



AUTUMN TERM 2023
Termly Curriculum Overview
YEAR 3

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| ENGLISH | This term the children will improve fluency in using dictionaries and thesauruses. Express time, place and cause using conjunctions, adverbs or prepositions. Use paragraphs as a way to group related material. Start using different verb forms for example He has gone out to play contrasted with He went out to play. The children will be introduced to inverted commas to punctuate direct speech. We will add description using noun phrases expanded by the addition of modifying adjectives, nouns and preposition. Use fronted adverbials for example, Later that day, I heard the bad news. Write an increasing quantity legibly, fluently and with increasing speed. Summarise main points of an argument or discussion within their reading and make up their own minds about issues. Children will appreciate how two people may have a different view on the same event, draw inferences and justify with evidence from the text. |
| How to help | Visit the library to find books about our topics. Enjoy reading with and to your child and encourage them to read often from a variety of sources, including books, magazines, comics and online texts. Use recipes at home with your child. Children are most welcome to bring in their own books to share in class - it is always lovely to share a favourite one. |
| MATHEMATICS | Maths in the Autumn term will focus on reading, writing, ordering and comparing numbers to at least 1,000 and determining the value of each digit. Counting from 0 in multiples of 4, 8, 50 and 100. Finding 10 or 100 more or less than a given number. Add and subtract numbers mentally with increasingly large numbers and add and subtract whole numbers with 3 digits, including using formal written methods. Solve problems involving multiplication and division including using their knowledge of 3, 4 and 8 multiplication tables. Solving problems involving number and place value, addition and subtraction and multiplication and division. |
| How to help | Look for where maths is used at home – shopping, time, DIY, budgeting etc. Encourage your children to become involved. Ask them to explain their calculating and justify their answers. Use maths language (add, subtract, more than and less than) and use stem sentences (I know that...so). Practice multiplication tables and make use of the online resources available such as the games in mymaths, J2E and TT Rockstars. |
| SCIENCE | This term the children will be examining rocks. We will compare and group together different kinds of rocks of their appearance and simple physical properties. Also, describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made of rock and organic material. Working scientifically is a key skill which is within all the areas of Science and certainly observing rocks and using magnification to look at their makeup, exploring how they might have changed and also examine different types of soil. |
| How to help | Collect stones from different places, whether it is the garden or when visiting different areas. Try to collect different kinds of stone and see if you can identify what sort of rock they are. |
| ART and DT | In art children will focus on drawing and will learn to select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation. Select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose. Convey tonal qualities well, showing good understanding of light and dark on form. In DT research, design and create a piece of work in food technology, mechanisms and structures or textiles. |
| How to help | Practice drawing at home. Ask your child to demonstrate the techniques we have been learning in school. You could mimic a drawing from a magazine or online; or draw something in the home or surrounding area. |
| COMPUTING | Every half term each class study an aspect of online safety based on their knowledge. This might be discussing and understanding the importance of keeping personal information safe, understanding issues concerning the reliability of sources and people online. We are all increasingly involved in some form of online community and understanding appropriate and safe behaviour in the online environment is key. Also starting to use the desktop and laptop computers, increasing fluency in logging on and navigating to chosen areas. Improving our typing and word processing skills, as well as digital photography and producing a fact file style document. |
| How to help | The computing program that the school uses is J2E and all the children’s files are available to them online at any time. They can work on projects from school or use the very versatile program for their own ideas at any time on computer or tablet. |

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| GEOGRAPHY | This term the children will examine what sustainability entails and how they might approach applying those principles to their own lives. It is important for young geographers to grasp that sustainability is not just confined to how we interact with the environment. It also has equal relevance to many aspects of their life, especially in the context of personal and social wellbeing. The concept of sustainability will be central to the pupil's investigation of the causes and implications of climate change as they progress through Key Stage 2. |
| How to help | There are some excellent and fascinating programmes and books relating to sustainability and climate change. Also, many useful websites and groups advising what we can do as individuals and a community to help. There is information on the school website about the school ethos and action we can take. |
| HISTORY | Spanning a period of up to 1 million years within the United Kingdom, the Stone Age is the longest period of human history or, more correctly, prehistory. The primary aim is for pupils to understand that, although the lives of early humans in Britain remained much the same for long periods of time, it also saw the creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence. It is also an opportunity for children to study a period with no written evidence. |
| How to help | There are some excellent and fascinating programmes and books relating to the Stone Age generally and Stone Age Britain more specifically. |
| PSHE | This term we will examine <i>me and my relationships</i> . This is part of the new scheme by SCARF. You can find more about it on their website. |
| How to help | Discussions at home about what healthy relationships are and how to manage problems in a friendship or relationship. |
| Faith & Belief | This term for Faith and Belief we examine two areas of two different religions. Firstly, in Christianity <i>What do Christians learn from the creation story?</i> Secondly, in Judaism, <i>How do festivals and family life show what matters to Jewish people?</i> These and all of the aspects of the Cornwall Agreed Syllabus try to give children a wide range of what different Faiths and Beliefs people have. |
| How to help | Discussing your own faith and beliefs with your children and also looking at your family history of faith. |
| SPANISH | In Spanish we will be looking at Spanish greetings, numbers to 20, colours, days of the week and months of the year. |
| How to help | Try practicing the Spanish words with them taking turns or asking them colours or numbers in Spanish. |
| MUSIC | Develop listening skills by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle. Also blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing a positive relationship with an audience, performance preparation and stage presence. |
| How to help | Most of us listen to music and this gives us an opportunity to discuss what we like and dislike about different pieces of music and talking about the beat, tempo, rhythms and so on. |
| PHYSICAL EDUCATION | PE is dance on Wednesdays and Plymouth Argyle coaching multi skills on Fridays. However, children should keep PE kit in school in case weather leads to day changes. |
| How to help | Making sure your child has the correct kit in school and promoting a healthy active mindset. |
| USEFUL AND FUN WEBSITES | Mymaths.co.uk Trockstars.com J2E.com |

Useful Information

Mornings Year 3 should be coming into class between 8.40 and 8.45.

Snacks Your child needs to bring a healthy snack for break time.

Drinks The children should have a bottle filled with water. They will be able to drink freely during lessons except during direct teaching.

PE Children are asked to keep PE kit in school as I may change PE day if the weather looks undesirable. PE in the first half term is Wednesday and Friday. Tracksuit bottoms and some sort of sweatshirt, tracksuit top or hooded top are advisable as we go into the colder months, hat and sun cream for the hotter weather.

Homework and Reading Children should read every evening. Take time to talk about books at home as reading is so very important. Additionally, please complete one of the English or Maths activities each week (they can be done in any order). Please choose at least one of the topic activities to complete over the next 4 weeks. Homework will be checked each Wednesday. Learning can be recorded in any format in addition to your home learning book (e.g. photos, models etc).
Maths: Times tables practise. They will be tested every Friday.