

**Year: 3**

# Curriculum Overview 2024-2025

**Term: Autumn**

	<b>Autumn 1: Being Me In My World</b>							<b>Autumn 2: How My World Shapes Me</b>							
<b>Class Novel: Charlotte's Web</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>English Book</b>	<ul style="list-style-type: none"> <li>Once Upon An Ordinary School Day</li> </ul>			<ul style="list-style-type: none"> <li>The Minpins</li> </ul>				<ul style="list-style-type: none"> <li>Trip: Knole</li> <li>The Stone Age boy</li> </ul>							
<b>English - Genres</b>	<ul style="list-style-type: none"> <li>Stories with familiar settings</li> </ul>			<ul style="list-style-type: none"> <li>Adventure story</li> </ul>				<ul style="list-style-type: none"> <li>Recount</li> <li>Non-chronological report</li> </ul>							
<b>English – Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Build a sequence of relevant events with a simple conclusion or appropriate ending</li> <li>Begin to include detail of either characterisation or setting</li> </ul>			<ul style="list-style-type: none"> <li>Able to demonstrate stamina in writing by creating a chronological adventure story, sequence of events and provide some detail of either characterisation or setting</li> <li>Story structure using paragraphs to organise related ideas in sections</li> <li>Show some consistency with the use of the first and third person</li> <li>Opening and closing signalled in writing stories</li> </ul>				<ul style="list-style-type: none"> <li>Use headings and sub headings appropriately in report writing about the Stone Age</li> <li>Main features of selected form signalled to the reader, including use of language, structure and purpose in report writing about Knole. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements following the Success Criteria</li> </ul>							
<b>Science – Unit</b>	Animals inc. Humans Nutrition							Rocks							
<b>Science – Knowledge and skills</b>	<ul style="list-style-type: none"> <li>To know that animals and humans need food to grow and be active.</li> <li>To know the food groups – carbohydrate, protein, dairy, fats, -to be able to investigate a question about diet and collect the evidence.</li> <li>To be able to display the evidence they have collected and consider and draw conclusions that humans (and some other animals) have bony skeletons inside their bodies and to raise questions about different bony skeletons.</li> <li>To make and record relevant observations of bones and skeletons that the skeleton supports the body.</li> <li>To identify animals without a skeleton to identify a question and turn it into a form that can be tested making a prediction.</li> <li>To decide precisely what body measurement to make, and to make it.</li> <li>To use bar charts or pictograms to present measurements.</li> <li>To say what the evidence shows and whether it supports the prediction that animals with skeletons have muscles attached to the bones.</li> <li>That a muscle has to contract (shorten) to make a bone move. That muscles act in pairs.</li> <li>To learn the names and functions of some major muscles.</li> </ul>							<ul style="list-style-type: none"> <li>That rocks are used for a variety of purposes.</li> <li>That rocks can be grouped according to observable characteristics.</li> <li>To observe and compare rocks. That beneath all surfaces there is rock.</li> <li>Identify main types of rocks. To understand how fossils are formed.</li> <li>To know which type of rock fossils are mainly found in. To know that fossils are studied by palaeontologists.</li> <li>That rocks are chosen for particular purposes because of their characteristics.</li> <li>That differences between rocks can be identified by testing.</li> <li>To use first hand and secondary sources of evidence.</li> <li>That rocks are chosen for particular purposes because of their characteristics. To apply knowledge of rocks creatively.</li> <li>That there are different kinds of soil depending on the rock from which they come.</li> <li>To observe differences and make comparisons.</li> <li>To understand the term erosion. That particles of different sizes can be separated by sieving.</li> <li>To use simple apparatus to measure volumes of liquids and to measure time. To recognise when a test is unfair. To plan a fair test.</li> </ul>							

	<ul style="list-style-type: none"> <li>To plan an appropriate way of gathering the evidence needed.</li> <li>To make a series of measurements that are adequate for the task.</li> <li>To record their measurements using diagrams and bar charts.</li> </ul>	<ul style="list-style-type: none"> <li>To make and record measurements of time and volume of water. To use their results to make comparisons, and draw and explain conclusions.</li> <li>To conduct a fair test to measure accurately using appropriate equipment. To be able to make comparisons, suggesting explanations when drawing conclusions from them.</li> </ul>
<b>History – Unit</b>	n/a	Stone Age Bronze Age Iron Age
<b>History- Knowledge and skills</b>		<ul style="list-style-type: none"> <li>Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then</li> <li>Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age</li> <li>Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today</li> <li>Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age</li> <li>Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required</li> <li>Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence)</li> <li>Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age</li> </ul>
<b>Geography - Unit</b>	Local Area	n/a
<b>Geography Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Identify, describe and give reasons for why environments change</li> <li>Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life</li> <li>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment</li> <li>Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual</li> <li>Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations</li> <li>Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world</li> </ul>	
<b>ICT – Unit</b>	Creating media – Desktop publishing	

<b>ICT - Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Word processing skills</li> <li>• Power Point skills</li> <li>• Touch Typing</li> <li>• <a href="http://www.bbc.co.uk/guides/z3c6tfr">http://www.bbc.co.uk/guides/z3c6tfr</a></li> <li>• E-safety</li> </ul>	
<b>RE – Unit</b>	Islam	Christianity
<b>RE - Knowledge and skills</b>	<p>Theme: Islam</p> <p>Key Question: How does worship ( Ibadah ) show what is important to Muslims?</p> <p>LO: Why is Allah so important to Muslims?</p> <p>Why might many Muslims read the Qu’ran as a form of worship?</p> <p>Why might many Muslims prefer to worship in a mosque?</p> <p>Why might many Muslims want to be part of an ummah?</p> <p>I wonder how being part of the mosque helps many Muslims to show what is important to them?</p> <p>How does worship ( ibadah ) show what’s important to Muslims?</p>	<p>Creativity and Christmas</p> <p>Key Question: How can artists help us to understand what Christians believe and do?</p> <p>LO: How do artists use their creativity to communicate ?</p> <p>How can art help us to understand Jesus’ life?</p> <p>What can crosses tell us about what Christians believe?</p> <p>How does art help Christians to worship?</p> <p>How can art help us understand the Christian belief in the Incarnation?</p> <p>How can we use art to express our own ideas about Jesus?</p> <p>Why do many Christians want to celebrate Jesus coming to earth?</p>
<b>PHSE – Unit</b>	Being Me in my World	Celebrating difference
<b>PHSE - Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• I recognise my worth and can identify positive things about myself and my achievements.</li> <li>• I can set personal goals.</li> <li>• I know how to use my Jigsaw Journal.</li> <li>• I can face new challenges positively, make responsible choices and ask for help when I need it.</li> <li>• I understand why rules are needed and how they relate to rights and responsibilities.</li> <li>• I understand that my actions affect myself and others and I care about other people’s feelings.</li> <li>• I can make responsible choices and take action.</li> <li>• I understand my actions affect others and try to see things from their points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that everybody’s family is different and important to them.</li> <li>• I understand that differences and conflicts sometimes happen among family member.</li> <li>• I know what it means to be a witness to bullying.</li> <li>• I know that witnesses can make the situation better or worse by what they do.</li> <li>• I recognise that some words are used in hurtful ways.</li> <li>• I can tell you about a time when my words affected someone’s feelings and what the consequences were.</li> </ul>
<b>ART- Unit</b>	<p>Colour mixing</p> <p>Pencil skills</p> <p>Journey Art (Paul Klee)</p>	
<b>ART - Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• To investigate the use of symbols in Aboriginal art</li> <li>• To be able to create a piece of artwork in the style of an Aboriginal journey.</li> <li>• To identify different ways of representing objects and features relating to maps and journeys</li> <li>• To investigate the work of Paul Klee.</li> </ul>	
<b>DT- Unit</b>		Sandwich making

<b>DT - Knowledge and skills</b>		<ul style="list-style-type: none"> <li>• To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.</li> <li>• To taste a variety of different breads and sandwiches and examine flavours and textures.</li> <li>• To design and plan a sandwich for a particular purpose.</li> <li>• To be able to create a healthy sandwich.</li> <li>• To be able to evaluate a finished product.</li> </ul>
<b>PE- Unit</b>	Invasion games Dodgeball	Tennis
<b>PE - Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Physical: throwing</li> <li>• Physical: catching</li> <li>• Physical: dodging</li> <li>• Physical: blocking</li> <li>• Social: communication</li> <li>• Social: collaboration</li> <li>• Social: respect</li> <li>• Emotional: honesty</li> <li>• Emotional: perseverance</li> <li>• Thinking: decision making</li> <li>• Thinking: selecting and applying skills</li> </ul>	<ul style="list-style-type: none"> <li>• Physical: hitting</li> <li>• Physical: throwing</li> <li>• Physical: movement</li> <li>• Physical: hand eye co-ordination</li> <li>• Social: Collaboration and communication</li> <li>• Social: Respect</li> <li>• Emotional: Perseverance</li> <li>• Emotional: Honesty</li> <li>• Thinking: Observing and providing feedback</li> <li>• Thinking: Applying strategies</li> </ul>
<b>Maths – Unit</b>	Place Value Addition Subtraction	Multiplication and Division
<b>Maths - Knowledge and skills</b>	<p><u>Place value</u> Counting in hundreds, tens and ones. Comparing numbers using less and more than. Ordering from smallest to largest and vice versa. Looking at number patterns and answering 1, 10 and 100 more and less. Counting in fours and eights. Writing numbers in words.</p> <p><u>Addition and subtraction.</u> Using addition and subtraction facts (<math>7 + 5 = 12</math> so <math>12 - 5 = 7</math>). Simple adding using dienes blocks and a number line of 3 and 1 digit numbers. Simple adding using 3 and two digit numbers and then 3 and 3 digit numbers. Good understanding of column addition without and with renaming. Simple subtraction using 1 from a 2 digit number then 1 from a 3 digit number – using dienes blocks and a number line. Subtraction using partitioning. Subtraction of multiples of 10 and 100.</p>	<ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 times tables.</li> <li>• Write and calculate mathematical statements for multiplication and division using multiplication tables that 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 objects.</li> </ul>
<b>Further Learning and</b>	Harvest community celebrations – RE Charity work – Children in Need	Outdoor learning experience Visit from a geologist

<b>Cultural Capital Experiences</b>	Field trip to Knole – History See whole school calendar and pupils' learning passports <i>SMSC opportunities have been highlighted in yellow</i>	Anti-bullying week activity and workshop – PSHE First feet walking
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