Y3 Curriculum Autumn Term Cycle 2

As readers and writers we will:

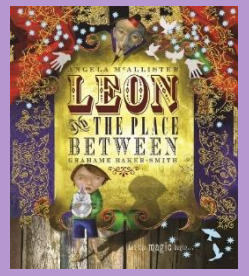
Study 'Gorilla' by Anthony Brown and use this text to learn to:

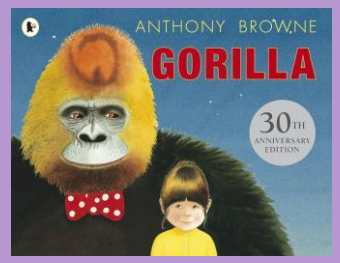
- Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use progressive forms of verbs
- Use expanded noun phrases
- Use prepositions, conjunctions and adverbs to express time, place and cause
- Group related ideas into paragraphs

Study 'Leon and the place between' by Angela McAllister and use this to learn to:

- Use punctuation at Y2 standard correctly
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use noun phrases and prepositions to add detail
- Group related ideas into paragraphs.
- Develop character and setting
- Use conjunctions to express time, place and cause
- Build an increasing range of sentence structure

Book we will read together:





In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns

As mathematicians we will:

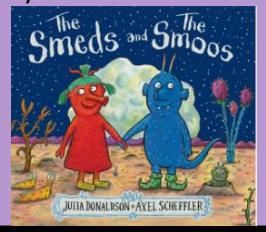
- Flexible partitioning of numbers to 1,000
- Find 1, 10 or 100 more or less
- Order and compare numbers to 1,000
- Apply number bonds within 10.
- Add 10s across a 100
- Subtract 10s across a 100
- Add two numbers (no exchange)
- Subtract two numbers (no exchange)
- Add 2-digit and 3-digit numbers
- Subtract a 2-digit number from a 3-digit number
- Inverse operations
- Multiples of 2, 3, 4, 5, 8 and 10.

As scientists we will:

- Recall the three key functions of the skeleton
- Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and use this information to group animals.
- Identify and name the skull, spine, ribs and pelvis on a diagram.
- Describe that muscles can cause a movement by shortening and pulling on a bone.
- Recall that animals, including humans, need to eat food to survive.
- Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.
- List some of the seven nutrient groups.
- Name foods that are good sources of nutrient groups and describe what they are needed for in the body.
- Identify examples of pushes, pulls and twists.
- Define a force including describing, naming and classifying contact and non-contact forces.
- Describe the relationship between friction and the roughness of a surface.
- Identify examples of friction being useful or not.
- Predict attraction and repulsion between like and opposite poles.
- Identify examples of magnetic and non-magnetic materials.
- Name some examples of types of magnet and compare their strengths.
- Describe some examples of the uses of magnets

As citizens we will we will explore:

- I understand my rights and responsibilities as a citizen of my country and as a member of my school



As designers we will:

- Draw and label a simple castle that includes the most common features.
- Recognise that a castle is made up of multiple 3D shapes.
- Design a castle with key features which satisfy a given purpose.
- Score or cut along lines on the net of a 2D shape.
- Use glue to securely assemble geometric shapes.
- Utilise skills to build a complex structure from simple geometric shapes.
- Evaluate their work by answering simple questions.

As geographers we will:

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar correctly to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss any trends in data collected.

As musicians we will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

As computer users we will:

- Recognise that a network is two or more devices connected and its purpose.
- Identify key components that make up the school's network.
- Explain the difference between wired and wireless connections.
- Recognise that files are saved on a server.
- Understand the role of the server in a network when requesting a website.
- Identify parts of a website's journey to reach your computer.
- Recognise that routers connect to send information.
- Explain what a loop is and include one in their program.
- Suggest possible additions to an existing program by remixing code.
- Recognise where something on screen is controlled by code.
- Use a systematic approach to find bugs.
- Understand the definitions of decomposition and algorithm and how they are used to create accurate code.

As artists we will:

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.

Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

As a linguist users we will:

- Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds ('un', 'eu', 'oi', and 'in').
- Join in with a song using actions.
- Respond to numbers by showing fingers or ticking on whiteboards.
- Ask and answer a question about their age.
- Recognise number words.
- Listen carefully and relate sounds to written phonemes.
- Recall numbers one to twelve with increasingly accurate pronunciation.

As historians we will:

- Explain the meaning of empire and invasion.
- Understand the chronology of the Roman invasion of Britain.
- Identify the consequences of the Roman invasion.
- Create an interpretation of Boudicca using sources.
- Explain why the Romans needed a powerful army.
- Identify a soldier's equipment.
- Explain how the Roman army was organised and perform simple manoeuvres and drills.
- Make observations about an artefact.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.