



YEAR 3

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1



READING/ POETRY

Reading:

Children will begin to read *The Lost Species* by Jess French and Daniel Long in Destination Reader. Pupils will be introduced to key strategies for reading, such as Predicting, Summarising, Clarifying, Inferencing, evaluating and making connections.

Poetry:

Children will begin to read the following poems:

Friendship by Cole
Porter



WRITING

Using the text *The First Drawing* by Mordcai Gerstein, children will explore the text, including exploration of the Stone Age and cave paintings. They will write diary entries, explore the conventions of speech, create character descriptions and finish by writing their own historical narratives.

Pupils will also study the text *The Heart and the Bottle* by Oliver Jeffers, with explicit spelling (through vocabulary acquisition) and grammar objectives embedded within the sequence. The story and the sequence have strong PSHE links. Children will create their own stories where a dilemma occurs and there is an emotional response, e.g. getting lost, being bullied, running away.



MATHS

Review Prior Learning:

- Write simple number sentence.
- Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens.
- Know how many tens there are in multiples of 10 up to 100.
- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.

New Learning:

- Number sense and exploring calculation strategies/ Place Value/ Graphs

RE/ PSHE

RE: What makes us human?

We will be interpreting and using art to express beliefs about spirituality, inner self and the soul.



PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons, Wellbeing



PE

In Year 3, we will have weekly PE lessons twice a week on **Monday and Tuesday**.

Our First Kicks sports coaches will be teaching PE every Monday. The pupils will be learning about ball skills. Then on Tuesday, pupils will be developing their Gymnastic skills with their class teachers.

Please ensure children wear their PE kits on those days.

COMPUTING

Online Safety

We will be learning about 'fake news' and the difference between fact, opinion and belief. Finding out how to deal with upsetting online content, including showing it to a trusted adult and speaking to an organisation. Discovering which devices share our personal information and why apps have privacy settings. Knowing how to protect our personal information on social media platforms.



ART/ DT

Art : Formal elements of art- Texture and pattern

Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark

DT: Food: Eating seasonally

Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.



PRIOR KNOWLEDGE



Previously in Year 1:

- **Sensitive Bodies**—Identifying and naming body parts
- **Comparing Animals**—Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.

Previously in Year 2:

- **Life Cycles and Health**—identifying

NEW KNOWLEDGE

Vitamins	Minerals
	
<p>Vitamins are important for health and helping the body to work, for example, vitamin A is needed for healthy eyes.</p>	<p>Minerals are important for health and helping the body to work, for example, calcium is needed for healthy teeth and bones.</p>

KEY VOCABULARY

balanced diet	A diet that includes all seven nutrient groups in the right amounts
carbohydrate	A nutrient needed for energy
endoskeleton	A skeleton on the inside of the body
exoskeleton	A skeleton on the outside of the body
fat	A nutrient needed as a store of energy and to keep warm
fibre	A nutrient needed for digestive health
invertebrate	An animal without a backbone
joint	Where two or more bones meet
mineral	A nutrient needed for body function and health
muscle	Something that can shorten and cause movement
nutrient	A substance that is essential for survival or growth
pelvis	The bone at the bottom of the spine that the legs attach to
protein	A nutrient needed for growth and repair
spine	The long structure of bones (vertebrae) down the centre of the back
vertebrate	An animal with a backbone
vitamin	A nutrient needed for body function and health

FUTURE KNOWLEDGE

Later in Year 4:

- **Digestion and Food**- Exploring the role of the digestive system and comparing teeth and diets of different animals as part of a food chain

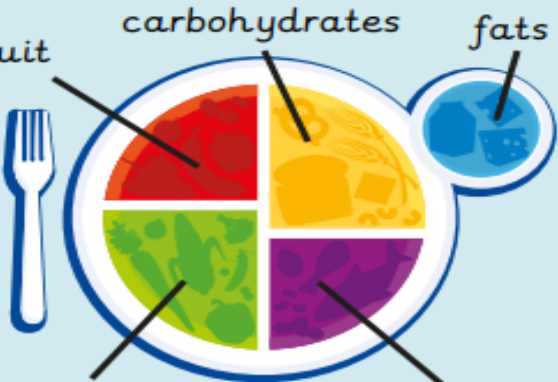
Later in Year 5:

- **Human Timeline**- Exploring how humans change from a baby through to old age

Later in Year 6:

- **Circulation and Health**- Exploring the heart and circulatory system and considering how lifestyle

There are seven **nutrient** groups that are essential for survival. Eating all of these in the right amounts gives us a **balanced diet**.



PRIGR KNOWLEDGE

KEY VOCABULARY

Previously in Year 1:

- **How am I making History—**
- To know that some people and events are considered more 'special' or significant than others.
- To know some similarities and differences between the past and their own lives

archaeologist	A person who learns about the past by recovering buildings, graves and other objects that belonged to people from the past
AD (Anno Domini)	The Latin for 'in the Year of the Lord', a term used to date the years after Jesus was born.
BC (Before Christ)	A term used to date the years before Jesus was born.
bartering	Trading by exchanging one item for another item without the use of money.
hunter-gatherers	A group of people who move around hunting or collecting food.
settlement	A place where people live together as a community.
trade	The buying and selling of goods (objects) and services (labour).
tribe	A group of people who lived together in a hill fort and shared the same language and ideas, usually led by a chief or king.



FUTURE KNOWLEDGE

NEW KNOWLEDGE

KEY SKILLS

Later in Year 4:

- How hard was it to invade and settle in Britain?

Later in Year 5:

Were the Vikings raiders, traders or something else?

Later in Year 6:

- How did the Maya civilisation compare to the Anglo-Saxons?

- To know that history is divided into periods of history e.g. ancient times, middle ages and modern.
- To know that BC means before Christ and is used to show years before the year 0.
- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.
- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.
- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. Stone Age, Mesolithic period.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/century.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.