



## Year 3 Curriculum Overview - Autumn 2021 - Earth Rocks!

### English

Recount of summer holiday. Key text - 'Stone Age Boy'. Character description. Asking questions about a text  
Describing a setting  
planning and writing a Stone Age story. Features of a non-fiction text.  
Research using non-fiction texts and the internet.  
Create an information poster about a Stone Age animal. Examining a variety of poetry linked to the theme of 'autumn'  
Unit of work linked to 'dragons' (key text - 'The Dragon's Egg')  
Planning and writing a pantomime play script.

### Maths

Place value - understanding of the value of digits in a number  
mental addition and subtraction strategies  
Properties of 2D shapes  
Looking at parallel and perpendicular lines  
Understanding division and multiplication.  
Basic fractions and fractions of numbers.  
Time - including calendars and simple problem solving  
Measurement - cm/mm.

### Geography

Describe how volcanoes are formed  
Locating major cities and landmarks of the UK

### Science

Examining and testing rocks and soils  
Understanding what soil is and how rocks are formed  
Investigating magnets; their strengths and their properties  
Human body - We will learn about the different muscles and bones in the body.

### R.E.

Hinduism -  
How & why Hindus celebrate Diwali  
Christianity -  
Meaning of Signs & symbols and those linked to Christmas

### Computing

Designing and programming a Stone Age maze game using 'Scratch'  
An introduction to binary coding  
Using Google Apps such as 'Google Docs' and email  
Discussions around E-safety, including the use of 'Seesaw' as an app to help share learning

### History

Research the past using reliable sources.  
Examining evidence to find out what life was like in the past. Understand how life altered for man from the early Stone Age to the Iron Age.  
Experiencing what life was like in the stone age.

### P.S.H.C.E.

What it means to stay safe - online, at home, at school and the wider environment  
Anti-bullying week  
Discussions about resilience and how it links to our swimming lessons  
Respect and what it means for us as individuals and the community

### Art

Cave paintings using chalk and charcoal  
Creating an image of a stone circle using collage and watercolour  
Combining different mediums for effect  
Portraits

### Design Technology

To learn and practise skills of cutting, joining and measuring  
Design and make a magnetic game

### P.E.

Dance with a Stone Age theme  
Invasion Games  
Gymnastics

### Music

Listening to music and expressing preferences  
Learning to play the glockenspiel  
Improvising and composing melodies using an instrument  
Singing in tune, with expression, to a variety of songs

## End of Year Expectations

### French

Pronunciation and phonemes  
Personal information  
Days of the week  
Weather phrases  
Songs and rhymes

To suggest improvements and predictions for further test.

To explain different ways that they can sort the same group of materials and explain reasoning. (rocks)

Can use religious words to describe some of the different ways people show their beliefs.

Can describe some religious buildings and how they are used.

Can describe religious artefacts and how they are used.

Demonstrates an understanding that personal experiences and feelings influence attitudes and actions.

Is able to ask important questions about life and compare ideas with those of other people.

Is able to explain how beliefs about what is right and wrong can affect people's behaviour.

### English

[End of year expectations for writing](#)

[End of year expectations for reading](#)

### Computing

To recognise familiar forms of input and output devices and how they are used.

To make efficient use of familiar forms of input and output devices.

To understand that computer networks enable the sharing of data and information.

To use email and other tools to communicate online.

To understand that the internet is a large network of computers and that information can be shared between computers.

To select and use a variety of software to accomplish goals, with support.

To write an algorithm to reach a simple goal.

To use technology safely and respectfully, keeping personal information private.

To use technology safely and recognise acceptable and unacceptable behaviour.

To know how to talk appropriately on the internet.

### Maths

[End of year expectations for maths](#)

### Science

To make and record prediction before testing.

To explain why they need to collect information to answer a scientific question.

To make accurate measurements using standard units.

To explain what they have found out and use own measurements to say whether it helps to answer questions.

To describe and explain the difference between sedimentary and igneous rocks, and To describe how fossils are formed within sedimentary rocks.

To talk about how some magnets attract or repel each other.

### History

To use an increasing range of common words and phrases relating to the passing of time including century, decade, BC, AD

To refer to more than one source of evidence for more accurate understanding of events

To use 'information finding' skills in writing to help them write about historical information

To identify similarities and differences between given periods in history.

### RE

Can describe what a believer might learn from the teachings and beliefs of a religion.

### PSCHE

I can differentiate between the terms, 'risk', 'danger' and 'hazard'

I can reflect on and celebrate my achievements, identify my strengths, areas for

## End of Year Expectations

improvement, set high aspirations and goals

I have a range of strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety)

I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

I know some strategies to keep safe on line and the importance of protecting personal information

### Art

To use a sketchbook for recording observations, for experimenting with techniques and planning out ideas.

To use own sketch books to express feelings about a subject and to describe likes and dislikes.

To experiment with different materials to create a range of effects and use these techniques in the completed piece of work.

To create a background using a wash.

To explore work from other cultures.

To explore work from other periods of time.

To suggest improvements to work by keeping notes in sketch books.

### Music

To listen with direction to a range of high quality music.

To use musical words (the elements of music) to describe a piece of music and compositions.

To use musical words to describe what they like and dislike.

To confidently recognise a range of instruments.

To find the pulse within the context of different songs/music with ease.

To understand that improvisation is when a composer makes up a tune within boundaries.

To create accompaniments for tunes.

To understand that composition is when a composer writes down and records a musical idea.

To sing a tune with expression.

To play and perform in solo or ensemble contexts with confidence.

To play clear notes on instruments.

To create repeated patterns with different instruments.

To combine different sounds to create a specific mood or feeling.

To improve own work; explaining how it has improved.

To develop an understanding of formal, written notation which includes crotchets and rests.

To use different elements in own compositions

To compose melodies and songs.

To begin to listen to and recall sounds with increasing aural memory.

### Languages

To listen and show understanding of a range of familiar phrases and sentences.

To follow the text of familiar rhymes and songs identifying the meaning of words. Begin to link sound to spelling.

To read and pronounce familiar words in sentences accurately using knowledge of phonemes/ graphemes as support; observing silent letter rules.

### DT

To create designs using annotated sketches, cross sectional diagrams and simple computer programmes.

To show that own designs meet a range of requirements.

To safely measure, mark out, cut, assemble and join with some accuracy.

To work accurately to make cuts and holes.

To choose suitable techniques to strengthen a product.

To make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.

To investigate and analyse existing products and those he/she has made, considering a wide range of factors.

## End of Year Expectations

To make sure that a  
product looks attractive.