

**WELLESBOURE PRIMARY**

**AND NURSERY SCHOOL**

**REACH for the stars**



**Autumn Term Curriculum Overview - Year 3**

**English**

**We follow the Read to Write Scheme which is a text based approach to develop writing. These are the books we will be covering this term.**

**The Iron Man Fox**

Narrative: Approach Threat Narrative Narrative: Fable Narrative

Purpose: To tell a story Purpose: To tell a story

Explanation: How to capture the Iron Man Report: Fox Report

Purpose: To write an explanation Purpose: To inform

Pupils are encouraged to read widely and often.

**Mathematics**

**Number - Place Value**

Pupils will recognise the place value of each digit in a three-digit number (hundreds, tens, ones). They will compare and order numbers up to 1000. They will identify, represent and estimate numbers and read and write numbers up to 1000 in numerals and in words.

**Number- Addition and subtraction**

Pupils will add and subtract numbers mentally. They will add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. They will estimate the answer to a calculation and use inverse operations to check answers and solve problems, including missing number problems.

**Number- Multiplication and division**

Pupils will recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

**Science**

**ROCKS**

Pupils will gain an understanding of rocks and soils by research, observation and investigation. They will gain an understanding of fossil formation. They will conduct research to gain knowledge of Mary Anning (palaeontologist).

**ANIMALS INCLUDING HUMANS**

Pupils will gain an understanding that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat. Thy will also identify that humans and some animals have skeletons and muscles for support, protection and movement.

**History**

**CHANGES IN BRITAIN FROM STONE AGE TO IRON AGE**

**How did life change in Britain from the Stone Age to the Iron Age?**

Pupils will gain understanding of the Skara Brae and the late Neolithic shift from hunter gatherer to early farmer.

They will make sense of BC/AD timeline. The will learn that

Bronze Age saw fastest and most radical changes in pre-history. Neolithic developments were transformed into monuments.

Bronze Age – Iron Age: Know about the changes in technology and differences in weapons and tools between the Bronze Age and Iron Age. Know that not everything was made of these materials in these periods, that people moved from living in small permanent villages in Stone Age, to networks of

villages, roads and major route ways in the Bronze Age and to Hillforts in the Iron Age.

**Geography**

**LOCATIONAL KNOWLEDGE**

**Europe’s countries, cities and rivers**

Pupils will gain an understanding of European countries, concentrating on environment, characteristics and major cities. They will further develop map skills, using maps, atlases and globes.

**Computing**

**NETWORKS - Connecting Computers**

Pupils will gain an understanding of how computers communicate with each other. They learn about servers, clients, data packets, local and wider area networks and the difference between the internet and the world wide web.

**ANIMATION – Flipaclip**

Pupils learn how to use animation software to present in a different way.

**Religious Education**

**BELIEVING**

**What do different people believe about God?**

Pupils will explore some of the ways in which Christians Hindus and/or Muslims describe God.

**Why is the Bible so important for Christians today?**

Pupils will explore connections between

stories in the Bible and what Christians

believe about creation, the Fall and

salvation.

**Music**

**HANDSIGNS - Kodaly method**

Pupils will be recapping Sol, Mi, La and will be adding Do using songs to embed and practise this melodic movement

**SINGING - canons**

Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Art and design**

**PAINTING – cave paintings**

Pupils will begin to predict with accuracy the colours that they mix. Know where each of the colours sits on the colour wheel. Use a range of brushes to create different effects. Create a background using a wash.

**Personal, Social, Health and Economical Education**

**FAMILIES AND FRIENDSHIPS**

Pupils will gain an understanding of what makes a family; features of family life.

**SAFE RELATIONSHIPS**

Pupils will gain an understanding of personal boundaries; safely responding to others; the impact of hurtful behaviour.

**RESPECTING OURSELVES AND OTHERS**

Pupils will gain an understanding of recognising respectful behaviour; the importance of self-respect; courtesy and being polite.

**Physical Education**

**BASKETBALL**

Pupils continue to develop a broad range of skills. They learn how to communicate and collaborate by playing competitive games and apply attacking and defending skills.

**DANCE**

Pupils gain an understanding of how to perform dance using a range of movement patterns.

**Design and technology**

**TEXTILES**

Pupils will continue to develop a broad range of skills to design and make a cushion, measuring and cutting out material and fixing together and to evaluate the success of their project.

**MODERN FOREIGN LANGUAGES – Spanish**

Ask and answer questions: name, others' names, feelings, where you live, age,

Name and recall body parts, colours and numbers 1 - 20

