

# Curriculum Half Termly Overview



Tribal Tales

Year group - 3

Term - Autumn 1



Wow moment:

Variety of archaeological digs (ice / sand / plaster of paris)

English text types	SPAG	
<p><b>Core text:</b> Billy and the Minpins - Roald Dahl</p> <p><b>Weeks 1-4:</b> The Ground Gives Way Text type - warning story Focus - description and setting</p> <p><b>Weeks 5-6:</b> How life has changed through the ages?</p>	<p>Unit 1 Ready to write</p> <ul style="list-style-type: none"> <li>Learn how to use expanded noun phrases to describe and specify.</li> <li>Learning how to use both familiar and new punctuation correctly.</li> <li>How the grammatical patterns in a sentence indicate its function as a question/ command/ exclamation/ statement.</li> <li>Co-ordination (using or, and, or but).</li> <li>Subordination (using when, if, that, or because).</li> <li>Commas to separate items in a list.</li> <li>Apostrophes for possession and contraction.</li> <li>Learn how to use the present and past tenses correctly.</li> </ul> <p>Unit 2 Determiners</p> <ul style="list-style-type: none"> <li>Use the forms a or an according to whether the next word begins with a consonant or a vowel.</li> </ul>	<ul style="list-style-type: none"> <li>Identify nouns, adjectives, verbs and adverbs. Use these in their writing.</li> <li>Use -ly to turn adjectives into adverbs.</li> <li>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li>Identify different sentence types; statements, questions, commands and exclamations.</li> <li>Use coordinating conjunctions; but, so or.</li> </ul>
Maths	Tables and Mental Maths	MFL
<p><b>Week 1-3:</b> Place value</p> <p><b>Week 4-6:</b> Addition and Subtraction</p>	<p>x2, x5 and x10 tables</p>	<p>Spanish - Hola Unit 1</p> <ul style="list-style-type: none"> <li>Let's start - places, culture and people</li> <li>Countries that speak Spanish</li> </ul>
Science	Computing	PSHE
<ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> <li>Provide children with a range of chocolate rocks. Children to sort them into their own categories and note down ideas. Children can explore other group categories finalising and agreeing on categories - giving reasons. Repeat with real rocks.</li> <li>Children to investigate the properties of rocks by saying how hard they are - devise own test - record findings. Introduce children to Mohs scale.</li> <li>Children find out where rocks come from and how fossils are formed. Introduce some of the names of rocks including three main types of rock: sedimentary, igneous and metamorphic.</li> <li>Children to create their own fossil using clay or other similar resource.</li> <li>Show Features of soil (Y3 RAS ITR 8) and click to reveal features of different types of soil.</li> <li>Explain that children will be soil scientists and will go out into the school grounds to look at soil around school.</li> <li>They will consider the impact worms have on the soil and complete their own recipe.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of publishing software - use Microsoft Word or Purplemash 2 publish.</li> <li>Change the style, colour and size of the font.</li> <li>Create a document about the Stone Age using all of the skills.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Jigsaw- how lesson is set out. Calm me time.</li> <li>Introduce Jerrie the Cat and Jino the jigsaw piece.</li> <li>A sense of belonging</li> <li>Welcoming others</li> <li>Building the positive and nurturing ethos of the class/school</li> <li>Being part of a school community, a wider community, a global community</li> <li>Rights (UNCRC) and how to respect them; Working and socialising with others; School Team and pupil voice; The Learning Charter: rights, how to respect, rewards and consequences.</li> </ul>
History	PE	
<ul style="list-style-type: none"> <li>Who lived in Britain before me?</li> <li>What do we know about the first people who lived on our islands?</li> <li>What happened when Britain warmed up? (The Mesolithic 10,500 BC - 4000 BC)</li> <li>What was the mystery buried in the sand?</li> <li>What was so important about the Bronze Age? (2400 BC -800 BC)</li> <li>Why is Stonehenge a special place in Bronze Age Britain?</li> <li>Iron age Britain and its people -what does the evidence at Maiden castle show us?</li> </ul> <p>What objects would you include in a museum display about Britain's first people?</p>	<ul style="list-style-type: none"> <li><b>Fitness</b></li> <li>Develop an awareness of what your body is capable of. To test and record baseline fitness scores.</li> <li>Encourage those you are working with. Try your best at each station.</li> <li>Develop your sprinting technique. To develop your speed.</li> <li>Keep your elbows bent. Move your hands from your pocket to your mouth. Run on the balls of your feet.</li> <li>Develop strength using my own body weight.</li> <li>Complete each exercise slowly and with control.</li> <li>Complete actions to develop agility.</li> <li>Bend low and use small steps to change direction. Turn your hips to face the direction you are running.</li> <li>Complete actions to develop balance.</li> <li>Bend your standing knee to help you to stay balanced. Focus on something still.</li> <li>Complete actions to develop stamina.</li> <li>Breathe steadily in through your nose. Don't go too fast at the beginning.</li> <li><b>Athletics</b></li> <li>Develop the sprinting technique and improve on your personal best.</li> <li>Sprint on the balls of your feet moving your hands from pocket to mouth.</li> <li>Develop fluency and rhythm when running over obstacles.</li> <li>Count your strides to keep an even pace. Keep a consistent stride pattern. Run with a fluent and coordinated running action alternation arms and legs.</li> <li>Develop jumping technique in a range of approaches and take off positions.</li> <li>Jump with balance and control by bending your knees at take-off and landing. Keep looking straight ahead when you jump.</li> <li>Develop jumping for height and safety on landing.</li> <li>Drive your arms forwards and upwards on take-off. Jump with balance and control by bending your knees at take-off and landing.</li> <li>Develop throwing for distance in a pull throw.</li> <li>Release the beanbag as your hand moves past your head. Throw from a balanced stance. Transfer your weight from your back to your front leg.</li> </ul>	
Art	Music	
<p>Formal element skills</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>To know why so many things in school are made up of straight lines, rectangles and squares and that things in the garden are made up of wavy lines. Identifying objects made from shapes in my environment. Recognising and accurately drawing simple geometric shapes found in everyday objects.</li> <li>Drawing from observation.</li> <li>Bending, manipulating and joining wire to create the shape of a fish and using smaller pieces of wire to add features. Working safely with the tools and equipment. To know the potential risks of the task and how to minimise them (cut away from body and fingers, work carefully and safely).</li> <li>Knowing that 'tone' refers to the light and dark areas of an object or artwork. Holding the pencil properly when shading. Applying the four rules of shading: shading in ONE direction, creating smooth, neat, even tones, leaving NO gaps and ensuring straight edges. Controlling a pencil to shade tones smoothly from light to dark using the four rules of shading. Blending tones gradually so that there aren't any sudden changes from dark to light. To know you must go over and over the shading to make sure there are no any gaps and know to shade neatly to the edges. To blend shading gradually from light to dark without any sudden changes in tone.</li> </ul>	<p>RECORDERS - Durham music service</p>	