



# CURRICULUM SUMMARY

**Term: Autumn  
2**

**Year Group: 3**

**Class Teacher:  
Mrs Duffy**

*To love, serve and learn as Jesus shows us*



Year Group: 3

Term: Autumn 2



Subject: English

# Cinderella of the Nile

Author: Beverly Naidoo

|   |   |
|---|---|
| <b>Final writing Outcome:</b>   | Own version of a traditional tale   |
| <b>Incidental pieces of writing:</b>  | Short news report, diary entry, character description, advert,  |
| <b>Success Criteria</b>   |   |
| <u>Continuous skills</u>  |   |
| <u>Vocabulary, grammar and punctuation</u>  | <p>Start to use a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Re-read writing to check for meaning and tense form.</p> <p>Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Consistent use of a variety of sentences with different structures and functions.</p> <p>Statements, questions, exclamations and commands to create an appropriate effect.</p> <p>Use punctuation mostly accurately:</p> <p>Full stops and capital letters (including for proper nouns)</p> <p>Exclamation marks and question marks</p> <p>Commas to separate items in lists</p> <p>Begin to use dictionaries (the first 2 or 3 letters of a word).</p> |
| <u>Composition</u>  | <p>Plan using features of the given form.</p> <p>Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader.</p> <p>Demonstrate some awareness of purpose through selection of relevant content.</p> <p>Group related ideas in paragraphs.</p> <p>In narrative, write an opening paragraph and further paragraphs for each stage.</p>   |
| <u>Transcription (Spelling)</u>   | <p>Most common exception words are spelt accurately.</p> <p>Write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list.</p> <p>Some words from the year 3 and 4 word list are spelt accurately.</p> <p>some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto- ).</p>   |
| <u>Handwriting and presentation</u>   | <p>Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes.</p>  |
| <u>Focus skills</u>   |   |
| <ul style="list-style-type: none"> <li>Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming; He has gone out to play contrasted with He went out to play.</li> <li>Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)</li> <li>Mostly accurate use of apostrophes for contracted forms e.g. don't.</li> <li>a/an used accurately e.g. a rock, an open book</li> <li>Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text.</li> </ul> |   |
| <u>Cross-curricular links</u>   |   |
| <p>Science: Rivers</p> <p>DT: Levers and Linkages</p>   |   |

### Year 3: Autumn2

#### History:



In this topic the children will explore how Egypt fits into the timeline of civilisations. The children will learn about landscape, artefacts and the Egyptian way of life. They will explore the process of Egyptian tombs and mummification.

| <b><u>The Big Question...</u></b>   |   |   |
|---|---|---|
| What does Warrington have in common with the Ancient Egyptian civilization?   |   |   |
| <b><u>Learning Outcomes</u></b>   |   |   |
| Can I locate ancient Egypt in time and place?<br>Can I learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt?<br>Can I find out about Tutankhamen and how artefacts can teach us about the past?<br>Can I understand the importance of artefacts in helping us find out about the past?<br>Can I find out about the way of life in ancient Egypt?<br>Can I learn about Egyptian tombs, pyramids and burial sites. To learn about Egyptian tombs, pyramids and burial sites?<br>Can I recall, select and organise historical information? |   |   |
| <b><u>Historical Skills:</u></b>  | <b><u>Learning skills:</u></b>  | <b><u>Core Vocabulary:</u></b>  |
| The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China   | Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order.<br>Describe dates of and order significant events from the period studied.<br>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. | Ancient, modern, transport, farming, water, Nile, red land, black land, mummified, buried, Howard Carter, tomb, Tutankhamen, hieroglyph, civilisation, Rosetta stone, clothes, religion, women, farming, pyramids, burial, preserved, sarcophagi. |
| <b><u>English links:</u></b>  | <b><u>Maths links:</u></b>  | <b><u>Other curriculum links:</u></b>   |
| Howard Carter Biography<br>Recount of Tutankhamen<br>Cinderella of the Nile English lead<br>Diary Entry   | Money<br>Place value<br>Shape and space – pyramids  | DT: Moving pictures<br>Geography: Rivers  |

**Year 3/4 : Autumn2**  
**Science: States of matter and the water cycle**

STATES OF MATTER



In this topic the children will explore states of matter and compare a range of materials. The children will identify the properties of gases and explore what happens to a material when it is heated or cooled. We will also look closely at the water cycle and it's part in the process of evaporation and condensation.

| Learning Outcomes  |   |   |
|--|---|---|
| Can I compare and group materials together according to whether they are solids or liquids?<br>Can I identify and explore the properties of gases?<br>Can I observe that materials change shape when they are heated or cooled?<br>Can I research the temperature in degrees Celsius (°C) at which materials change state?<br>Can I understand the process of evaporation?<br>Can I understand the process of condensation?<br>Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature? |   |   |
| Scientific Skills:   | Learning skills:  | Core Vocabulary:  |
| Compare and group materials together, according to whether they are solids, liquids or gases<br>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature   | Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Solid, liquid, gas, particle, spread, solidify, freezes, ice, temperature, melt, metal, evaporation, flow, condensation, Cooler, warmer, water cycle. |
| English links:   | Maths links:  | Other curriculum links:   |
| Egyptian Cinderella : Rivers and lakes.  |   | Geography: Rivers<br>Residential trip: The River Mersey   |

**Year 3: Autumn 2**  
**Geography: Rivers**



In this topic we will find information about rivers and look at the features of a river. We will look at the journey of a river and begin to explain the vocabulary involved. We will revisit our big question and explain our observations.

| <b><u>The Big Question...</u></b>   |  |  |
|---|--|--|
| What does Warrington have in common with the Ancient Egyptian civilization?   |  |  |
| <b><u>Learning Outcomes</u></b>   |  |  |
| Can I use an atlas to find out information?<br>Can I name and locate the major rivers of the UK and of the world?<br>Can I identify the continents and the oceans?<br>Can I name the parts of a river?<br>Can I understand the journey of a river?<br>Can I explain the meaning of vocabulary related to rivers?<br>Can I explain observations?                               |  |  |
| <b><u>Geographical Skills:</u></b>  | <b><u>Learning skills:</u></b>   | <b><u>Fieldwork Skills</u></b>   |
| Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities   | Describe and understand key aspects of:<br>o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>o human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Ask geographical questions. Use a simple database to present findings from Fieldwork. Record findings from fieldtrips. Use a database to present finding. Use appropriate terminology. Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction<br>Select views to photograph. Add titles and labels giving date and location information. Consider how photo's provide useful evidence use a camera independently. Locate position of a photo on a map |
| <b><u>Core vocabulary</u></b>   | <b><u>Maths/ English links:</u></b>  | <b><u>Other curriculum links:</u></b>  |
| Maps, ocean, keys, source, tributaries, confluence, meander, wetlands, delta / mouth, flood plain and sea / Ocean, lower course, middle course and upper course<br>Meanders, mouth, rapids, river bank, river bed, source, channel, canal, delta, erode,<br>estuary, sediment, spring, tributary, flood plain and confluence, rivers, dams, bridges, waterfalls, water cycle. | Money<br>Place value<br>Shape and space – pyramids   | History – exploring trade, civilisations, trade and writing systems.   |



Year Group:3

Term: Autumn 2



Subject: Mathematics

| Week 1   | Week 2 | Week 3 | Week 4  | Week 5 | Week 6 | Week 7 | Week 8 | Week 9   | Week 10 | Week 11 | Week 12 |
|--|--------|--------|---|--------|--------|--------|--------|--|---------|---------|---------|
| <u>Number – Place Value</u><br>Identify, represent and estimate numbers using different representations.<br><br>Find 10 or 100 more or less than a given number<br><br>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br><br>Compare and order numbers up to 1000<br><br>Read and write numbers up to 1000 in numerals and in words.<br><br>Solve number problems and practical problems involving these ideas.<br><br><u>Count from 0 in multiples of 4, 8, 50 and 100</u> |        |        | <u>Number – Addition and Subtraction</u><br>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.<br><br>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.<br><br>Estimate the answer to a calculation and use inverse operations to check answers.<br><br>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. |        |        |        |        | <u>Number – Multiplication and Division</u><br><br><u>Count from 0 in multiples of 4, 8, 50 and 100</u><br><br>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br><br><u>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know,</u> including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.<br><br>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which $n$ objects are connected to $m$ objectives. |         |         |         |



### ***Spanish***

**Topic:** Classroom items,  
phonics, Christmas

#### ***Learning outcomes:***

This half term the children will continue to practise and embed the phonics knowledge. They will use the question '¿Tienes?' (Do you have?) in a game, to learn the nouns for items in a pencil case and finally learn some key facts about Christmas in Spain and learn a Spanish Christmas song.

### ***Computing***

#### ***Topic: Class democracy***

This project begins by introducing the concept of democracy to the children. As the project progresses, children will be asked to create a bill for proposed legislation and create an animation and an endorsement to support their bill. The project will culminate in children evaluating each other's work and completing a survey to express their views.

### ***PE***

#### ***Topic: Real PE Unit 2***

#### ***Learning outcomes:***

REAL PE Social Skills To cooperate well with others and give helpful feedback. To help organise roles and responsibilities and to guide a small group through a task. To show patience and support others, listening well to them about their work. To be happy to show and tell my ideas. To help praise and encourage others in their learning.

#### ***Topic: Gymnastics***

#### ***Learning outcomes:***

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]