

English

- Write a descriptive paragraph about the Chocolate Factory.
- Write a character profile about one of the characters from Charlie and the Chocolate Factory.
- Write a third person narrative based on Charlie and the Chocolate Factory.
- Read a variety of texts, explore vocabulary and answer comprehension questions based on the following skills: retrieval, inference, summarising, clarifying, predicting.

RE

- Describe two things that Christians do to show their faith
- Making connections to a Christian belief or teaching for each.
- Describe how one hymn or song shows specific Christian beliefs or teaching.
- Describe two things that might be hard or a challenge about being a Christian.
- Give reasons why Christians and others help other people.
- Note similarities and differences between the reasons that religious people and on religious people give for helping people.
- Describe an example of a Christian studied who helped others by his or her actions. Why did they do this?

PSHE

- I can talk about changes and how they might make me feel
- I can explain how and why we should work well as a team.
- I can describe how my actions and behaviour affect my team.
- I can pay attention to and respond considerately to others.
- I can describe why disputes might happen and strategies to resolve them.
- I can talk about my responsibilities towards my team.

Wider School Opportunities

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Year 3 Curriculum Overview

Autumn 1

Maths

- Count from 0 in multiples of 4, 8, 50 and 100.
- Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Identify, represent and estimate numbers using different representations
- Solve number problems and practical problems involving these ideas.

Wider Curriculum

French – I am Learning French
 Music – Let Your Spirit Fly – Singing Skills
 Computing – Online Safety
 PE – **Net/Wall Games** - *Developing game play*
Dance - *Linking dance actions*
 Art – William Morris -Printing

Key Vocabulary

Noun, verb, adjective, adverb, sentence, full stop, capital letter.
 Digit, place value, thousands, hundreds, tens, ones, partition, compare, order, addition, subtraction, sum, difference.
 Rock, soil, fossil, sedimentary rock, igneous rock, metamorphic rock, erosion, permeable, hardness, grains.
 Prehistoric, stone age, iron age, hunter-gatherer, settlement, farming, tribe, hillfort, Stonehenge

Science

Knowledge:

- To describe, compare and group rocks.
- To group rocks based on their properties by making careful and thorough observations.
- To understand the terms 'weathering' and 'erosion' and identify evidence of these processes through observations.
- To explain the process of fossil formation.
- To identify different types of soil and use evidence from observations to explain how they are formed.
- To test and compare soils based on their permeability.

Working scientifically:

- Making Systematic and Careful Observations
- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Humanities

- To place the Stone Age on a timeline and understand the order of these periods.
- To describe how early humans lived, including how they hunted, gathered food, and built shelters.
- To understand how life changed when farming and settlements began.
- To explore how tools, weapons, and materials developed from stone to bronze and iron.
- To investigate historical sites and monuments such as Stonehenge and Iron Age hillforts.
- To use historical evidence and vocabulary to ask and answer questions about prehistoric life.

English

- To write a descriptive paragraph based on Ottoline using a range of adjectives and sentence starters.
- To write an informal postcard based on Ottoline using appropriate vocabulary.
- To write a formal letter based on Ottoline using appropriate vocabulary.
- Read a variety of texts, explore vocabulary and answer comprehension questions based on the following skills: retrieval, inference, summarising, clarifying, predicting.

PSHE

- I can choose what happens to my body and I can get help with any concerns.
- I know how to keep my body healthy.
- I know why it is important to get enough sleep.
- I understand the importance of hygiene and what to do if I feel unwell.
- I know how to take medicine safely and keep safe around drugs.
- I know how to make better choices and choose healthy habits.

Humanities

- To understand when the Bronze Age happened and place it correctly on a timeline.
- To learn how people discovered and used bronze to make tools and weapons.
- To explore what life was like during the Bronze Age, including how people lived and worked.
- To identify the differences between the Bronze Age and the Stone Age.
- To investigate Bronze Age burial practices and monuments, like burial mounds (barrows).
- To use historical evidence, such as artefacts and pictures, to find out about Bronze Age people.
- Fieldwork



Year 3 Curriculum Overview

Autumn 2

Maths

- Recall and use multiplication and division facts for the 1 - 10 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers.
- Times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer

Wider Curriculum

French – Animals
Computing – Word Processing
PE – Dance - Visual media
Invasion Games - Attacking and defending play
DT – British Inventors

Wider School Opportunities

- Cinema trip

Key Vocabulary

Clause, conjunction, fronted adverbial, possessive apostrophe, expanded noun phrase, direct speech, preposition, past tense, present tense.
Multiply, divide, times table, product, quotient, factor, multiple, array, grouping, sharing
Nutrition, food group, balanced diet, carbohydrates, protein, fat, vitamins, minerals, fibre, water.
Bronze, Bronze Age, tool, weapon, barrow, settlement, artefact, copper, tin, trade
Festival, Eid, Easter, Diwali, Pesach, Christian, Muslim, Hindu, Jewish.

Science

Knowledge:

- To identify that animals, including humans, need the right types and amount of nutrition to stay healthy.
- To understand that humans and animals cannot make their own food and get nutrition from what they eat.
- To learn about the different food groups (e.g. carbohydrates, proteins, fats, fruits and vegetables, dairy).
- To explore how a balanced diet helps the body function properly.
- To identify the role of different nutrients (e.g. protein helps build muscles, calcium keeps bones strong).
- To ask scientific questions and use evidence (such as food labels or charts) to compare the nutritional content of different foods.

Working scientifically:

- Ask relevant questions and use scientific evidence to find answers (e.g. What happens if we don't eat enough of a certain food group?).
- Set up simple practical enquiries (e.g. sorting foods into groups or investigating balanced meals).
- Make careful observations using simple tools and resources, such as food packaging and nutrition labels.
- Record findings in a variety of ways, including charts, diagrams, and tables.
- Use results to draw simple conclusions (e.g. understanding which foods are high in sugar or fat).
- Use scientific vocabulary to describe nutrition and explain findings clearly.

RE

- Make connections between stories, symbols and beliefs with what happens in at least two festivals.
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).
- Identify similarities and differences in the way festivals are celebrated within and between religions.
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.