

## Year 3 Autumn Term: Curriculum Long Term Overview Map

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
<p><b>Literacy</b></p> <p>Fables</p> <p>Novel as a Theme: The Twits</p> <p>Recount: Biography</p> <p>Poetry: Poems with a structure</p>	<p>Reading</p>	<p>☑ Uses tone and intonation when reading aloud</p> <ul style="list-style-type: none"> <li>• Read longer and less familiar texts independently</li> <li>• Use knowledge of root words to understand meanings of words</li> <li>• Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i></li> <li>• Use suffixes to understand meanings e.g. <i>-ation, -ous</i></li> <li>• Read and understand meaning of words on Y3/4 word list .</li> <li>• Use intonation, tone and volume when reading aloud</li> <li>• Take note of punctuation when reading aloud</li> </ul> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a range of fiction, poetry, plays</li> <li>• Regularly listening to whole novels read aloud by the teacher</li> <li>• Analysing and evaluate texts looking at language, structure and presentation e.g. <i>fables, RD fiction</i></li> <li>• Recognising some different forms of poetry revolving rhymes e.g. <i>narrative, free verse</i></li> <li>• Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i></li> <li>• Using dictionaries to check meanings of words they have read</li> <li>• Sequencing and discussing the main events in stories</li> <li>• Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm’s Fairy Tales, Rudyard Kipling Just So Stories</i></li> <li>• Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i></li> <li>• Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i></li> <li>• Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination.</li> </ul>

	<p>Vocabulary Grammar and Punctuation</p>	<p>Understand what they read independently by:</p> <ul style="list-style-type: none"> <li>• Discussing their understanding of the text</li> <li>• Explaining the meaning of unfamiliar words by using the context</li> <li>• Making predictions based on details stated</li> <li>• Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i></li> <li>• Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>• Using point and evidence to structure and justify responses</li> <li>• Discussing the purpose of paragraphs</li> <li>• Identifying a key idea in a paragraph</li> </ul> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> <li>• Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</li> <li>• Developing and agreeing on rules for effective discussion</li> <li>• Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i></li> </ul> <ul style="list-style-type: none"> <li>• Be able to identify pronouns and use the appropriate forms in different narratives.</li> <li>• Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i></li> <li>• Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i></li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Be able to identify a noun, adjective, verb and adverb.</li> <li>• Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i></li> </ul>
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<b>Science</b>	Plants	<p>To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>• To investigate the way in which water is transported within plants</li> <li>• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
	Food	<ul style="list-style-type: none"> <li>• To 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> </ul>
<b>History</b>		Not done this Term
<b>Geography</b>	Europe	<ul style="list-style-type: none"> <li>• To be able to describe various localities and the things that happen there, using the correct geographical language.</li> <li>• To be able to use maps and atlases appropriately by using contents and indexes.</li> <li>• To name and locate some well-known European countries including Russia.</li> <li>• To name and locate the capital cities of neighbouring European countries.</li> <li>• To be aware that the weather is different in different parts of the world, especially Europe.</li> <li>• To be able to confidently describe human features in a locality, and say why a place is like it is, and why it has certain human features.</li> <li>• To be able to recognise the 8 points of the compass.</li> </ul>
	Region of France	<ul style="list-style-type: none"> <li>• To be able to describe the locality and the things that happen there, using the correct geographical language.</li> <li>• To be able to use maps and atlases appropriately by using contents and indexes.</li> <li>• To identify key features of a locality by using a map.</li> <li>• To use 4 figure grid references.</li> </ul>

		<ul style="list-style-type: none"> <li>• To be able to use some basic OS map symbols.</li> <li>• To make accurate measurements of distances within 100Km.</li> <li>• To be able to confidently describe physical features of a locality.</li> </ul>
<b>Art including focused artist</b>	Drawing	<ul style="list-style-type: none"> <li>• To study the style of Quentin Blake in his drawn characterisation's</li> <li>• To identify and collect his individual facial/body features and investigate the best drawing tools with which to recreate them</li> <li>• To use their close studies and experiments in different media to create their own characterisations in Blake's style.</li> </ul>
<b>D and T</b>	To design and make wild bird feeders	<ul style="list-style-type: none"> <li>• To analyse the properties of a range of wild bird food recipes</li> <li>• To follow and compile instructions</li> <li>• To investigate the different mechanisms of suspension</li> </ul>
<b>PE</b>	<p>Invasion Games</p> <p>Sports Hall Athletics</p> <p>Dance</p>	<ul style="list-style-type: none"> <li>• Accurately pass and receive a range of balls in different ways.</li> <li>• Demonstrate control when dribbling and receiving.</li> <li>• Signal for the ball and pass and receive in a sequential order.</li> <li>• Pass and receive on the move.</li> <li>• Explain why their team succeeded.</li> <li>• Play with confidence in various small game formations.</li> </ul> <ul style="list-style-type: none"> <li>• To develop and refine basic throwing skills.</li> <li>• To develop and refine jumping skills.</li> <li>• To work together and decide on and implement a team strategy.</li> </ul> <ul style="list-style-type: none"> <li>• To be able to improvise freely.</li> <li>• Develop different ways of travelling, jumping and turning and create dance phrases.</li> <li>• Perform the basic actions and dances, clearly and fluently.</li> <li>• Work with a partner.</li> <li>• Observe themselves and other dancing.</li> </ul>

	Gymnastics	Teaching specific skills in: <ul style="list-style-type: none"> <li>• Jumping</li> <li>• Rolling</li> <li>• Balance</li> <li>• Taking weight on hands and feet</li> <li>• Apparatus</li> </ul>
<b>Music</b>	Learning to play the recorder and singing.	In Year 3 pupils children will begin to learn to play a recorder and develop their singing ability over the course of the year. They will broaden their musical knowledge and stimulate their interest in continuing to learn a musical instrument. Children will also study a piece of classical music.
<b>PHSE</b>	Essential Skills for Living  Food groups + Healthy Lifestyle	<ul style="list-style-type: none"> <li>• Setting challenging personal goals.</li> <li>• Learning from experience and constructive feedback.</li> <li>• To be able to reflect</li> <li>• Recognising how our Brains can trick us</li> <li>• Making decisions and knowing when to be flexible</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-Organisation</li> </ul> <ul style="list-style-type: none"> <li>• To enable pupils to understand the importance of an adequate and varied diet for health.</li> <li>• To raise pupil's awareness of the factors that contribute to a healthy lifestyle.</li> <li>• To become aware of health issues such as the role of medicines and importance of exercise.</li> </ul>
<b>Computing</b>	Programming and Control  Programming and Control	<p>Children will be using the Purple Mash program to develop skills in programming and control. Children will be encouraged to solve problems they encounter, both independently and collaboratively. The Purple Mash program will follow the sequence: skill, skill, debug, apply to vehicles, shapes and random words.</p> <ul style="list-style-type: none"> <li>• To use their understanding of how precise instructions and commands can control a device to create more complex sequences of instructions.</li> <li>• To create, edit and refine more complex sequences of instructions for a variety of programmable devices.</li> <li>• To be able to debug more complex programs.</li> <li>• To investigate how different variables can be changed to enable different outcomes (e.g. angles in shapes and units of measurement)</li> </ul>

