



# HALF TERMLY CURRICULUM OVERVIEW Autumn Term (2) 2024 Year 3 **Skill for Success – Self Belief**

Week	1	2	3	4	5	6	7
<b>DATE</b>	04/11/24	11/11/24	18/11/24	25/11/24	02/12/24	09/12/24	16/12/24
<b>Events</b>		Friendship Week  Thursday 14 <sup>th</sup> November- Parent invitation (project show and tell)			05/12/24 School Disco		19/12/24 End of term assembly at St. Eustachius' Church
<b>Visits and Visitors</b>							
<b>Books for Life</b>	Charlotte's Web by E.B.White (classic/archaic texts)						
<b>English</b>	<b>The Book of bones by Gabrielle Balkan</b>  To write your own page to create a class book about an amazing group of animals using headings, pronouns and factual information.			<b>How Santa really works by Alan Snow</b>  To organise paragraphs around a theme and use a range of verb forms.			<b>Time to plug any gaps or misconceptions.</b>
<b>No Nonsense Spellings daily</b>	-Statutory words learnt from last half term -Homophones -Year 2 prefixes and suffixes	-Prefixes 'mis' and 're'	-Strategies for learning words from statutory and personal spelling lists.	-Paired testing of statutory and personal spelling lists. -The sound spelt 'y'	-Proofreading	-Strategies for learning words from statutory and personal spelling lists.	-Words ending with the /g/ sounds spelt 'gue' and the /k/ sounds spelt 'que'
<b>Maths</b>	<b>NCETM unit 2 continued-</b>  <b>Numbers to 1000</b> -understanding that each number on the 0 to 1000 number line has a unique position -Examining the hundreds digits, then the tens digits and then the ones digits as necessary -Three digit multiples of ten can be expressed multiplicatively and additively in terms of tens or hundreds -Known facts and strategies for addition and subtraction within and across ten and within and across 100 to support additive calculation within 1000 -Familiar counting sequences extending up to 1000.					<b>NCETM unit 3-</b>  <b>Right angles (2 weeks)</b> -Rotate two lines around a fixed point to make different angles -Draw triangles and quadrilaterals and identify vertices -Learn that a right angle is a 'square corner' and identify them -learn that a rectangle is a 4-sided polygon with 4 right angles. -learn that a square is a rectangle in which the 4 sides are equal length	

						<p>-Cut rectangles and squares on the diagonal and investigate the shapes they make</p> <p>-Join four right angles at a point using different right- angled polygons</p> <p>-Investigate and draw other polygons with right angles.</p>	
<b>No Nonsense Maths daily</b>	Understanding patterns in multiplication	Understanding patterns in multiplication	Understanding patterns in multiplication	Understanding patterns in multiplication	Use understanding of multiples of 2, 5 and 10 and understanding of place value to multiply and divide	Use understanding of multiples of 2, 5 and 10 and understanding of place value to multiply and divide	Using understanding of place value to add and subtract with three-digit numbers
<b>Science- Skeletons and muscles</b>	We are learning about the different types of skeletons.	We are learning about the parts of a skeleton.	We are learning the functions of a skeleton.	We are learning how muscles work.	What muscles do we use when we are running.	Investigation – What muscles are used when running the daily mile?	Investigation - What muscles are used when running the daily mile?
<b>History- A Local history study. Compare Saxon times and now.</b>	<p>We are learning to put key events in chronological order.</p> <p>Putting the founding of Tavistock on a historical timeline.</p>	<p>We are learning about why settlements are founded.</p> <p>Why was Tavistock founded?</p>	<p>We are learning about why settlements are founded.</p> <p>Why was Tavistock founded?</p>	<p>We are learning about the Russell family and their link with Tavistock.</p> <p>Investigating the Dukes of Bedford.</p>	<p>We are learning about the Russell family and their link with Tavistock.</p> <p>Investigating the Dukes of Bedford.</p>	<p>We are learning about the Russell family and their link with Tavistock.</p> <p>Investigating the Dukes of Bedford.</p>	<p>We are learning about the town in which we live?</p> <p>Writing about the historical landmarks in Tavistock.</p>
<b>Design technology- Levers and linkages (moveable Christmas cards)</b>	We are learning to explore different forms of levers and linkages	We are learning to explore different forms of levers and linkages	We are applying our knowledge of levers and linkages to create an effective design	We are applying our knowledge of levers and linkages to build our designs	We are applying our knowledge of levers and linkages to build our designs	We are learning to evaluate our designs	We are learning to amend our designs based on our evaluations
<b>Online safety- Online</b>	Project Evolve- Online relationships	Project Evolve- Online relationships	Creating Media - Animation	Creating Media - Animation	Creating Media - Animation	Creating Media - Animation	Creating Media - Animation

<b>relationships</b> <b>Computing- Creating media – Stop- frame animation</b>							
<b>Music</b>  <b>Musician of the month- November: George Frideric Handel December: Astor Piazzolla</b>	Understanding music and improvising, singing and playing the glockenspiels (C D E F G B)	Understanding music and improvising, singing and playing the glockenspiels (C D E F G B)	Understanding music and improvising. Learning to sing the song – When the Saints Go Marchin’ In	Understanding music and improvising. Learning to compose and improvise to the song – When the Saints Go Marchin’ In	Understanding music and improvising. Learning to sing the song – My Bonnie Lies over the Ocean	Understanding music and improvising. Learning to compose and improvise to the song – My Bonnie Lies Over the Ocean	Recap on skills and knowledge learnt during term.
<b>Indoor PE- Gymnastics</b>	In this unit, the children will learn, develop and apply travel and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.						
<b>Outdoor PE- Orienteering</b>	We are learning to follow directional instructions including proportions of turns.	We are learning to follow instructions that include turns relating to points of a compass.	We are learning to locate points from descriptive instructions.	We are learning to follow instructions to identify any given points.	We are learning to use a map to locate points.	We are learning to complete an orienteering route using a map and check points.	
<b>RE- How do festivals and family life show what matters to Jewish people?</b>	What do many Jewish people do to mark Shabbat?	What does Shabbat look like in the UK today?	What do different Jewish people celebrate at Rosh Hashanah?	What happens at Yom Kippur?	What is the story of Passover?	Why do many Jews celebrate Passover today?	Recap on skills and knowledge learnt during term.
<b>PHSE – sfs – Self Belief</b>	Skills for success – Self Belief	To recognise different types of bullying Anti-bullying week	To recognise when people are being unkind	How to respond to unkind behaviour	The different between what we need and what we want	To understand that we might not always be able to have the things we want or need	To understand that we might not always be able to have the things we want or need

<b>French- The calendar and celebration</b>	I can say and write some colours linked to fireworks.	I can say and write some days of the week.	I can remember days of the week in French.	I can understand some months of the year in French.	I can read and write dates in French.	I am learning about Christmas celebrations in French	French assessment
<b>Garden Days</b>			-Team building games -Orienteering -Christmas crafts				