

**Parent Curriculum Overview - Autumn Term 2024**  
**Year 3 - Mr Boxall**

**Reading**

In English, we will be reading 'Ice Palace' by Robert Swindells and an information text called 'The Sea Book' by Charlotte Milner. We will develop our reading fluency and practice adding intonation when reading. We will deepen our skills of retrieval and inference and will begin to summarise the main points of a selection of text.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ Identify themes and conventions in a wide range of books</li> <li>▪ Draw main ideas from more than one paragraph and summarise</li> <li>▪ Identify how language, structure and presentation contribute to meaning</li> <li>▪ Discuss words and phrases that capture the reader's interest and imagination</li> <li>▪ Ask questions to improve understanding</li> <li>▪ Draw inferences from the text and justify with evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask questions to improve their understanding of a text</li> <li>▪ Draw inference about character's feeling, thoughts and motives from their actions, supporting this with evidence from the text</li> <li>▪ Make predictions</li> <li>▪ Use information from the text to answer retrieval questions</li> <li>▪ Know the meaning of a wider range of vocabulary</li> <li>▪ Identify the words and phrases used by an author to create atmosphere and engage the reader</li> <li>▪ Identify the key features of an information text</li> <li>▪ Use features of an information text to find information</li> <li>▪ Know how key features of an information text support the reader</li> <li>▪ Summarise main ideas from more than one paragraph</li> <li>▪ Identify themes and conventions across a wide range of books</li> </ul>

**Writing**

We will be studying the texts 'Seal Surfer' by Michael Foreman and 'Winter's Child' by Angela McAllister. We will write a letter from the point of view of a character to recount events of the story. We will learn about the genre of fantasy stories and use this knowledge to write our own fantasy story based on a fable.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ How to plan writing by discussing the structure, vocabulary and grammar of similar texts</li> <li>▪ How to discuss and plan ideas</li> <li>▪ How to compose and orally rehearse sentences</li> <li>▪ How to build an increasing range of sentence structures</li> <li>▪ How to create setting, character and plot</li> <li>▪ How to proof-read their work for spelling and punctuation errors</li> <li>▪ How to read aloud their writing using intonation, tone and volume so that the meaning is clear</li> <li>▪ How to assess their writing</li> <li>▪ How to group related ideas into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write in paragraphs</li> <li>▪ Use a variety of sentence forms: statements, command, question, exclamation</li> <li>▪ Improve their work through careful checking of spelling and punctuation errors</li> <li>▪ Write a fantasy story</li> <li>▪ Read their work to an audience</li> <li>▪ Write a recount in the form of a letter from the point of view of a character</li> <li>▪ Talk through my plans</li> <li>▪ Recognise the key features of a recount and fantasy story and use these within my own writing</li> <li>▪ Use descriptive vocabulary and phrases</li> </ul>

**Grammar Spelling and Punctuation**

Through our focus texts, we will revise grammar, spelling and punctuation taught in Year 2 and begin learning the Year 3 curriculum.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ How to use:               <ul style="list-style-type: none"> <li>▪ Prepositions</li> <li>▪ Direct speech</li> <li>▪ Inverted commas</li> <li>▪ Paragraphs</li> <li>▪ Conjunctions and adverbs for time, place and cause</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Use conjunctions, adverbs and prepositions to express time and cause</li> <li>▪ Use fronted adverbials</li> <li>▪ Use commas after fronted adverbials</li> <li>▪ Indicate possession by using the possessive apostrophe with plural nouns</li> <li>▪ Use inverted commas to mark directed speech</li> </ul>

**Mathematics**

We will look at Number (place value, addition and subtraction, multiplication and division), Fractions, Geometry (properties of 2D and 3D shapes) and Measurement (mass and time).

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ Recognise the place value of a 3-digit number</li> <li>▪ Compare and order 3-digit numbers</li> <li>▪ Add mentally two, 2-digit numbers</li> <li>▪ Add mentally a 3-digit number and ones/tens/hundreds</li> <li>▪ Subtract mentally two, 2-digit numbers</li> <li>▪ Subtract mentally a 3-digit number from ones, tens and hundreds</li> <li>▪ Make 3D shapes using modelling materials</li> <li>▪ Recognise and describe 3D shapes in different orientations</li> <li>▪ Recognise right angles in 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify hundreds, tens and ones in a 3-digit number</li> <li>▪ Apply place value knowledge to add and subtract ones, tens and hundreds to and from 3-digit numbers</li> <li>▪ Answer multiplication and division questions by recalling the 3, 4 and 8 times tables</li> <li>▪ Identify right angles and angles greater and less than this in 2D shapes</li> <li>▪ Identify unit and non-unit fractions</li> <li>▪ Solve problems involving addition, subtraction, multiplication, division, time, fractions, mass or shape</li> </ul>

<ul style="list-style-type: none"> <li>▪ Recognise whether angles are greater or less than a right angle</li> <li>▪ Recall and use multiplication and division facts for the 3, 4 and 8 times tables</li> <li>▪ Find 10 more or less than a given number</li> <li>▪ Recognise and find unit and non-unit fractions of a set of objects</li> <li>▪ Add fractions with the same denominator</li> <li>▪ Measure, compare, add and subtract mass</li> <li>▪ Tell and write the time to the nearest minute on an analogue clock</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tell the time on an analogue clock</li> <li>▪ Write the time on an analogue clock</li> <li>▪ Read scales to measure the mass of an object</li> <li>▪ Compare, add and subtract mass</li> <li>▪ Use knowledge of 3D shapes to construct models</li> </ul>
---	---

### Science

We will learn about nutrition, healthy diets, and animal eating habits (herbivores, carnivores, omnivores). We will also study the human skeleton and muscles. In the second part of the term, we will explore light and shadows, including why light is important, how shadows form and change, and how light reflects.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ How animals including humans get their nutrition they need from what they eat</li> <li>▪ How to eat a healthy, balanced diet and why we eat certain food groups</li> <li>▪ About the human skeleton</li> <li>▪ How to identify differences and similarities between human and animal skeletons</li> <li>▪ How we need light in order to see</li> <li>▪ How to name a variety of natural and man-made light sources, including that the sun is the most powerful</li> <li>▪ How the rotation of the Earth gives us night and day</li> <li>▪ How shadows are formed when a light source is blocked by an object</li> <li>▪ How to identify an object as transparent, translucent or opaque and the types of shadows formed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classify a variety of foods into different food groups</li> <li>▪ Carry out research to find out what food different animals eat, and record findings</li> <li>▪ Generate questions</li> <li>▪ Gather data and record in different ways</li> <li>▪ Use collected data to draw conclusions</li> <li>▪ Label parts of the human skeleton and understand its function</li> <li>▪ Compare human and animal skeletons</li> <li>▪ Identify a variety of light sources</li> <li>▪ Predict which light source will be strongest, compare predictions with a partner and discuss any differences</li> <li>▪ Explain why we have night and day</li> <li>▪ Test whether an object is transparent, translucent or opaque by testing what kind of shadow are formed</li> <li>▪ Test how shadows behave</li> <li>▪ Record results from shadow experiments using diagrams</li> <li>▪ Predict what will happen to shadows throughout the day; conduct this experiment, recording my results in a table</li> </ul>

### History (Second half of Autumn term)

We will analyse primary and secondary sources to understand why children worked during the Tudor and Victorian eras, the jobs they performed, and the harsh conditions they faced. We will also examine the significance of Lord Shaftesbury and his impact on improving children's lives while comparing leisure activities over time and exploring past childhood diseases and their treatments.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</li> <li>▪ To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</li> <li>▪ To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury).</li> <li>▪ To know that advancements in science and technology can be the cause of change.</li> <li>▪ To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>▪ To know that we can make inferences and deductions using images from the past.</li> <li>▪ To know that assumptions made by historians can change in the light of new evidence.</li> <li>▪ To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop a chronological understanding of local, British, and world history across studied periods.</li> <li>▪ Identify changes, continuity, and reasons for historical events and situations over time.</li> <li>▪ Recognise the consequences of events and actions of people in history.</li> <li>▪ Compare and contrast the daily lives of people in the past with those of today, noting similarities and differences.</li> <li>▪ Recall significant people and events, identifying important figures in historical sources and accounts.</li> <li>▪ Use various sources and evidence to investigate past events, observing small details in artefacts and pictures.</li> <li>▪ Evaluate the usefulness and bias of different sources, distinguishing between primary and secondary sources.</li> <li>▪ Create historically-valid questions and enquiries, asking about daily life, bias, and key historical features.</li> <li>▪ Analyse and extract relevant information from historical sources, constructing knowledge of the past.</li> <li>▪ Communicate historical understanding through debates, discussions, art, writing, and creating structured responses.</li> </ul>

### Geography (First half of Autumn term)

We will study 'why people live near volcanoes'. We will learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. Using Mount Etna to identify how human interaction shapes a volcanic landscape, we will study the formation and distribution of mountains, volcanoes and earthquakes.

#### **Knowledge:**

- Understand the names of some of the world's most significant mountain ranges.
- Know that mountains, volcanoes, and earthquakes mainly occur at plate boundaries.
- Recognise the main types of land use and types of settlements.
- Identify both the negative and positive effects of living near a volcano.
- Understand the negative effects earthquakes can have on a community.
- Learn how communities respond to earthquakes.
- Know the different types of mountains and volcanoes and how they are formed.
- Understand that an earthquake is the intense shaking of the ground.
- Recognise world maps as a flattened representation of the globe.
- Learn to use simple sampling techniques and make annotated drawings or sketch maps.

#### **Skills:**

- Locate key physical features and significant environmental regions in studied countries.
- Identify and map the world's most significant mountain ranges and observe patterns.
- Locate global volcanoes and recognise the 'Ring of Fire' on a map.
- Explain how and why humans respond differently to local environments.
- Understand the causes of climate change.
- Describe the formation of physical features like mountains and rivers and the occurrence of volcanoes and earthquakes.
- Identify the global locations of volcanoes, earthquakes, and mountains.
- Use maps at different scales for geographical exploration.
- Navigate atlases to find countries and their features using contents and index.
- Ask and answer one-step and two-step geographical questions using collected data.

### Art (First half of Autumn term)

Using botanical and scientific plant studies as inspiration, we will explore the techniques of artists such as Georgia O'Keefe and Maud Purdy. We will learn how artists use shapes to draw and will practice using a pencil to shade and create light and dark tones.

#### **Knowledge:**

- Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- Using different tools or using the same tool in different ways can create different types of lines.
- Surface rubbings can be used to add or make patterns.
- Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
- That 'tone' in art means 'light and dark'.
- Shading helps make drawn objects look realistic.
- Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.
- Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.
- How to use shapes identified within in objects as a method to draw.
- How to create tone by shading.
- How to achieve even tones when shading.
- How to make texture rubbings.
- How to create art from textured paper.
- How to hold and use a pencil to shade.
- How to tear and shape paper.
- How to use paper shapes to create a drawing.
- How to use drawing tools to take a rubbing.
- How to make careful observations to accurately draw an object.
- How to create abstract compositions to draw more expressively.
- Artists experiment with different tools and materials to create texture.
- Artists can work in more than one medium.
- People use art to help explain or teach things.
- People make art to explore big ideas, like death or nature.

#### **Skills:**

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.
- Use hands and tools confidently to cut, shape and join materials for a purpose.
- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.
- Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

### **Design and Technology (Second half of Autumn term)**

We will study how fruits and vegetables grow in different countries throughout the seasons. Using this information, we will design and make our own recipe using seasonal ingredients. We will explore the positive effects on the environment when eating seasonally.

#### **Knowledge:**

- That seasonal means foods that grow in a given season in a given country.
- Some seasonal foods that grow in the UK and what season they grow in.
- That eating seasonal foods can have a positive impact on the environment.
- How to describe the flavour and texture of foods.
- How to cut and peel safely.
- That the appearance of food is as important as taste.
- That similar coloured fruits and vegetables often have similar nutritional benefits.

#### **Skills:**

- Describing how climate affects where foods grow.
- Identifying seasonal ingredients from the UK.
- Tasting seasonal ingredients.
- Describing the texture and flavour of ingredients.
- Peeling foods by hand or with a peeler.
- Cutting ingredients safely.
- Choosing ingredients based on a design brief.
- Following the instructions within a recipe.
- Describing the benefits of seasonal fruits and vegetables and their impact on the environment.

### **Religion and Worldviews**

As part of the new Coventry and Warwickshire syllabus, we will be exploring why nature and the seasons are significant for religion and worldviews.

#### **Knowledge:**

- Nature and the seasons can be important in both religious and non religious worldviews
- The Christian festivals of the nativity (Christmas) and Easter (Pascha) are based on lunar cycles and special times of the year.
- Darkness can be as important as light, especially when it comes to festivals in religious worldviews.
- Pesach (Passover) is a special time for those with Jewish worldviews and is calculated by the cycles of the moon.
- Ramadan is a special month in the Islamic calendar when those with
- Muslim worldviews will often fast before celebrating Eid-al-Fitr at the end of the fast.
- Shabbat is a weekly celebration for many with Jewish worldviews and is a time of rest and family.
- Kala is the Hindu concept of time and offers an explanation for different periods of time in world history.
- Nature and the seasons are central to pagan worldviews and are celebrated through rituals and festivals, as well as the belief of 'living in circle' with all of nature.

#### **Skills:**

- Ask questions aimed at exploring nature and the seasons.
- Ask questions better understand the connection between belief and lived practice.
- Make comparisons between responses given in surveys and interviews to date.
- Make links between sacred texts and the contexts in which people live.
- Write simple syllogisms to present philosophical arguments.
- Explain simple philosophical arguments for/against a given statement.
- Create own artwork to represent the place of nature in their own worldview.
- Develop simple metaphors and similes for metaphysical philosophical ideas (e.g. the role of darkness and light in religion and worldviews).

### **PSHE**

This term, we will learn the importance of showing compassion and respect for others. During our 'Celebrating Differences' unit of work in the second half of the Autumn term, we will learn about families and revisit the topic of bullying.

#### **Knowledge:**

- My rights and responsibilities as a member of the class
- How my views are valued and contribute to our school Learning Charter
- The choices that I make and their consequences
- Why families are important
- Everybody's family is different
- Family members don't always get along and some reasons for this
- What it means to be a witness to bullying
- That some words are used in hurtful ways and the consequences of these

#### **Skills:**

- Set personal goals
- Value others and myself
- Understand how my actions affect others
- Work co-operatively in a group
- Follow the Learning Charter
- Show appreciation for their families, parents and carers
- Use 'Solve it together' technique to calm and resolve conflicts
- Show empathy with people who are bullied
- Employ skills to support someone who is bullied
- Be able to 'problem solve' a bullying situation
- Recognise, accept and give compliments
- Recognise feelings associated with receiving a compliment

### **Computing**

We will study online safety so that we learn about the responsibility of being online. We shall also study how to create passwords and how to keep them safe. We will create pie charts and bar graphs using a spreadsheet program and will learn how to touch type the home, bottom and top row keys.

#### **Knowledge:**

- What makes a safe password, how to keep passwords safe and the consequences of giving passwords away

#### **Skills:**

- Recognise what makes a good password for being on the internet
- Begin to recognise the outcomes of not keeping passwords safe

<ul style="list-style-type: none"> <li>▪ Names of the fingers</li> <li>▪ The home, top and bottom row keys on a keyboard</li> <li>▪ How to create a table of data on a spreadsheet</li> <li>▪ How to use 2Calculate to create charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Touch type the home, top and bottom row keys</li> <li>▪ Use 2Calculate to produce a pie chart/bar graph from data they have inputted</li> </ul>
--	--

### P. E and Games

During our PE lessons this term we will be swimming. In games lessons we will be learning to play tag rugby and netball.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ How to pass and catch a ball with increased accuracy</li> <li>▪ How to intercept a ball</li> <li>▪ How to score goal/tries</li> <li>▪ How to kick a rugby ball</li> <li>▪ How to use space</li> <li>▪ The basic rules of tag rugby and netball</li> <li>▪ The correct footwork to use in netball</li> <li>▪ How to swim competently, confidently and proficiently over 25m</li> <li>▪ How to perform safe self rescue techniques in the water</li> <li>▪ The importance of playing as a team</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swim 25m</li> <li>▪ Stay safe in the water</li> <li>▪ Apply the rules of netball and tag rugby to a game situation</li> <li>▪ Send and receive the ball with accuracy</li> <li>▪ Apply the correct football in netball</li> <li>▪ Work collaboratively as a team</li> <li>▪ Strike a ball</li> <li>▪ Get into a space to receive the ball</li> </ul>

### Music

This term we will be exploring at how music brings us closer together and how it tells us stories about the past.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ To play and sing in the time signatures of 2/4, 3/4 and 4/4.</li> <li>▪ To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests.</li> <li>▪ To recognise and move in time with the beat.</li> <li>▪ Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.</li> <li>▪ To identify the names of some pitched notes on a stave.</li> <li>▪ To share their thoughts and feelings about the music together.</li> <li>▪ To talk about what the song or piece of music means.</li> <li>▪ To recognise that some instruments are band instruments and some are orchestral instruments, identifying specific instruments if they can.</li> <li>▪ To talk about where the music fits into the world.</li> <li>▪ To think about and discuss why the song or piece of music was written and what it might mean.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening Finding and keeping a steady beat</li> <li>▪ Copy back</li> <li>▪ Improvisation</li> <li>▪ Singing</li> <li>▪ Playing instruments</li> <li>▪ Reading notation</li> <li>▪ Playing in a group/ensemble</li> <li>▪ Recognise: <ul style="list-style-type: none"> <li>▪ Pulse</li> <li>▪ Rhythm</li> <li>▪ Pitch</li> <li>▪ Tempo</li> <li>▪ Dynamics</li> <li>▪ Timbre</li> <li>▪ Texture</li> <li>▪ Structure</li> </ul> </li> </ul>

### French

We will begin to study French, learning how to greet someone, say colours, numbers, days of the week and months of the year.

<b>Knowledge:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>▪ How to greet someone and say farewell</li> <li>▪ How to say in French: <ul style="list-style-type: none"> <li>▪ Numbers</li> <li>▪ Colours</li> <li>▪ Some simple feelings</li> <li>▪ The days of the week</li> <li>▪ Months of the year</li> <li>▪ How to ask questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Greet someone and have a simple two-way conversation, asking and answering questions about who they are, how they are feeling, and ending the conversation with a farewell</li> <li>▪ Use colours linked to Bonfire Night and Autumn</li> <li>▪ Count to 10</li> <li>▪ Say their birthday month and other special months of year</li> </ul>

## Useful information and key dates for your diary:

### Class Routines:

- **Tuesday** – Forest school – Children need to come into school in their school uniform with their forest school kit (long trousers, long sleeve top, waterproofs, wellington boots)
- **Wednesday** – Swimming – Children need to come into school in their school uniform with their PE kit (swimming costume, towel, goggles and swimming cap)
- **Friday** – Netball/Tag Rugby – Children need to come into school in their school uniform with their PE kit (trainers, jogging bottoms, t-shirt, jumper and waterproofs)

### How you can support

- Make sure your child knows where they are going at the end of the day
- Support and encourage your child to complete their homework
- Sign their homework diaries
- Inform the school office before 9.00am if your child will be absent from school
- Discuss Picture News at home
- Be punctual dropping off and picking up
- Send in your child with a water bottle and a fruit snack for break
- Help support your child to get a good night's sleep

### Dates for your diary

- Year 3 and 4 Harvest Assembly - **Thursday 3<sup>rd</sup> October**
- Parent's Evening - **Monday 14<sup>th</sup> October and Monday 21<sup>st</sup> October**
- Adventures in Welford booklets sent home - **Monday 4<sup>th</sup> November**
- Adventures in Welford booklets to be returned to school - **Monday 18<sup>th</sup> November**
- Year 3 visit to The Black Country Museum – **Friday 22<sup>nd</sup> November**
- KS2 visit to see Dick Whittington – **Wednesday 27<sup>th</sup> November**
- Year 3 Wright House Assembly – **Thursday 28<sup>th</sup> November**
- Year 3 and 4 Christmas Concert - **Tuesday 10<sup>th</sup> December**
- Open evening – **Monday 16<sup>th</sup> December**

### Homework

#### Homework will include:

- Reading – children should read with an adult **five times a week**
- Spelling - complete one activity from the grid at the front of their book which they find most useful to them in terms of learning spellings.
- Mental Arithmetic books – complete one page as directed
- Times table practice everyday (you could use TT Rock Stars or recite them as an example).

Homework will be set on Monday and is due in the following Monday. Please ensure children have their homework in their book bags on a Monday morning.

Children will record the homework that has been set each week in their homework diaries. They will also make a note of any other important messages or events for that coming week.

**Please sign your child's homework diary every week. You are welcome to leave comments or record messages in the given box.**

### Staying in touch

If you have any questions or query about your child you can contact me by:

- Writing a note in your child's homework diary
- Leave a phone message which will be returned at the end of the school day
- Make an appointment through the school office
- Email the school office (not teacher email)

*Please do not use my email or Teams to contact me. Teacher emails and Teams are not intended to be used to communicate with parents as they are not regularly checked and messages might be missed. Teams should only be used when learning remotely. You may wish to phone or email the school office and your message will be passed on and responded to at the end of the school day. Thank you for your understanding.*

**Mr Boxall**