

### **Science (Rising Stars)**

- Identify that animals, including humans need the right types and amounts of nutrition, they cannot make their own food and they get nutrition from what they eat.
- Describe the ways in which nutrients and water are transported within animals, including humans.

### **PHSE (SCARF):**

- Give examples what foods might make up a healthy balanced meal.
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Name major internal body parts
- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

### **R.E:**

- Discuss how Christians think of God
- Sequence the 'Big Bible Story'
- Examine ways in which Christians thank God through, e.g., worship, caring for others and caring for the environment.
- Retell the creation story through drama and play scripts.

### **Maths (White Rose Maths):**

- Count and represent hundreds
- Represent numbers to 1000
- Represent numbers using 100s, 10s and 1s
- Solve problems using 100s, 10s and 1s
- Place numbers on a number line up to 1000
- Compare objects
- Order numbers
- Count in 50's.

### **History (Collins connect):**

- Describe ways of life in the stone age
- Recognise the Stone Age in Britain as a period of prehistory
- Compare and contrast families in the past and present
- Describe and explain how archaeologists use artefacts
- Explain how life for Ancient Britons changes during the Stone Age.



## **Year 3 – Curriculum Overview Autumn Term 1 2023 We are learning to...**

### **Art (KAPOW)**

- Recognise the processes involved in creating prehistoric art.
- Explain approximately how many years ago prehistoric art was produced.
- Use simple shapes to build initial sketches.
- Create a large scale copy of a small sketch.
- Use charcoal to recreate the style of cave artists.

### **Geography (Collins connect)-**

- Identify, describe and give reasons for environment change.
- Explain that environmental change could be because of natural or human activity
- Explain changes in the past that have happened to school and its grounds.
- Demonstrate an understanding of how the quality of the environment may change a local area.
- Recognise that satellite images inform geographers of environmental change.
- Describe and explain the impact of environmental change in one threatened region of the world.

### **French (La Joulie Ronde):**

- Say and write greetings in French.
- Ask how someone is feeling and respond when asked.
- Say and write numbers to 10.
- Repeat and follow simple classroom instructions in French

### **PE (Wednesday and Friday-Multi-Skills):**

#### **Swimming will be Mondays**

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.
- Improve balance, agility and coordination.

### **Computing (teach computing):**

- Understand how to stay safe online.
- Develop understanding of digital devices.
- Begin to explore, inputs, outputs and processes.
- Explain how IT benefits society.

### **Design & Technology (Kapow):**

- Explain that fruits and vegetables grow in different countries based on their climates.
- Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.
- Know that eating seasonal fruit and vegetables has a positive effect on the environment.
- Design their own tart recipe using seasonal ingredients.
- Understand the basic rules of food hygiene and safety.
- Follow the instructions within a recipe.

### **Music (Charanga):**

- Listen and appraise music
- Sing songs with accurate tone and pitch
- Play instruments (glockenspiel focus)
- Perform with instruments

### **English (Power of Reading 'UG' and Read Write Inc):**

#### **Reading:**

- Listen to and discuss a wide range of texts.
- Check that text makes sense
- Explain the meaning of words in context
- Predict what might happen next using clues from the text
- Participate in discussions about books.
- To read with fluency
- To consolidate set 3 sounds and become more secure reading multisyllabic words

#### **Writing:**

- Plan writing
- Vary sentences using questions and commands
- Express time, place and cause using conjunctions e.g. *before, after, so, while, because*
- Use adjectives and expanded noun phrases
- Use a dictionary and thesaurus
- Build a varied and rich vocabulary
- Create a detailed setting and character descriptions
- Assess and evaluate their writing