



HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2021 Year 3

Week	1	2	3	4	5	6	7
DATE	7.9.21 4 days	13.9.21	20.9.21	27.9.21	4.10.21	11.10.21 4 days	18.10.21
Events	INSET (6.9.21) Daily Whole School Assemblies			First week of clubs	4 th & 6 th Parent consultations 7 th 9.45am Harvest festival St Eustachius tbc	13 th INSET Goose Fair	
Visits and Visitors			Walk along Tavistock Canal				
Books for Life	Explanation of books for life - refer to poster and book list etc. Introduce some of our favourite authors and begin reading class book- The Ankle Grabber – linked to Jenny Nimmo's Beasties – the plot is similar, whereas one is friendly and the other is frightening.			Revisit a poem from Y2 – The Owl and the Pussycat Boneyard Rap by Wes Magee Lone Dog – Irene McLeod		Revisit a nursery rhyme – 1,2,3,4,5 once I caught a fish alive (link to French)	
English	Beasties - create characters and plot whilst using adverbials to express time, place and cause			A river - Poetry about local surroundings (Dartmoor) – use a varied vocabulary appropriate to purpose and form.		A guide to eating healthily – non narrative organisational devices and adverbials to express time, place and cause	
Phonics/ Spellings No Nonsense Spellings daily	Using spelling journals	Revising suffixes s, es, er, ed and ing	Revising prefix un and learning prefix dis	Revise apostrophes for contraction	Revise long vowel sounds and /ei/ as in eight, straight, they	Revise long vowel sounds and /ei/ as in eight, straight, they	Strategies for learning words and homophones
Maths	Number Sense 3.1 Pupils can explain and show how and when their counting is useful for adding and subtracting. They can make appropriate decisions about when to use their understanding of place value for solving problems, including adding and subtracting			Additive Reasoning 3.2 Pupils can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting. They explain their decision making and justify their solutions.			Multiplicative Reasoning 3.3 Pupils can explain and represent multiplication as both repeated addition and scaling and division

							as both sharing and grouping. They use this understanding to derive facts and solve problems.
No Nonsense Maths daily	Using understanding of the additive composition of small numbers and number bonds.	Additive composition of ten, twenty and 100	Connecting facts for ten and twenty with facts for 100 and other multiples of ten.	Using understanding of ten and twenty to add and subtract from two-digit numbers.	Applying understanding of the additive composition of small numbers to add and subtract ones and tens	Applying understanding of number facts to ten.	Review, reflect and repeat Block 1 where necessary.
Science	Look at why nutrition is important for a healthy lifestyle.	Group food into categories.	Identify types of food needed to create a balanced diet.	Recognise what food makes a healthy lunch.	Scientific enquiry – make judgements on a healthy lunch	Create a healthy lunch	Assess what children have learned
Geography	Recap on where Tavistock and UK is on a map	Identify major countries in Europe and their capital cities (England and France)	Identify major countries in Europe and their capital cities (Germany and Italy)	Identify major countries in Europe and their capital cities (Spain and Czech Rep)	Identify capital cities of major countries in Europe (Boardgame)	Create fact file on Europe	Assess what children have learned
Art	Develop drawing techniques to add texture to an image.	Learning to isolate elements of an image.	Use different hardness of pencils to show line and texture.	Mix colours to create an emotion.	Mix colours to create an emotion.	Develop drawing techniques to add texture to an image	Use colour and texture to create an emotion.
Computing and ESafety	Self-image and identity	I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process	To identify input and output devices	To recognise how digital devices can change the way we work	To explain how a computer network can be used to share information	To explore how digital devices can be connected	To recognise the physical components of a network

Music	Sing 'Let your spirit fly'	Sing the song 'Heal the world' and play instrumental within the song	Sing the song and improvise using voices or instruments	Sing the song and perform compositions within the song	Select and practise songs	Performance practice	Performance and evaluate
PE	Introduction to basic hockey skills	Hockey dribbling skills	Passing towards a target	Using a hockey stick to maintain control	Using vision to identify opportunities and keep possession	Recap on all skills	Games using skills learnt
RE	Exploring the wonders of nature.	Retell the story of Creation.	Retell the story of Creation.	Linking creation to the stewardship of the world.	Exploring the Christian belief of 'The Fall'.	Exploring the Christian belief of 'The Fall'.	Exploring how and why Christians say sorry to God.
PHSE SfS – Resilience	Resilience Children can explain the meaning of the word Children are able to give examples of: when they would see it in action when they would need to use it how they can develop their ability	Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. Know that illness can affect people in different ways	Understand the differences between appropriate and inappropriate physical contact Where to get advice and support from Childline number NSPCC - Pants	Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
MFL	Orally greet each other in French	Ask someone's name and tell them your name	Locate Paris on the map and classroom	Respond to classroom instructions	Say numbers 1-5 Link to 1, 2, 3, 4, 5 Once I caught a	Name famous Paris landmarks	Assess children pronunciation of taught French

			instructions		fish alive in French		phrases
Garden Days Family Assembly							Team building, picture frames, local tree id, open fire cooking (healthy eating) paint with water, tea and story.