



Curriculum Planner

Term: Autumn 1

Year: 3

We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Koinonia – 'fellowship and community'	Democracy

Dream big Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> • Vocabulary focus linked to: • History: Britain through the ages (Stone Age, Bronze Age and Iron Age) • Science: Animals including humans • RE: The Creation story • Pre and post learning activities linked to vocabulary • Class reader and reading for pleasure • Global learning: Picture News • Music –a range of different types at the start of Collective Worship 	<ul style="list-style-type: none"> • Koinonia – Collective worship focus. • Class collective worship book. • Range of visitors from different Christian faith groups to Worship • Class reflection area. • Visits to the Peace Garden. • Gardening. • Cultural capital • Litter picking 	<ul style="list-style-type: none"> • Classroom routines and behaviour. • Class charter. • Computing – online safety. • PSHE/RSE – Links to healthy relationships • Looking at food groups and nutrition in science. • PE lessons and why we need to exercise. • Cool down station • Thoughts and questions box in the classroom • Music from different periods of time • Golden Mile daily

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p>Reading objectives: Vocabulary apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>Retrieve Retrieve and record information from non-fiction</p> <p>Prediction Predicting what might happen from details stated and implied</p> <p>Summarising identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Writing objectives: Writing to Inform: Write and evaluate a range of instructions ‘How to Wash a Woolly Mammoth’ Using simple organisational devices e.g., headings, sub-headings, bullets and numbering.</p> <p>plan their writing by discussing writing similar to that which they are planning to write in order to understand</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> • Hundreds • Represent numbers to 1,000 • 100s, 10s and 1s (1) • 100s, 10s and 1s (2) • Number line to 1,000 • Find 1, 10, 100 more or less than a given number <p>Number: Addition & Subtraction</p> <ul style="list-style-type: none"> • Add and subtract multiples of 100 • Add and subtract 3-digit numbers and ones – not crossing 10 • Add 3-digits and 1-digit numbers – crossing 10 • Subtract a 1-digit number from a 3-digit number – crossing 10 • Add and subtract 3-digit numbers and tens – not crossing 100 • Add and subtract 3-digit numbers 	<p>Animals, including humans: Identify that animal, 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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working scientifically:</p> <p>Identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</p> <p>They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.</p>

<p>and learn from its structure, vocabulary and grammar</p> <p>Using story mountains, planning templates, visual planning templates or flow charts to map out what they will write about</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p> <p><u>SPAG objectives:</u></p> <p>Objectives to be taught through explicit teaching and Active English in addition to recall of previous objectives through Active English:</p> <ul style="list-style-type: none"> • Imperative verbs recap and commands from Year 2. • Conjunctions to create compound sentences – For, and, nor, but, or, yet, so • Use ‘a’ and ‘an’ correctly. • Use conjunctions, adverbs and prepositions to express time and cause • Adverb openers e.g. How did the character move? How did the character move? • S is not added if the plural already ends in s but is added if the plural is irregular e.g., children’s • Possessive apostrophe with plural nouns – the apostrophe is placed after the plural form of the word e.g., girls’, boy’s and babies. <p><u>Spelling objectives:</u></p> <ul style="list-style-type: none"> • The prefix- anti as in anti-clockwise. • The suffix –ly 	<p>and tens – crossing 100.</p>	
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<p align="center"><u>Religious Education</u></p> <p>What do Christians learn from the Creation story?</p>	<p align="center"><u>History</u></p> <p>Changes in Britain from the Stone Age to the Iron Age (8-10,000 BC – 4000 BC)</p>	<p align="center"><u>Physical Education</u></p> <p>3B - Synergy (PE Coach) Football</p> <p>3K - Dance</p>
<p align="center"><u>Design Technology</u></p> <p align="center"><u>Mechanical Systems:</u></p> <p>Levers and Linkages – designing, making and evaluating a moving toy.</p>	<p align="center"><u>Music</u></p> <p align="center"><u>Charanga: Let your spirit's fly</u></p> <ul style="list-style-type: none"> • RnB music • Listening and responding to a range of songs <ul style="list-style-type: none"> • Composition • Share and perform 	<p align="center"><u>PSHE/RSE</u></p> <p align="center"><u>Relationships/emotions</u></p> <ul style="list-style-type: none"> • What makes someone special • Understand how and why we feel guilty • Say when we might feel guilty • Understand that we each have a responsibility to make choices (good or bad) • Understand how we might hurt others feelings
<p align="center"><u>Computing</u></p> <p align="center"><u>Purple Mash: Online Safety (Unit 3.2)</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly. • Recognise acceptable/unacceptable behaviour. • Identify a range of ways to report concerns about content and contact. <p align="center"><u>Touch Typing (Unit 3.4)</u></p>	<p align="center"><u>SMSC</u></p> <ul style="list-style-type: none"> • Spiritual development – developing a sense of self and understanding of own and others unique potential (PSHE/RSE) • Moral development – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations now in LKS2. • Social development – sense of belonging, responsibilities and rights of being members of a community (global learning) • Cultural development – British values and global learning in order 	<p align="center"><u>MFL</u></p> <ul style="list-style-type: none"> • Language of the week greeting when doing the register. <p align="center"><u>French:</u></p> <ul style="list-style-type: none"> • Numbers 0-10 • Greetings – hello, goodbye, asking and saying how are you.

to develop pupils into global citizens and understand what it means to live in Britain.

Cultural Capital

Daily Class reader and books linked to diversity.

Cool down station/reflection area within the classroom.

Golden mile and healthy school meals.

Peace Garden available for reflection time at playtimes.

Valuing the diverse culture and languages that the children bring to Year 3, including language of the month and French lessons.

Gardening in Y3 garden

Global Learning

Weekly Picture News activity linked to current news event

Language of the moment

French lessons

Reading books linked to different global themes

Caring for the environment

Recycling paper in the classroom.

Litter picking on the playground

Gardening in the Y3 garden

Parental Engagement

Photographs will be put on Facebook/website to keep parents informed about their children's learning

Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading.

Educational visits or virtual experiences

Virtual Caveman experience TBC