

As writers we will:

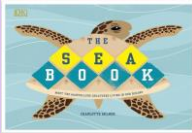
Study 'Seal Surfer' by Michael Foreman and use this text to learn to:

- Group related ideas into paragraphs
- Build a varied and rich vocabulary
- Use prepositions to express time, place and cause

Study 'Winter's Child' by Grahame Baker-Smith and use this text to learn to:

- Use conjunctions and adverbs to express time, place and cause
- Use adverbs to express time
- Use a or an according to whether the next word begins with a vowel or consonant
- In narratives, create characters, settings and plot
- Use inverted commas to punctuate direct speech

Book we will read together:



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.
- Understand that data is broken into packets.
- Identify Scratch as a coding application and explore its different code blocks.
- Make predictions about what code blocks will do and test these ideas.
- Create a simple animation by combining motion, speech and wait blocks.
- Plan how to remix an existing animation by choosing which parts to change.
- Alter and remix code to create a new version of an animation.
- Test and debug animations to fix problems and improve the code.
- Reflect on the changes made, explaining what worked well and what could be improved.

Y3 Curriculum Autumn Term Cycle 2



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:

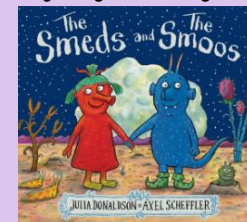
- Recall the three key functions of the skeleton (movement, support and protection).
- Describe a vertebrate, invertebrate, endoskeleton and exoskeleton.
- Identify and name the skull, spine, ribs and pelvis on a diagram.
- Recall that muscles cause movements in the body, some of which we control by choice and that they 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 them and describe what they are needed for in the body.
- Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.

As readers we will:

- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Identify themes and conventions in a wide range of books
- Identify how language, structure and presentation contribute to meaning.

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 historians we will:

- Explain what was important to people in Ancient Rome.
- Explain the meaning of the words 'empire', 'invasion' and 'settlement'.
- Analyse the different reasons for the Roman invasion of Britain.
- Explain how the Celts responded to the Roman invasion.
- Explain how the Roman army's structure, discipline and equipment made it so successful.
- Use artefacts to make deductions about the lives of Roman soldiers in Britain.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

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 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 linguists we will:

- Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.
- Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.
- Link actions or pictures to the new language, both in spoken and written form.
- Imitate the pronunciation of sounds.
- Take turns to speak and use appropriate intonation.

As artists we will:

- Use their observation skills to describe specific shapes, textures or patterns in objects.
- Shade with a reasonable degree of accuracy and skill following the four shading rules.
- Use mark marking to show texture and details.
- Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- Apply shading skills to show areas of light and dark (tone).
- Apply line, shape and tone with digital tools.
- Save and present digital artwork.
- Use materials to create a design inspired by The Sun.

As musicians we will:

- play and perform in solo and ensemble contexts.
- listen with attention to detail and recall sounds with increasing aural memory.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

In RE we will:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
- Make clear connections between Christian and Humanist ideas about being good and how people live