



Year 3 Termly Overview



Autumn term 2021

Subject	Autumn 1	Autumn 2
English reading	<ul style="list-style-type: none">• Word Reading- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• Word meaning- Discuss and clarify the meanings of words read. Make links between newly understood meanings to known vocabulary. Use dictionaries to check the meaning of words that they have read• Range of reading- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.• Discuss reading- Participate in discussions about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.• Poetry- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Non-Fiction- Retrieve and record information from non-fiction. Explain the difference between fiction and non-fiction.• Understanding- Check that the text makes sense to them.	<ul style="list-style-type: none">• Word meaning- Use dictionaries to check the meaning of words that they have read.• Familiarity with texts- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.• Understanding- Discuss their understanding and explain the meaning of words in context.• Range of reading- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.• Inferences- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.• Prediction- Predict what might happen from details stated and implied.



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English writing	<p><u>Writing to entertain</u></p> <ul style="list-style-type: none">• To embed the use of full stops and capital letters (Year 2 objective).• To revise the use of compound sentences. (Year 2)• To revise the use of the apostrophe for plurals and possession (Y2)• To use expanded noun phrases.• To create character, setting and plot in a story.• To use a range of conjunctions.• To suggest improvements to own and others work in proof reading and editing• To organise paragraphs around a theme.• To identify adverbs.• To identify prepositions.	<p><u>Writing to entertain</u></p> <ul style="list-style-type: none">• To embed the use of question marks, exclamation marks and commas for lists. (Year 2)• To discuss writing similar to what they are planning to write. To learn from its structure.• To make deliberate word choices to add detail.• Begin to create settings, character and plot in narratives.• To identify and use adverbs• To use subordinate clauses (when, if, because, although)• Introduce the comma for subordination.• To begin to use their ideas from their reading and modelled examples to plan their writing.• To compose and rehearse sentences orally.• To begin to use inverted commas to punctuate speech.• To select nouns and pronouns for clarity.



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Maths	<p><u>Place Value (White Rose)</u></p> <ul style="list-style-type: none">• Represent numbers to 100• Tens and ones using additions• Hundreds• Represent numbers to 1000• 100s, 10s and 1s (2 lessons)• Number line to 1000• Find 1, 10, 100 more or less than a given number• Compare objects to 1000• Compare numbers to 1000• Order numbers• Count in 50s <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none">• Add and subtract 2 and 3-digit numbers not crossing 10 or 100• Add a 2-digit and 3-digit numbers – crossing 10 or 10• Subtract a 2-digit number from a 3-digit number – crossing 10 or 100• Add two 3-digit numbers – not crossing 10 or 100• Add two 3-digit numbers – crossing 10 or 100	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none">• Subtract a 3-digit number from a 3-digit number – no exchange• Subtract a 3-digit number from a 3-digit number – exchange• Estimate answers to calculations <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none">• Multiply by 4• Divide by 4• The 4 times table• Multiply by 8• Divide by 8• The 8 times table



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Maths arithmetic	<ul style="list-style-type: none">• Times Tables- 2, 5 and 10• Number bonds upto 10• Understanding inverse operations	<ul style="list-style-type: none">• Addition and Subtraction• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100• Add and subtract numbers mentally and learn to use strategies-$18+19=37$, $18+20=38-1=37$



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<p>Science</p>	<p><u>Animals and Skeletons:</u></p> <ul style="list-style-type: none">• using research methods, identify the diets of a number of animals• classify animals as omnivores, herbivores and carnivores• understand that animals need to eat because they do not make their own food like plants do.• Develop a classification system for foods• Understand and use the terms variable and value• Know that digested food is used for energy, to help us grow and to repair the body• Know that different kinds of food are used for different things: protein for growth and repair, fat and carbohydrate for energy• Investigate an owl pellet, making notes and observations• Come to a conclusion about the diet of an owl as a result of their findings• Know that some animals have skeletons inside their bodies and others, such as insects and crustaceans, have a skeleton outside their bodies• Classify animals as vertebrates or invertebrates• Note some differences in movement between animals with a skeleton and animals without a skeleton• Know the main parts of the body associated with the muscular and skeletal system• Know that different parts of the muscular-skeletal system have different functions• Know that muscles are attached to the skeleton and help us move	<p><u>Magnets:</u></p> <p><u>What is a force?</u></p> <ul style="list-style-type: none">• Identify forces as pushes, pulls or twists• Know that a force can change the speed, direction or shape of an object• Know that force is measured using a force meter and that the units of measurement are Newtons.• Recognise that many forces require a contact between them for the force to take effect <p><u>What is friction?</u></p> <ul style="list-style-type: none">▪ Know that friction is a force between two surfaces that slows objects down▪ Describe some factors that affect friction▪ Provide examples of useful and non-useful friction in everyday life <p><u>What is a magnet?</u></p> <ul style="list-style-type: none">▪ Describe what a magnet is▪ Know that magnets can exert forces at a distance▪ Know that magnets have two ends called poles that attract or repel each other depending on how they are arranged▪ Describe some everyday uses for magnets <p><u>What materials are attracted to magnets?</u></p> <ul style="list-style-type: none">▪ Classify materials as magnetic or non-magnetic▪ Determine a general rule for predicting which materials are magnetic <p><u>Investigating the strength of magnets</u></p> <ul style="list-style-type: none">• Investigate the relationship between the size of a magnet and its strength <p><u>Uses of magnets- optional lesson</u></p> <ul style="list-style-type: none">▪ Describe some uses of magnets▪ Summarize their learning about magnetism
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History	<p><u>Significant individuals</u></p> <ul style="list-style-type: none">• To describe events from the past using dates when things happened.• To use a timeline within a specific period of history to set out the order that things may have happened.• Who was James Lind, what did he discover and why he was important?	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none">• To describe events from the past using dates when things happened.• To use a timeline within a specific period of history to set out the order that things may have happened.• I can use research skills to find answers to specific historical questions.• To research in order to find similarities and differences between two or more periods of history.• To explain how historic items and artefacts can be used to help build up a picture of life in the past.
Geography	<ul style="list-style-type: none">• To locate countries and major cities in Europe (including Russia) on a world map.• To name, locate and describe some major counties and cities in the UK.• Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	<ul style="list-style-type: none">• Gather evidence to answer a geographical question or enquiry.• Describe the type and purpose of different buildings, monuments, services and land and identify reasons for their location.• Use simple compass directions to describe the location of features or a route on a map.• Draw or read a range of simple maps that use symbols and a key.



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PSHE	<p><u>Me and my relationships</u></p> <ul style="list-style-type: none">• To explain why we have rules• To understand that some of the feelings someone might have when they lose something important to them• To identify the different skills that people can bring to a group task.• Identify people who they have a special relationship with.• To rehearse and demonstrate simple strategies for resolving given conflict situations.• Understand that no-one has the right to force them to do a dare.• To express opinions and listen to those of others.• To identify qualities of friendship.	<p><u>Rights and responsibility</u></p> <ul style="list-style-type: none">• Identify people who are volunteers in the school community.• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.• Identify key people who are responsible for them to stay safe and healthy.• Understand the difference between 'fact' and 'opinion'.• Understand how an event can be perceived from different viewpoints.• Evaluate and explain different methods of looking after the school environment.• Devise methods of promoting their priority method.• Understand the terms 'income', 'saving' and 'spending'.• Recognise that there are times we can buy items we want and times when we need to save for items.• that people earn their income through their jobs.



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RE	<p><u>How does the Bible reveal God's rescue plan?</u></p> <ul style="list-style-type: none">• The Bible contains events for which there is historical evidence.• The Bible can be read in many different formats and languages.• That the books in the Bible were written at different times and by different people. <p><u>That Christians believe that:</u></p> <ul style="list-style-type: none">• The Bible reveals the character and purposes of God.• The Bible is the living word of God and tells his story.• That this story of salvation has an impact on Christians' lives.	<p><u>How did Jesus change lives?</u></p> <ul style="list-style-type: none">• Significance of the gifts and what they say about Christian belief about Jesus. (Gold – a gift for a king, Frankincense – for a priest, Myrrh – for burial).• Investigate how peoples' lives were changed after meeting Jesus.• Make links between what Jesus for his followers.• Investigate what Christians believe about him being 'Saviour' and God's Son. <p><u>WHY ARE PRESENTS GIVEN AT CHRISTMAS – AND WHAT MIGHT JESUS THINK ABOUT IT ALL?</u></p> <ul style="list-style-type: none">• Make links between clues within the story and what Christians believe about Jesus.• Decide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and why?• Make links between what they suggest Jesus might think about Christmas and over- commercialization.
Art	<p><u>Sketching-HB and colour pencil</u></p> <ul style="list-style-type: none">• Art elements- space, colour and shape.• How to create abstract art using basic shapes• Learn to draw patterns.	<p><u>Painting- ready mixed</u></p> <ul style="list-style-type: none">• Greek Art and Sculpture• To design, make and decorate a Grecian Urn.



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DT	<p><u>Technical Knowledge- Food and Nutrition</u></p> <ul style="list-style-type: none"> • Begin to understand food comes from UK and wider world. • Describe how healthy diet= variety/balance of food/drinks. • Explain how food and drink are needed for active/healthy bodies. • Think about how to grow plants to use in cooking. • Carefully select ingredients. <p><u>Vocabulary to be used:</u> User, purpose, evaluate, investigate, function, planning, appealing.</p>	<p><u>Technical Knowledge- Food and Nutrition</u></p> <ul style="list-style-type: none"> • Make product look attractive. • Follow a given design criteria. • Describe design using an accurately labelled sketch and words. <p>Create a plan which shows order, equipment and tools</p> <ul style="list-style-type: none"> • Have at least one idea about how to create product. • Select appropriate materials, fit for purpose. <p><u>Vocabulary to be used:</u> Design, evaluate, annotated sketch, label, drawing, planning, design criteria, appealing.</p>
Music	<p><u>Performing</u></p> <ul style="list-style-type: none"> • To sing in tune with • Expression. • To control the voice when singing. • To play clear notes on Instruments. 	<p><u>To play clear notes on Instruments.</u></p> <p><u>Composing</u></p> <ul style="list-style-type: none"> • To use different elements in their composition. • To create repeated patterns with different instruments. • To compose melodies and songs. • To create accompaniments for tunes. • To combine different sounds to create a specific mood or feeling.
Computing	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Recognise a forever loop in a program or algorithm. • Use a forever loop in a program to keep something happening. • Identify repeated steps in a program or algorithm. • Identify errors in a block or text-based program and correct them. • Successfully modify an existing program, e.g. change background, number of times things happen. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Predict the outcome of a block or text based program • Create examples of algorithms containing count-controlled loops. • Use a count-controlled loop (e.g. repeat 3 times) to make a program more efficient. • Recognise that different inputs can be used to control a program. • Recognise that we can create an algorithm to help plan out a program.



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MFL	<ul style="list-style-type: none">• Listening and Speaking• Reading and Writing• To repeat modelled words;• To listen and show understanding of single words through physical response;• To repeat modelled short phrases;• listen and show understanding of short phrases through physical response	<ul style="list-style-type: none">• To engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help• To recognise a familiar question and respond with a simple rehearsed response• To ask and answer a simple and familiar question with a response• To express simple opinions such as likes, dislikes and preferences• To ask and answer at least two simple and familiar questions with a response
Trips and visits	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•