Year 3 Curriculum overview - Term –Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Enrichment activities							
English	*Cinderboy* *Hook, Read and explore* Find a shoe and a wanted poster on the door? Who does it belong to? Make predictions based on the wanted poster and the front cover of the book – Can we predict the title? Make links to Traditional tales they already know. Read sections of the text with increasing fluency. Note language styles and vocabulary.	*Cinderboy* *Toolkit for writing* **Grammar** Teach fronted adverbials – how and when. Use a comma after the fronted adverbial. Teach engaging adverbs, **Vocabulary** Improving vocabulary using the book – effective vocabulary. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas for their own version.		*Cinderboy* *Compose, write, Edit, improve and polish - Plan* Plan their story based on Cinderboy – change characters, hobby/setting. Create their own setting, characters and plot for their own version of the story, **Draft and write** Compose and rehearse sentences building a rich vocabulary and an increasing range of sentence structures. **Extension:** Compose paragraphs to	*BFG* *Hook, Read and explore* Investigate who has been into the classroom. Using the clues predict who/ what it could be? • Use the book as a stimulus, reading the first chapter – teacher/ whole class/ individuals • Hot seat character for the characters listed. Write down key questions to ask them to gather more information. • Read the last few sentences of the first chapter and	*BFG* *Toolkit for writing* Find evidence in the text for the following grammatical terminology. • Similes • Expanded noun phrases • Powerful adjectives. Plus include all features previously taught.	*BFG* *Compose and write & Edit, improve and polish* Character description - Create own giant character and describe using toolkit for writing.

		form story. Organise paragraphs around a theme. **Edit and improve** their story by- Proofreading for spelling and punctuation errors. Polished piece: • read their own writing aloud	predict what they think is coming up the street. • Comprehension, answering questions from the text. Conscience alley – debate whether to sleigh Jack the giant-killer? Record ideas, working in groups to give their views/reasons across.	
Mathematics	**Place value** • 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 • Read and write numbers up to 1000 in numerals and in words.		**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.	**Measure** • Add and subtract amounts of money including £ and p.

Science	**Magnets**
	Most children will be able to:
	• Identify the type of force required to carry out an action.
	• Investigate the force of friction produced by different surfaces.
	• Explain that magnets produce an invisible pulling force.
	• Identify magnetic materials.
	• Identify different types of magnet.
	• Investigate the strength of different magnets.
	• Identify when magnets will repel or attract based on their poles.
	• Construct a bar chart of their results.
	• Explain their predictions and conclusions using key words or prompts.
History and Geography	*History focus*
	The Stone Age to the Iron Age
	• **Most children will be able to:**
	• Know how tools changed during the Stone Age to make hunting more successful.
	• Persuade an audience that the bow and arrow is a good hunting tool.
	• Explain the different challenges of survival for early man.
	• Know the names of some of the jobs that copper miners used to do.
	• Name three reasons why people think Stonehenge might have been built.
	• Explain how Stonehenge changed from the Stone Age onwards.
	• Name two of the roles of Druids in Iron Age tribes.
	• Name an important festival in the Druid calendar.
	• Explain how homes changed from the Stone Age to the Iron Age.
	• Explain how hillforts were designed to protect Iron Age tribes.
Reading	*Detective readers investigation card A*
	• Prediction
	• Silent read – 20 minutes
	• Re-read and Clarify
	• Questions and Discussion
	• Answer questions independently
	•

British Values – PATHS	*PATHS*
	Children will be taught to
	- Understand their feelings, - stay in control, - solve problems, - Share ideas and work together.
P.E.	**Dance**
Music	K2M - **Guitars** –taught by Mr Moon
Computing	**Powerful Passwords**