

## Year 3 Autumn Term Curriculum Provision

Books:	<ul style="list-style-type: none"> <li>• Stone Age Boy</li> <li>• Stig of the Dump</li> </ul>
Values and Virtues (Golden Thread): British Values	<p>Compassionate and loving</p> <p>Curious and active</p>
R.E.	<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>• know that Baptism is the Sacrament of Belonging to God’s Family, the Church</li> <li>• identify some signs and symbols of Baptism and express their meaning</li> <li>• sequence the Rite of Baptism</li> <li>• discuss elements of the Celebration of Mass when we gather as the Family of God</li> </ul> <p>V+V: we show compassion and love as a family</p> <p><b>We Listen to God’s Word at Mass</b></p> <ul style="list-style-type: none"> <li>• know and understand the importance of listening</li> <li>• know the structure of the Liturgy of the Word at Mass</li> <li>• discuss why it is important that Christians listen to the Word of God.</li> </ul> <p>V+V: we show curiosity about the word of God and revere his teaching</p> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>• know the stories of the Annunciation and Visitation</li> <li>• understand that both Mary and Elizabeth recognised and welcomed the presence of Christ</li> <li>• think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presence of Christ.</li> </ul> <p>BV: We show Mutual Respect throughout as we listen and respect other ideas as well as those who are not Catholic respect our own</p>

**Writing: Transcription**

- Use some prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell some words that are often misspelt (English Appendix 1)
- Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].

**Handwriting**

- Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

**Composition**

- Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements.
- Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for some spelling and punctuation errors. Vocabulary, grammar and punctuation
- Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.
- Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.
- Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.
- Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].
- Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.

**Reading : Word**

- Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension**

- Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.
- Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.

	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</li> <li>• Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</li> <li>• Develop positive attitudes to reading and understanding of what they read by beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].</li> <li>• Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Understand what they read, in books they can read independently, by beginning to identify how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record simple information from non-fiction</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Find 10 or 100 more or less than a given number</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>• Compare and order numbers up to 1000</li> <li>• Read and write numbers up to 1000 in numerals and in words.</li> <li>• Solve number problems and practical problems involving these ideas.</li> <li>• Count from 0 in multiples of 4, 8, 50 and 100</li> </ul> <p><b>Number – Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Number – Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>• Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>• Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p><b><u>Rocks:</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group different kinds of rocks by their appearance and properties</li> <li>• Describe in simple terms how fossils are formed</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b><u>Animals, including humans:</u></b></p> <ul style="list-style-type: none"> <li>• Identify 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</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b><u>Working Scientifically:</u></b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical, enquires, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions to support their findings</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">P.E.</p>	<p><b>Invasion</b>  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>• Develop their dribbling skills with a stick and/or a ball</li> <li>• Use space within the pitch area</li> <li>• Develop knowledge of attacking whilst invading</li> </ul> <p><b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> <li>• Be able to perform some basic jumps</li> <li>• Change direction whilst jumping</li> <li>• Balance using different body parts</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>

- To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1).
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences .
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- To understand the importance of, and how to maintain, personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading).
- To learn about the process of growing from young to old and how people's needs change.
- About growing and changing and new opportunities and responsibilities that increasing independence may bring (H9). To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10). To understand that household products, including medicines, can be harmful if not used properly.
- To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them.
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.
- To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).
- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.
- To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

M.F.L.	<p><b>Listening &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> </ul> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>		
	<p><b>Topic</b> Prehistoric Britain (Stone Age – Iron Age)</p>		
Local links:	Shropshire Bronze Age Pendant Dudley Port Aldridge Mound Castle old Fort		
Subj	Learning Aims		
History	National Curriculum Outcome	Key vocab includes:	“WOW” Experience opportunities

	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> <li>○ Late Neolithic hunter-gatherers and early farmers</li> <li>○ Bronze age religion, technology, and travel</li> <li>○ Iron age forts: tribal kingdoms, farming, art and culture</li> </ul> </li> <li>• Local History study <ul style="list-style-type: none"> <li>○ Study over time tracing how several aspects of national history are reflected in the locality</li> <li>○ Study of an aspect of history or site dating from beyond 1066 that is significant in the locality</li> </ul> </li> </ul> <p>V+V: an archaeological shows a desire to learn about our roots while taking an active approach</p> <p>BV: understand how the rule of law operated in this context</p>	Prehistory Palaeolithic Mesolithic Neolithic Tribe Archaeology Armour Hillforts Primitive Extinct	'Archaeological dig' to find artefacts from different time periods  Exploring tools made from different materials
Ge ogr	National Curriculum Outcome	Key vocab includes:	

<ul style="list-style-type: none"><li>•name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li><li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>•use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li></ul> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"><li>•physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,</li><li>•human geography, including: types of settlement and land use, economic activity including trade links,</li></ul> <p>V+V: showing a desire to understand how people operate as a society</p> <p>V+V: understand the love for our Earth and how it provides life</p>	<p>Settlements Skara Brae Coastline Compass Counties</p>	
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<p style="text-align: center;">Art</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>•to create sketch books to record their observations and use them to review and revisit ideas</li> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>Blend Background Foreground Mood Mark-making Layered Mixed media Charcoal</p>	<ul style="list-style-type: none"> <li>• 'Cave' classroom</li> </ul>
<p style="text-align: center;">DT</p>	<p style="text-align: center;">National Curriculum Outcome</p>	<p style="text-align: center;">Key vocab includes:</p>	

	<ul style="list-style-type: none"> <li>•use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>•generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>•select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>•select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>•investigate and analyse a range of existing products</li> <li>•evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>•understand and apply the principles of a healthy and varied diet</li> <li>•prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>•understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	Mixed materials Function Template Design Construct Product Structure Textile	
<b>Mu</b> <b>sic</b>	National Curriculum Outcome	Key vocab includes:	

**Recorder lessons provided by Dudley Music Service**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

DRAFT