

# YEAR GROUP OVERVIEW

## Year 3 – Autumn 1

### English - Reading

In reading lessons, pupils continue to develop their fluency knowledge and skills through a wide range of genres, including fiction, non-fiction and poetry.

Pupils also develop core reading skills through the range of texts they read:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summary

This half term's texts are Stone Age Boy, Secrets of Stone Henge and Skara Brae (digital literacy).

### English - Writing

Pupils write texts using this half term's texts as a stimulus through our NELT Key Stage 2 Teaching and Learning Cycle. They will learn key grammar and punctuation knowledge within writing lessons which they will use within their writing.

**Narrative:** Write a setting description based on a prehistoric landscape, making the reader visualise the setting.

**Narrative:** Plan and tell a three-part Stone Age story that makes the reader feel a sense of awe and wonder based on the character's experience.

**Recount (diary):** Write a first-person diary entry about building Stonehenge, making the reader understand the difficulty of the task.

### Maths

The NELT chosen scheme of learning is White Rose Maths. This half term, pupils learn:

**Number and Place Value (to 1000):** This section covers numbers up to 1000 and focuses on the value of each digit: place value. Pupils will learn how to compose and decompose numbers, compare, order and look for patterns.

**Calculations (Addition and Subtraction):** This section covers addition and subtraction. The chapter starts off with simple addition before moving on to addition where renaming is required. Subtraction is also covered in a similar way where simple subtraction is mastered before moving to subtraction where renaming is

required. Once pupils master addition and subtraction, they start to look at problem-solving questions and practise using bar models.

## **Science**

**Animals including Humans:** This is a unit of work which introduces children to science at KS2. There is a heavy focus on classification – in different ways – to ensure children build a strong understanding of this enquiry type. They will classify the human skeleton; the types of skeletons animals have and different foods.

## **History**

**Through the Ages:** This is a unit of work which introduces children to Stone Age, Bronze Age and Iron Age. They will learn about various elements of these periods of time including tools, way of life and food. They will then look at the legacies and impacts these periods had.

## **Art & Design**

**All Around Me:** In this unit children are taught about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.

## **Computing**

**Email:** This unit allows children to explore electronic communication using 2Email. Children learn how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication.

Alongside our Purple Mash scheme of learning, through project Evolve, pupils learn about the importance of Self-Image and Identity.

## **Music**

Music will be taught through our music scheme Charanga. This term the music styles we will be studying are R&B, Western classical, Motown and Soul.

## **Modern Foreign Language (MFL)**

During this half term the children will look at French as a country and start the early stages of conversation building to include greetings, feelings and names. The children will also be introduced to numbers and colours.

Through songs, games, native speaker clips and independent tasks, they will explore the following content, topics and language:

### **1a) Getting to know you**

- Discover where France is in the world
- Learn how to say greetings in French
- Learn how to ask and answer how they are feeling
- Learn how to ask somebody their name, and how to introduce their name in French

### **1b) Numbers**

- Learn to say and remember numbers from 1 to 10

### **1c) Colours**

- Learn to say colours in French

## **PSHE**

Being Me in My World: In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.

## **Religious Education (R.E.)**

Judaism: Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how it is marked today by different Jewish people. They will understand that Jewish people are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.

## **Physical Education (P.E.)**

For the first half term, Year 3 will be working with the School Sports Partnership to study netball with an SSP coach.

Ball Skills: Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.

Year 3 Fundamentals: Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. As well as developing their ability to change direction with balance and control, they will explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.