

Curriculum Overview

Term: Autumn 1		Year: 3	
English		Maths	
<p>Writing</p> <p>Writing</p> <ul style="list-style-type: none"> Short burst writing based on <i>The First Drawing, Toby and the Ice Giants and the Wild Girl</i>. Instructions based on 'How to Wash a Woolly Mammoth'. An imaginative retell based on 'Stone Age Boy' <p>Grammar</p> <ul style="list-style-type: none"> Expanded noun phrases Commas in a list Conjunctions 4 sentence types Possessive apostrophe Headings and Sub-headings Correct use of a/an Imperative verbs Time conjunctions Adverbs of manner Prepositions 		<p>Daily arithmetic</p> <ul style="list-style-type: none"> Week 1 - Representing, partitioning and comparing numbers to 100. Week 2 - Number bonds and representing, partitioning and comparing numbers to 1000. Week 3 - Order numbers to 1000, finding 1 and 10 more or less, counting in 100s and finding 100 more or less, counting in 50s. Week 4 - Formal Addition. Week 5 - Formal Subtraction. Week 6 - 4 times table, Formal Multiplication. 	
Science		RSHE	
<p>In Science, we will be covering the topic, 'Rocks and Soils' and we will be thinking about:</p> <ul style="list-style-type: none"> Natural or Man-made? Are all rocks the same? How are fossils formed and what do fossils tell us? What are soils made from? Investigating soil permeability. 		<p>In RSHE, we will be thinking about:</p> <ul style="list-style-type: none"> What makes a good friend? How can I manage my feelings? 	
Geography		History	
		<p>In History, we will be covering the topic, "Changes in the Stone Age" and we will be thinking about:</p> <ul style="list-style-type: none"> How long ago was the Stone Age? What was life like in the Paleolithic era? What was life like in the Mesolithic era? What was life like in the Neolithic era? 	

Curriculum Overview

	<ul style="list-style-type: none"> Why was Stonehenge significant to Stone Age people? Which period of the Stone Age would you like to live in and why?
Art	Music
<p>This half term we will be studying the art work of Paul Klee and creating our own Stone Age artwork in the style of Paul Klee.</p> <p>We will be.....</p> <ul style="list-style-type: none"> Thinking - Who is the artist? Answering - How do you feel about the artist's work? Trialling techniques in the style of Paul Klee Making art work in the style of Paul Klee Evaluating our art work 	
Design Technology	Computing
	<p>In Computing we will be focusing on word processing. We will be focusing on...</p> <ul style="list-style-type: none"> Words and pictures Editing Using templates Adding content Thinking about layout Considering why we use desktop publishing.
Physical Education	MFL
<p>In PE (Netball and Football) we will be developing:</p> <ul style="list-style-type: none"> Passing and receiving skills Movement around the court/pitch Knowledge of rules Team work Sportsmanship 	<p>In Spanish we will be learning about:</p> <ul style="list-style-type: none"> Where is Spanish spoken and what is Spain like? Basic greetings and giving / asking for names Key Spanish phonics Numbers 1-12 and reinforcement of phonics Counting to 20 Giving / asking for age
RE	Notes:
<p>In RE, we will be covering the topic, 'Why is the Bible important for Christians today?' and we will be thinking about:</p> <ul style="list-style-type: none"> E1: What is Christianity? E2: How do Christians use the bible? E3: What is the bible and why is it so popular? E4: What does the bible teach Christians? E5: How do Christians use the bible stories in their lives? E6: How can the bible help people if they are tempted to do the wrong thing? E7: Can Bible stories of lost and found help people today? 	<p>Please ensure children have their PE kits for their PE lessons on the correct day: Hens - Tuesday Robins - Wednesday Puffins - Friday</p> <p>Please ensure your child is reading 4 times a week at home and also accessing Spelling Shed and TTRS.</p>

Curriculum Overview

- | | |
|--|--|
| <ul style="list-style-type: none">• E8: We will be ready to fully answer the big question! 'Why is the bible so important for Christians today?'• | |
|--|--|