

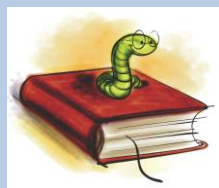


CURRICULUM INFORMATION

Autumn 2024

YEAR 3

English



Narrative writing (6 weeks)
 Recount
 Poetry

Grammar focus:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Use the present perfect form of verbs in contrast to the past tense.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials.
- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Use and punctuate direct speech.

Class book: The Wild Way Home by Sophie Kirtley

Key texts:

Narrative: Tuesday by David Wiesner.
 The Paper Bag Princess by Robert Munsch.
 Mini Rabbit Not Lost by John Bond.
 Recount: The True Story of the Three Little Pigs by Jon Scieszka.
 Poetry: The Lost Words (Kingfisher) by Robert MacFarlane and Jackie Morris.

Maths



- Place Value and Regrouping
- Counting on and back
- Estimation
- Measure
- Mental fluency
- Written addition and subtraction
- Problem solving
- Statistics
- Angles
- 2D shapes
- Perimeter

TT Rock Stars

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Homes

- Explore how God is present in every home.

Promises

- Explore the promises made at Baptism and Confirmation and understand that they are the call to a new way of life.

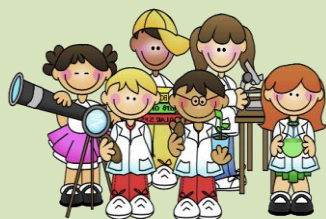
Visitors

- Investigate the coming of God in the person of Jesus 2000 years ago.

Judaism

- Understand that a synagogue is a place of worship for Jewish people.

Science



Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rock and organic matter.

Light

- Recognise we need light in order to see things and that dark is the absence of light.
- Recognise that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.
- Recognise that shadows are formed when a light from a light source is blocked by an opaque object.
- Find patterns in the way that the shadows change.

History







Stone Age to Iron Age: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

- Recognise that prehistory was a long time ago and was the beginning of the history of mankind.
- Use archaeological evidence to learn about prehistoric houses.
- Use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.
- Explain how bronze transformed prehistoric life.
- Understand the importance of trade during the Iron Age.
- Compare settlements in the Neolithic and Iron Age.

Music

- Sing songs with improving diction and pitch-matching.
- Play percussion instruments to accompany singing, including drone and ostinato patterns.
- Play two note melodies on the Recorder with good sound quality and finger placing.
- Play melodies on Chime bars using colour-notation.
- Play a pentatonic melody on a piano app.
- Improvise rhythms in call & response games, and recall and repeat rhythm patterns accurately.
- Use vocal sounds and body percussion to compose “musical soup.”
- Compose word rhythms and lyrics.
- Understand traditional rhythm notations and perform accurately. Copy out short rhythmic phrases accurately and neatly and draw a treble clef.
- Listen to music with improving attention to detail and comment on what they hear.

Computing	Geography	PSHE - Jigsaw
 <ul style="list-style-type: none"> • Online safety. • Coding. • Spreadsheets. 	 <p>Volcanoes: Why do people live near volcanoes?</p> <ul style="list-style-type: none"> • Name and describe the layers of the Earth. • Explain how and where mountains are formed. • Explain why volcanoes happen and where they occur. • Recognise the negative and positive effects of living near a volcano. • Explain what earthquakes are and where they occur. • Observe and record the location of rocks around the school grounds and discuss findings. 	<ul style="list-style-type: none"> • Being Me in My World. • Celebrating Difference.
Creative – Art/D&T	Spanish	PE
 <p>Art</p> <ul style="list-style-type: none"> • Painting & Mixed Media – prehistoric painting. <p>D&T</p> <ul style="list-style-type: none"> • Sculpture and 3D – Creation station. 	 <p>Los saludos (Greetings) Through the Language Angels scheme of work, we will learn the vocabulary for basic Spanish greetings and take part in a short oral conversation.</p> <p>Los colores y los numeros (Colours and numbers) Through the Language Angels scheme of work, we will be able to count to ten in Spanish and know 10 popular colours.</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Ball skills • Fundamentals <p>Autumn 2</p> <ul style="list-style-type: none"> • Fitness • Dance

Our PE days are: Monday & Thursday.

Homework – weekly Thursday to Tuesday – including Spellings and Reading.