



HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2024 Year 3 Skill for Success – Resilience

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|--|--|---|---|--|---|--|
| DATE | 05/09/24 (2 day week) | 09/09/24 | 16/09/24 | 23/09/24 | 30/09/24 | 07/10/24 | 14/10/24 | 21/10/24 |
| Events | | | Tues 17 th Sept Individual and sibling photos Wed 18 th Sept Y6 Garden day | | Parent consultations Thurs 3 rd Oct Harvest Festival at St.Eustachius' Church | Wed 9 th Oct Goose Fair Day (school closed to pupils) | | Thurs 24 th Oct Y3 Garden day |
| Visits and Visitors | | | | | | | | |
| 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. | | | | | | | |
| English | Beasties by Jenny Nimmo To create a character and write a story using adverbs to represent time, manner and place. | | | | A River by Marc Martin To create a poem about a journey to different places | | A guide to eating healthy – non narrative organisational devices and adverbials to express time, place and cause | |
| No Nonsense Spellings daily | Preparing spelling journals- Best bets and statutory spellings | 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 | NCETM unit 1- Adding and subtracting across 10 (2 weeks) | | | NCETM unit 2-Numbers to 1000 (10 weeks) | | | | |
| 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- Animals including humans (nutrition) | No science this week | 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 | Science quiz |
| Geography- Europe | No geography this week | 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 (Board game) | Create fact file on Europe | Geography quiz |
| Art- Printed self portraits | Explore printing styles and artists that use them | Create a monoprint self portrait | Create a foam stamp for relief printing | Use a foam stamp for relief printing | Create a collagraph stamp | Use a collagraph stamp | Evaluate and reflect on artwork | Write instructions for preferred printing method |
| Esafty- -Self image and identify -Online relationships Computing- Connecting computers | Self-image and identity – I can explain what is meant by the term 'identity'. | Online relationships- I can explain what it means to know someone online and why this might be different to knowing someone offline | How does a digital device work? | What parts make up a digital device? | How do digital devices help us? | How am I connected? | How are computers connected? | What does out school network look like? |
| Music- Charanga Unit- Let your spirit fly Musician of the month- September- ABBA October- Jimi Hendrix | No music this week | 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- Netball | No PE this week | Passing and receiving Basic rules of netball | Scanning and variation of passes | Attacking principles | Overloads and under loads | In balance defending and attacking | Game related practices | Intra sporting events |
| RE- What do Christians learn from the creation story? | No RE this week | Where does Creation belong in the 'Big story' of the Bible? | What kind of world do Christians believe in? | How have Christians interpreted looking after the world? | How do different Christians think about and look after the environment? | What do Christians mean by 'The Fall'? | What do many Christians learn from the stories of Creation and the Fall? | End of term quiz to revisit and review |
| 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. | Revisit and review learning. |
| French- Greetings numbers and colours | No French this week | Say and write a greeting and a farewell | Ask and answer the question "How are you?" | Ask "What is your name?" and say "My name is...". | Say some numbers between 0 and 10 | Remember and write some numbers between 0 and 10 | Say some colours in French. | Revisit and review learning. |

| | | | | | | | |
|--------------------|--|--|--|--|--|--|---|
| Garden Days | | | | | | | Thursday 24th October- Team building |
|--------------------|--|--|--|--|--|--|---|