CURRICULUM SUMMARY

To love, serve and learn as Jesus shows us

Term: Autumn 1

Year Group: 3

Class Teacher:

Mrs Duffy

Year Group: 3 **Term: Autumn 1**

Subject: English

Westlandia

Publisher: Author: Paul Fleischman

Final writing Outcome:	Report (prospectus), retelling, character description, book review
Incidental pieces of writing:	Describing the setting, Response to characters and plot, Diary entry, Letter, Interview-hot seating, Play scripts, poetry, character description,

Success Criteria	
Continuous skills	
Vocabulary, grammar and punctuation	Start to use a varied and rich vocabulary and an increasing range of sentence structures. Re-read writing to check for meaning and tense form. Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements. Proof-read for spelling and punctuation errors. Consistent use of a variety of sentences with different structures and functions. Statements, questions, exclamations and commands to create an appropriate effect. Use punctuation mostly accurately: Full stops and capital letters (including for proper nouns) Exclamation marks and question marks Commas to separate items in lists Begin to use dictionaries (the first 2 or 3 letters of a word).
Composition	Plan using features of the given form. Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader. Demonstrate some awareness of purpose through selection of relevant content. Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage.
Transcription (Spelling)	Most common exception words are spelt accurately. Write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list. Some words from the year 3 and 4 word list are spelt accurately. 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-).
Handwriting and presentation	Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes.
Focus skills	
I can write a narrative with a clear structure, setting, characters and plot. *I can express time, place and cause by using conjunctions, adverbs and prepositions.* *I am starting to write in paragraphs.* *I can use the present perfect form of verb instead of the simple past.* *I can compose sentences using a wider range of structures.* *I use a range of sentences with more than one clause by using a range of conjunctions.* *I can use expanded noun phrases.* *I can use fronted adverbials.*	

Cross-curricular links
Art Topic: Plant Art Learning outcomes: to create sketch books to record their observations and use them to review and revisit ideas 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 about great artists, architects and designers in history. To appreciate the work of different artists. To develop observational skills. To know how to create tints, shades and tones of colour. To plan and create a piece of artwork.

Year Group:3 **Term: Autumn 1**

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
Number – Place Value Identify, represent and estimate numbers using different representations. 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 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. **Count from 0 in multiples of** 4, 8, **50 and 100**			Number – Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.					Number – Multiplication and Division **Count from 0 in multiples of 4, 8,** 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. **Write and calculate mathematical statements for multiplication and division using the multiplication tables 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 scaling problems and correspondence problems in which *n* objects are connected to *m* objectives.			

Year Group:3 **Term: Autumn 1**

Subject: History

In this topic the children will explore how the term 'civilisation' and uses timelines to help the children identify when the first civilisations developed, starting with ancient Sumer and moving through history to the Indus Valley, Ancient Egypt, the Shang Dynasty and beyond. They will also find out what the terms 'BC' and 'AD' mean and how to order civilisations chronologically, as well as locating where in the world these early civilisations appeared.

What did all four ancient civilisations have in common?

Learning Outcomes

Can I explain how civilisations began?
Can I explore trade?
Can I research writing systems?
Can I describe mathematical systems used by other civilisations?
Can I explore inventions and technology?
Can I explore buildings and architecture of other civilisations?
Can I consolidate all of my knowledge about civilisations?
Can I locate civilisations using a world map?

History Skills:	Learning skills:	Core Vocabulary:
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 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	Explore where and when the first civilisations began. To explore trade. To find out about the first writing systems. To find out about mathematical understanding in early civilisations. To explore the technology and inventions of early civilisations. To explore the buildings and architecture of early civilisations. To explore the buildings and arc To consolidate knowledge and understanding of early civilisations.	Civilisation, settlements, hunter gatherers, farming, money, writing, timeline, BC, 'AD', farmer, grain, Archaeological evidence, Sumerians. Egyptian hieroglyphs, the Shang Dynasty oracle bones, alphabets, technology, Sumerian ziggurat, Egyptian pyramid, Indus Valley, citadel, astronomy. irrigation

English links:	Maths links:
Diary of a hunter gatherer Westlandia – whole class text	Money Place value Shape and space – pyramids

Other curriculum links:

	Geography – using maps to focus on areas of civilisation and different key physical features.	

Year Group: 3 **Term: Autumn 1**

Subject: Geography

In this topic we will look at the use of maps atlases globes & digital/computer mapping to locate countries whilst linking them to the earliest civilisations.

The Big Question…		
What did all four ancient civilisations have in common?		
Learning Outcomes		
• Can I locate different civilisations using a world map? • Can I locate countries and major cities? • Can I look use maps, atlases and globes?		
Geography Skills:	**Learning skills:**	**Core Vocabulary:**
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	Locate the world's countries, using maps to focus on Europe and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Civilisation, settlements, hunter gatherers, farming, money, writing, timeline, BC, 'AD', farmer, grain. Archaeological evidence, Sumerians. Egyptian hieroglyphs, the Shang Dynasty oracle bones, alphabets, technology, Sumerian ziggurat, Egyptian pyramid, Indus Valley citadel, astronomy.
English links:		**Maths links:**
Diary of a hunter gatherer Westlandia – whole class text Money Place value Shape and space – pyramids History – exploring trade, civilisations, trade and writing systems.		Money Place value Shape and space – pyramids
Other curriculum links:		
	History – exploring trade, civilisations, trade and writing systems.	

Year Group:3 **Term: Autumn 1**

Subject: Science

In this topic the children will explore the function of a plant and why each part of the plant is as important as each other.

Learning Outcomes		
• Can I identify the functions of a plant? • Can I explain how water is transported within plants? • Can I describe the function of leaves? • Can I explain the process of pollination? • Can I demonstrate how plants disperse their seeds? • Can I show understanding of the structure of seeds and their importance as a food source?		
Working scientifically:	**Learning skills:**	**Core Vocabulary:**
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Identify and describe the functions of the roots of flowering plants. To identify and describe the functions of the roots of flowering plants. To investigate the way in which water is transported within plants. To investigate the way in which water is transported within plants and describe the functions of leaves in flowering plants. To identify and describe the functions of leaves in flowering plants. To explore the part that flowers play in the life cycle of flowering plants, To explore some of the ways in which flowering plants disperse their seeds. understand the structure of seeds and their importance as a food source. To understand the structure of seeds and their importance as a food source.	Root, seed, germination, growth, stem, transported, food, energy, seed, formation, dispersal, flower,
English links:		**Maths links:**
Westlandia: Discussing crops and what they need to survive.		Fractions of amounts
Other curriculum links:		
	Art: plant art	

Spanish

Topic: Phonics, greetings and numbers.

Learning outcomes:

Starting with the phonics and learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.

Computing

Topic: We are programmers.

Learning outcomes:

Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.
Use sequence ... in programs; work with variables and various forms of input and output.
Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software ... to design and create ... content that accomplishes given goals, including ... presenting ... information.
Find out about animations.
Create a storyboard.
Create characters and a background. Animate the characters.
Add sounds to your animation, watch your animation and talk about how to improve it!

PE

Topic: Real PE Unit 1

Learning outcomes:

PERSONAL SKILLS. To cope well and react positively when things become difficult.

To persevere with a task and to improve my performance through regular practice.

To know where I am with my learning and begin to challenge myself. To try several times if I don't succeed and ask for help when appropriate.

Topic: Dance

Learning outcomes:

Perform dances using simple movement patterns.