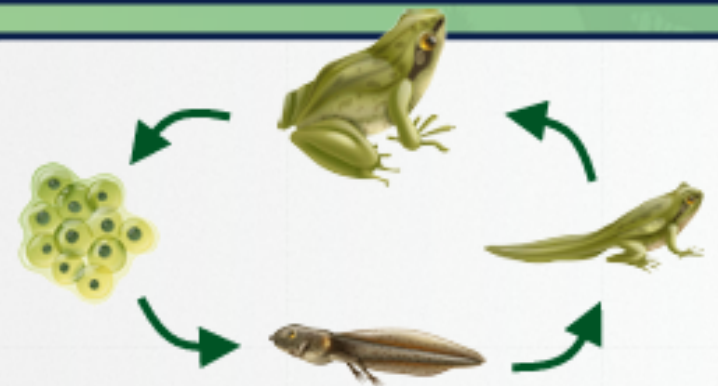
pollen

a **fine powder produced by flowering plants** essential for reproduction

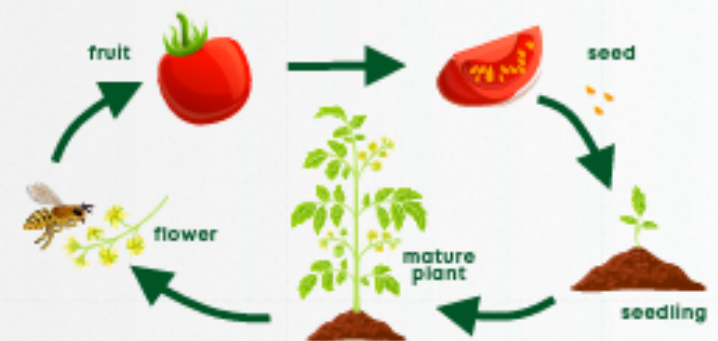
seed

a **tiny developing plant**, covered in a protective coating

our planet's journey around the Sun creates our seasons on Earth



life cycle of a frog



life cycle of a tomato plant



KEY VOCABULARY

archaeologist

scientists who study **the history of humans** by looking at what has been left behind, e.g. objects buried underground or graves

artefacts

an **object** that can tell us about the past

prehistory

the time **before written records**

hunter-gatherer

people who live by **hunting and collecting wild food**

nomad

people who **travel from place to place** in search of food

druid

an ancient **Celtic priest**

wattle and daub

a building method to build houses using **sticks and mud or clay**

long barrow

a Neolithic **burial site**

quern stone

a tool for **grinding grain**

hill fort

small **towns built on top of hills**, with walls and ditches

henge

a **circular monument**, usually containing a circle of stones or wooden posts

important discoveries/artefacts that helped us learn more about life in Britain at this time:

Palaeolithic Age

- artwork at Cresswell Crags



Mesolithic Age

- Howick House
- Cheddar Man
- Star Carr



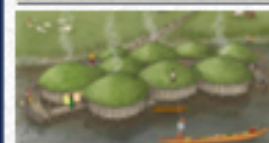
Neolithic Age

- Skara Brae
- Stonehenge (last changes during the Bronze Age)



Bronze Age

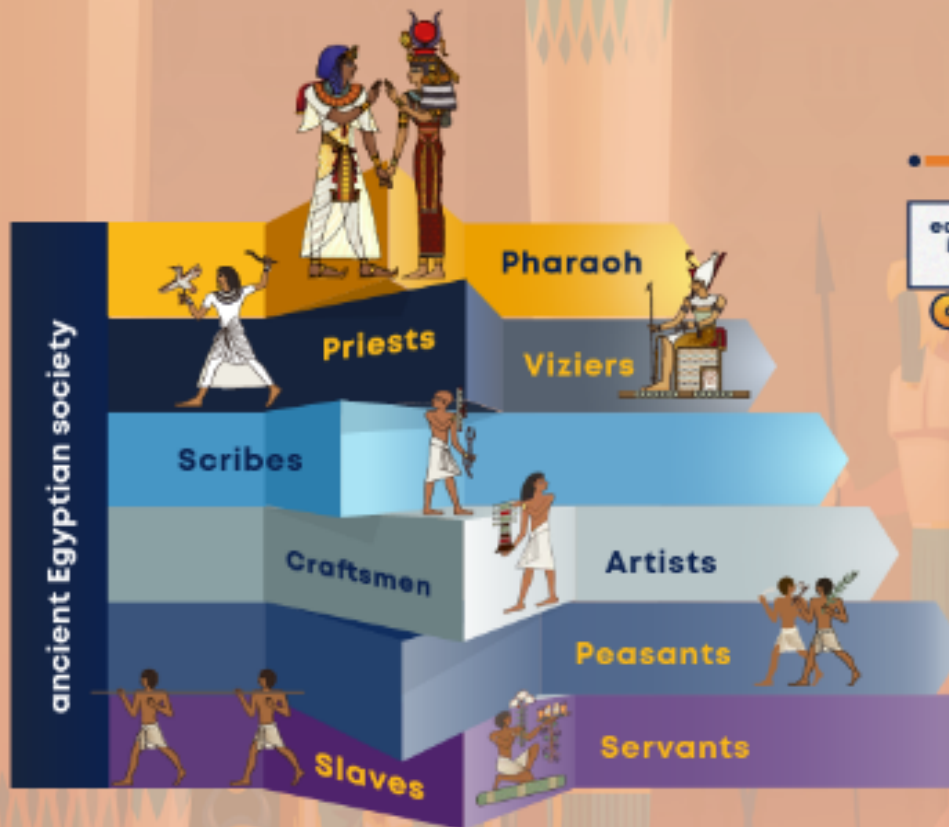
- Must Farm
- Amesbury Archer



Iron Age

- hill forts
- Lindow Man





- early settlers in the Nile Valley (c. 4000 BCE)
- first use of hieroglyphics (c. 3100 BCE)
- first pyramid built (c. 2700 BCE)
- Tutankhamon is Pharaoh (c. 1334 BCE)
- Alexander the Great conquers Egypt (c. 332 BCE)

KEY VOCABULARY

River Nile

a river, which flows through the continent of Africa: it is the **longest river in the world**

Black Land

the **land either side of the River Nile**, which is black in colour: it is full of rich nutrients to help plants grow

irrigation

the **supply of water**, which helps land or crops grow

archaeologist

scientists who **study the history of humans** by looking at what has been left behind, e.g. objects buried underground or graves

Pharaohs

Pharaohs were the **kings or queens of Egypt**: a Pharaoh was the most important and powerful person in the kingdom

artefacts

an object made and **used a long time ago**

hieroglyphics

an ancient Egyptian **writing system**

mummification

the process used by ancient Egyptians to **preserve a person's body for the afterlife**

pyramid

a **huge stone tomb** build by ancient Egyptians

Tutankhamun



ancient Egyptian Pharaoh

Howard Carter



archaeologist who discovered Tutankhamun's tomb in 1922



KEY VOCABULARY

eight-point compass

a tool **used for navigation** that shows the following directions: north, north-east, east, south-east, south, south west, west and north west

grid reference

a set of information (often a letter and a number) that **locates a place on a map**

symbols

small pictures that are used on maps to **represent features of a place**

key

a tool that **gives information** about the symbols used on a map

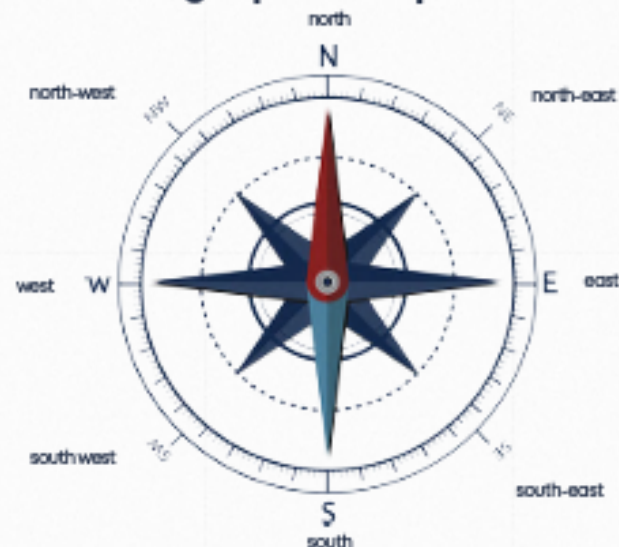
human features

features of an area **made by people**, e.g., buildings, bridges and roads

physical features

natural features of an area, e.g., rivers, hills, valleys

eight-point compass



San Francisco area



map of the local area

attach your local map here
1545 x 905 Pixels



KEY VOCABULARY

settlement

a place **where people live**

urban

an area **where a large number of people live** near to each other: urban areas have lots of buildings and roads

rural

an **area located outside of towns and cities**, sometimes called the countryside: people often live far apart in rural areas

suburban

an area **on the edges of towns and cities** where people live: suburban areas often have green space and homes often have gardens

population

the **number of people** living in an area

dense population

many people living in an area, homes are close to one another

sparse population

few people living in an area, homes are spread out

conurbation

an urban area that has developed when the **suburban areas of several towns or cities merged**

urban area



rural area



hamlet



a small settlement with a very small number of homes and no services

village



a group of houses in the countryside, sometimes with a church and small shop

town



a place where there are lots of houses and shops: a town may have a local council that makes decisions for the people who live there

city



a city is a large urban area where lots of people live close to each other: there are often lots of shops and services in a city



"A drawing is simply a line going for a walk"



Paul Klee



sketch

a rough drawing or painting, possibly to be looked at to complete a finished drawing or painting

line weight

the strength, heaviness or darkness of a line

continuous line

a line which does not end but keeps going

form

where an artist shows in a drawing or painting that an object is 3d rather than flat or 2d

print

where an image has been created on a block before paint or ink is applied, then paper is placed on top and the image left on the paper is the print

woodblock print

where a print is made by carving lines in a block of wood

Leonardo da Vinci



Studies of Water (1508-1509)

Katsushika Hokusai



The Great Wave (1829-1833)

Henry Moore



Shelter-scene: bunkers and sleepers (1941)



KEY
VOCABULARY

still life

a picture of something that **does not move**

form

form means the **3d shapes in art**: in a drawing or painting an artist can create the illusion that an object is 3d rather than flat

tone

how **dark or light something is**: tones are created by the way light falls on a 3d object

shade/shadow

the parts of an object that are **darker**

highlight

the parts of an object where the **light is strongest or lightest**

mid-tone

tones **between the highlights** and shadows

cast shadow

where an **object makes a shadow** on something else e.g. a table underneath it

cross hatching

a technique of creating tone by drawing **lines which cross over each other**

tints/shades

a tint is the mixture of a colour with white (**increases lightness**), and a shade is the mixture of a colour with black (**reduces lightness**)

From Herculaneum



Still Life with Peaches and a Glass
(50 CE)

Still Life, Pitcher
and Fruit (1894)

Paul Cézanne



Still Life with Five
Objects, (1956)

Giorgio Morandi