



Year Three ~ Curriculum Overview

Autumn Term

Religious Education 	Our gospel virtues for this term are: Active and Curious This term's topics in RE will be: • Belonging • Prayer • Advent Prayers children will learn: Prayer to my Guardian Angel Eternal Rest	
RSE ~ Life to the Full 	Module 1: Created and Loved by God Unit 1 Story Sessions: Get up! Session 2: The Sacraments Unit 2 Me, My Body and My Health: We Don't Have To Be The Same, Respecting Our Bodies Unit 3 Emotional Wellbeing: What am I Feeling? What am I Looking At? I Am Thankful	
English 	Writing Texts : The Midnight Panther (Whole School Focus) Leon and the Place Between Outcomes: Own version/fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue. The First Drawing Outcomes: Own historical narratives Character descriptions, diaries, recounts The BFG Outcomes : Recount (diary entry), character descriptions, wanted posters, new chapters, instructions	Reading Texts : I am the Seed that Grew Arthur and the Golden Rope The BFG
Maths	Place Value In this unit, children will learn to: Represent numbers to 100	Addition and Subtraction In this unit, children will learn to: Apply number bonds within 10

	Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1000 Partition numbers to 1000 Flexible partitioning of numbers to 1000 Hundreds, tens and ones Find 1, 10 or 100 more or less Estimate on a number line to 1000 Compare numbers to 1000 Order numbers to 1000 Count in 50s Multiplication and Division <i>In this unit, children will learn to:</i> Multiplication - equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times tables Multiply by 4 Divide by 4 The 4 times tables Multiply by 8 Divide by 8 The 8 times tables	Add and subtract 10s and 100s Spot the pattern Add and subtract 1s across a 10 Add and subtract 1s across a 100 Make connections Add two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (no exchange) Subtract two numbers (across a 10) Subtract two numbers (across a 100) Add 2- digit and 3- digit numbers Subtract a 2- digit number from a 3- digit number Complements to 100 Estimate answers Inverse operations Make decisions
Science 	The Human Body <i>By the end of this unit, children will know:</i> Muscles can be voluntary or involuntary • Muscles enable our body to move • A human has an endoskeleton that supports and protects their body • A joint is place where bones join connected by ligament • The brain is at the centre of the nervous system, sending messages around the body • Animals, including humans, get nutrition from what they eat • A balanced diet means eating the right amounts of each food group	Cycles in Nature <i>By the end of this unit, children will know:</i> • The natural environment changes as the seasons change • We have four seasons: spring, summer, autumn and winter • We have seasons because the Earth is tilted as it makes its journey around the sun • Plants can change through the seasons with different life cycle stages for each season • Plants grow, live and reproduce • Flowering plants produce pollen • When fertilised, pollen can join with the ovule to grow into a seed and then eventually a new plant

	The digestive system is made up of many parts that each have a role	- Some animals migrate when the seasons change - The life cycle of a frog
PE 	Swimming (Autumn One) Striking and Fielding	
Geography 	Spatial Sense <i>By the end of this unit, children will learn how:</i> - To compare and contrast two locations - To use geographical vocabulary to describe a location	Settlements <i>By the end of this unit, children will learn</i> - Settlements are where people live - There are four types of settlement: hamlet, village, town and city - Rural areas have low population density - Urban areas have high population density - Large settlements today need good transport links and many services such as schools, shops and restaurants
History 	The Stone Age to the Iron Age <i>By the end of this unit, children will know:</i> - The Stone Age is divided into three sections: The Palaeolithic, Mesolithic and Neolithic age. - When the British Isles were joined to Europe, Palaeolithic people sometimes came to Britain to hunt. - During the Mesolithic/Middle Stone Age, people in Britain were hunter-gatherers and were usually nomadic. - Farming began in the New Stone Age/Neolithic. - The Bronze Age began when people learned how to make objects from bronze. - Stonehenge is a prehistoric monument built over 5000 years ago. - The Iron Age began around 800 BCE when people learned how to make objects from iron.	Ancient Egypt <i>By the end of this unit, children will know:</i> - The ancient Egyptians were an ancient civilization who lived near the Nile in Egypt. - The River Nile floods, creating fertile land to grow crops - Ancient Egyptian society was hierarchical and the Pharaoh was the leader at the top - The Ancient Egyptians used a writing system called hieroglyphics which we have been able to translate and use to find out more about them - The ancient Egyptians believed in many gods and goddesses and prepared for the afterlife - The archaeologist, Howard Carter, discovered the tomb of Tutankhamun - a Pharaoh that was mummified.
Art 	Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, monoprinting Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil techniques to show form and tone, crosshatching, drawing still life - what you see, layering oil pastels	
Music	This term, children will learn about: Pitch <i>By the end of this unit, children will:</i> Learn what pitch is and how we can recognise high, middle and low sounds.	



- Learn about how we can follow the pitch of a piece of music, change the pitch of our singing voices and learn about how we can use both our voices and everyday objects to create high and low sounds.

Contrasts

By the end of this unit, children will:

- Perform and compose rhythmic contrasts in our music making.
- Recognise, perform and compose music that has contrasts in its pitch, articulation and timbre.
- Recognise, perform and compose music that has melodic contrasts and uses dynamic contrasts.

Spanish



This term, children will learn:

Greetings:

Hello, Goodbye, Good morning, Good afternoon, Good evening, How are you?

Numbers: 0 - 10

Colours and My family