



Year 3 Curriculum Overview – Autumn 1

Subject	Reading		Writing		Maths	
Strand	VIPERS/Reciprocal Reading		Poetry and Narrative		Place Value and Number	
LOs	- What do we know about our focus author? - To predict what will happen next in a story. - To retrieve information in a text. - To infer meaning by finding evidence in a text - To identify language that creates tension - To explain a character's feelings and reasons for their actions - To compare texts by the same author		- Identify different form of poetry - Use description for clarity and detail - Use description to create a noun phrase - Describe nouns using adjective strings - Use capital letters and full stops accurately - Use 'a' or 'an' appropriately		- To be able to count in hundreds to 1000. - To be able to count in hundreds, tens and ones, fours and eights - To be able to recognise the place value of each digit in a 3-digit number - To be able to count from 0 in multiples of 50. - To be able to find 10/100 more or less than a given number - To be able to understand the commutative law of addition and form a family of addition and subtraction facts. - To be able to add/subtract a 3-digit number to with renaming. - To be able to multiply/divide by 3, 4 and 8	
Key vocabulary	Vocabulary Inference Prediction Explanation Retrieval Summarise Sequence	Paul Geraghty Fiction Non-fiction Features Language Mood Atmosphere	Kennings Adjectives Nouns Noun phrases verbs Punctuation Capital letters Full stops	Summarise Characters Plot Emotion Mood Story map	Thousands Tens Place Value Order Rounding Estimate Sum Subtraction	Hundreds Ones Compare Patters Digit Addition Renaming Difference
Subject	Computing		Science		PSHE	
Strand						
LOs	- How do I use a laptop? How do I keep resources safe? - Use this lesson to learn how to log in, type log in details etc. - How do I open, close and save a file? - How can I improve my typing skills? - What do we use the internet for? - How do I know what websites are appropriate for what I need? - How do we search for an answer using a search engine?		- What should be included in a prediction? - What ways can we record and present our findings? - What is included in a method? - How do we write an effective conclusion? - What is fair testing? - Can I apply my knowledge of scientific enquiry to baking a cake?		- How can I help others to feel welcome? - How can we try to make our school community a better place? - What do I think about everyone's right to learn? - Do I care about other's feelings? - How do we work well with others? - Do I understand that my actions affect other's?	
Key vocabulary	Laptop, Technology, Safe, Log in, Typing, Keyboard, Search engine	scientific investigation prediction method diagram equipment	fair test variables results conclusion		fairness group dynamic courtesy manners include	achievement personal goal rewards affirm exclude welcome



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Subject	History/Geography		Art/DT	Music	
Strand					
LOS	- What strategies are there for learning about the past? - What was life like in the Palaeolithic period? - What was life like in the Mesolithic period? - What was life like in the Neolithic period? - What was life like in the Bronze Age? - What was life like in the Iron Age?		- What is prehistoric human-made art? - How do I use scale to enlarge drawings in a different medium? - How do natural products produce pigments to make different colours? - Can I select and use a range of painting techniques? - Can I use my painting skills in a collaborative piece of art?	- Can we keep a steady rhythm and pulse? - Can I identify crotchets, quavers and rests? - Can I review the notes on a music stave? - Can I compose a four-beat rhythm using crotchets, quavers and rests?	
Key vocabulary	Palaeolithic Mesolithic Neolithic Bronze/Iron age Pre-history archaeology Hunter-gatherers		charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone	Rhythm Pulse Crotchets Quavers Rests composition 4-beat rhythm Stave	
Subject	RE		PE	MFL - Spanish	
Strand					
LOS	- What do Christians believe about God? - What do Hindus believe about God? - What do Muslims believe about God? - What are the similarities and differences between these beliefs? - How do non-believers' views about God differ from those who believe in God? - What do I believe about God?		- To develop balancing and understand the importance of this skill. - To develop technique when running at different speeds. - To develop agility using a change of speed and direction. - To develop technique and control when jumping, hopping and landing. - To develop throwing and catching a ball - To develop kicking a ball	- To greet people - To say what your name is - To ask someone their name - To say how you are feeling - To ask someone how they are - To know numbers 1 – 10 - To say your age	
Key vocabulary	God Allah Christian Hindu Muslim Belief	Faith Respect Understanding Prayer Worship Holy books	accelerate agility balance co-ordination control decelerate distance react rhythm speed stability technique momentum	Hola Buenos días Buenas tardes Adiós Soy ... ¿Cómo te llamas? ¿Qué tal? Bien Muy bien	Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez Tengo siete años Tengo ocho años



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