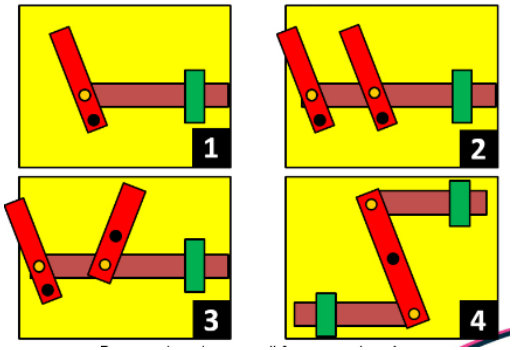
Curriculum Journey Year 3 - Autumn 2

Areas of learning

As geographers we will learn about Teddington and how the human and physical features have impacted and changed our local area. In D&T we will be designing a Christmas card for a family member, using linkages and levers. As scientists, we will learn about animals including humans, nutrition and our skeleton. In RE we will be learning about the role of the Synagogue as a place of study as well as a place of worship. Within computing, we will learn about block-based coding. In PE, we will be developing our ball skills and will learn about dance.









4Bs focus
Be a learner
Be safe
Be respectful
Be responsible

ENGLISH

Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words, including dis- / mis- / in- / il- / im- / ir- / -ly.
- Read further exception (tricky) words including words that do not follow spelling patterns.
- Maintain positive attitudes to reading and read different types of books.
- Maintain positive attitudes to reading by reading aloud poems.
- Discuss words that capture the reader's interest and imagination.
- Understand what they have read and check it makes sense to them.
- Draw inferences e.g. about characters' feelings, thoughts and motives from their actions.
- Make predictions based on what has been read so far.
- Identify how language, structure and presentation contribute to meaning e.g. paragraphs, headings, subheadings, inverted commas to punctuate speech.

Grammar

- Past and present tense
- Irregular verbs
- Sentences - verbs/subjects
- Adjectives (use expanded noun phrases)
- Adverbs of manner and time (e.g. often / quickly / very - for cohesion / detail)
- Nouns
- Using ? and !
- Coordinating conjunctions (e.g. or / and / but)
- Subordinating conjunctions (e.g. some use of when / as / because)
- Imperative verbs
- Punctuation for speech " "

Writing

- Use . / , for lists / ? / ! / ' for contractions and singular possession.
- Write coherent narratives with simple openings and closings.
- Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.
- Create settings, characters and plot in narrative.
- Select nouns, verbs and adjectives for precision and impact.
- Make simple additions, revisions and proof-reading corrections to their writing.
- Write in a range of non-narrative forms, identifying purpose, audience, language and layout.
- Use the range of punctuation taught up to and including Yr 3 mostly correctly: commas in lists, before 'but' or 'or', with fronted adverbials, in complex sentences; uses " ", uses apostrophes for contraction and singular possession.
- Be able to write complex sentences beginning with when and as.
- Use some adverbs (e.g. often, quickly, very) for cohesion/to add detail.
- Use some prepositions (e.g. near, at the station) for cohesion.

Spelling

- Suffix -ous
- Suffix -ation / -ion
- Suffix -medic
- Prefixes and Suffixes -ian/-ic/-al/-ly/pre-
- Suffixes - vary

Handwriting

- Revisiting joins: *ly*
- Revising joins to and from s: *dis*
- Revising joins to and from f: *ff*
- Revising joins to and from r: *re, pre*
- Revising joins: *qu*

MATHS	
Numbers to 1000 • Use knowledge of the additive relationship to solve problems • Count in hundreds and tens on a number line • Identify the previous, next and nearest multiple of 100 on a number line for a three-digit multiples of ten • Position three-digit numbers on number lines • Estimate the position of three-digit numbers on unmarked number lines • Compare one-, two- and three-digit numbers • Compare two three-digit numbers • Order sets of three-digit numbers • Use known facts to add or subtract multiples of 100 within 1000 • Write a three-digit multiple of 10 as a multiplication equation • Partition three-digit numbers in different ways • Use known facts to solve problems involving partitioning numbers • Use known facts to add or subtract to/from multiples of 100 in tens • Use known facts to add or subtract to/from multiples of 100 in ones • Use knowledge of adding or subtracting to/from three-digit numbers to solve problems • Count forwards and backwards in multiples of 2, 20, 5, 50 and 25 • Use knowledge of counting in multiples of 2, 20, 5, 50 and 25 to solve problems **Measurement** • Become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g) • Become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml) • Measure mass from zero up to 1kg using grams • Measure mass from zero above 1kg using whole kg and grams • Measure volume from zero up to 1 litre using ml • Measure volume from zero above 1 litre using whole litres and ml • Estimate mass in grams and volume in ml • Estimate a mass/volume, measure a mass/volume and record in a table	**Geometry** • Rotate two lines around a fixed point to make different sized angles • Draw triangles and quadrilaterals and identify vertices • Learn that a right angle is a ‘square corner’ and identify them in the environment • Learn that a rectangle is a 4-sided polygon with four right angles • Learn that a square is a rectangle in which the four sides are equal length • Cut rectangles and squares on the diagonal and investigate the shapes they make • Join four right angles at a point using different right-angled polygons • Investigate and draw other polygons with right angles

SCIENCE - Animals including Humans How do we look after and protect our bodies?	DT – Levers and Linkages
• Know about the importance of a nutritious, balanced diet • Knows the five food groups fats, carbohydrates, proteins, vitamins and minerals, fibre • Know that animals cannot make their own food • Know about the skeletal and muscular system of a human • Animals get energy through the food that they eat • The cranium protects the skull • Know that humans and some animals have skeletons and muscles for support, protection and movement • The ribs protect heart and lungs • The spine supports the body • To know that muscles contract and relax to help us move	Problem: I want to send an exciting Christmas card to my family • To investigate, analyse and evaluate a range of books • To evaluate my Christmas card against the design criteria and user needs • To generate realistic ideas by drawing on own experience to design my Christmas card • To be able to make systems with levers and linkages to include a fixed and loose pivot. • To know which tools to use to cut, shape and join paper and card • To use all skills learned to make my Christmas card • Plan by describing what to do next verbally or written. • Select tools appropriate to the task. Select materials and components suitable for the task according to their characteristics. - A lever is a rigid bar that moves around a pivot (Revisit) - Card strips join one or more levers to make a linkage - A guide is used to keep the lever or linkage in place - A loose pivot is a paper fastener that joins card strips together - A fixed pivot is a paper fastener that joins card strips to the backing card - A system has an input (where the user pushes or pulls a card strip), a process and an output (where one or more parts of the picture move).
Computing - Coding	**RE – What does the Synagogue mean to Jews?**
• I can predict what I think different codes will do • I can choose appropriate blocks • I can continue someone else's program • I can debug my own program • I can decompose a project or problem • I can understand and explain what a loop is • I can recognise when a loop is used • I can choose an appropriate loop • I can explain the purpose of an algorithm is a clear set of instructions to carry out a task.	**Autumn 2 –**What does the Synagogue mean to Jews? ***Buildings for worship* – Judaism** The role of the Synagogue as a place of study as well as a place of Worship - Place of Bimah - Ark containing scrolls - Ner Tamid A rabbi is the religious leader in a Jewish synagogue • I can explain the meaning of a range of terms used in Judaism

Geography – How has our local area changed and what impact has it had?	PSHE – Celebrating Difference
Locational Knowledge • I know that when the train station was built in Teddington, Teddington became more popular place to live in for commuting to London • Teddington is a suburb of London on the north bank of the River Thames • Land use is the function of the land • **Human and physical geography** • To describe the distinctive human and physical features of Teddington • Teddington is home to St Mary's university, the National Physical Laboratory, Bushy Park and on the north bank of the river Thames • **Settlements** are places where people live and sometimes work. **Geographical skills and fieldwork** • To use an aerial image to describe the key physical and human features of an area • To use field work to observe, measure and record a range of data on the human and physical features in the local area using a range of methods • To record the features of the local area using a sketch map • To use Ordnance survey maps to find out more about the local area • Use four figure grid references to locate places on a map	L1- To understand that everybody's family is different and important to them Knowledge: Give at least two examples of family types and explain why families are important to people. L2- To understand that differences and conflicts happen sometimes in families and some reasons for this. Conflicts are a normal part of relationships. Knowledge: To understand that disagreements happen in families and give an example of when this might happen. Understand when conflicts can be resolved and when they might need help to be resolved. L3- To know what it means to be a witness to bullying Knowledge: Give a clear definition of bullying – several times, on purpose, to be unkind. Children will be able to give 2 examples of what they would do if they witnessed bullying. L4 – To know that witnesses can make the situation better or worse by what they do Knowledge: Identify at least 2 actions that are successful / unsuccessful when witnessing bullying behaviour. L5- To recognise that some words are used in hurtful ways Knowledge: Children will understand that their words can affect other's feelings and understanding the responsibility of their words. L6- To tell you about a time when my words affected someone's feelings and what the consequences were Knowledge: Children will identify one occasion and reflect on the consequences of that occasion.
History – Stone Age to Iron Age (Continued)	**French - Bonjour**
• Know the main differences between the stone age and the iron age. • Later in the stone age and iron age humans settled in communities and started farming animals and crops. • The Iron age followed the Bronze age and this is when tools and weapons became more advanced in farming.	• To be able to read Bonjour, merci, Au revoir, Oui, Non • To understand that in French the 't' on the end of a word is not usually pronounced. • To understand that 'comment' and 'quel' are question words ('how' and 'what). • To Know how French people greet each other (kiss three times on cheek)

PE – Dance and Ball Skills	
Outdoor PE – Ball Skills • To develop confidence and accuracy when tracking a ball. Tracking: know that using a ready position will help me to react to the ball. • To explore and develop a variety of throwing techniques. **Sending**: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. • To develop catching skills using one and two hands. **Catching**: know to move my feet to the ball. • To develop dribbling a ball with hands. **Dribbling**: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders. • To use tracking, sending and dribbling skills with feet and stick. • To know how to hold a hockey stick • Work well in small groups • Give and receive positive feedback within a group • Use simple rules (safely, fairly and honestly) • Co-operate in groups • Use appropriate words (sportsmanship)	Indoor PE – Dance • To create actions in response to a stimulus and move in unison with a partner. • I can provide feedback using key words. • I can use counts to keep in time with a partner and group. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics to show our dance idea. • I am respectful of others when watching them perform. • To remember, repeat and create actions to represent an idea. • I can repeat, remember and perform a dance phrase. • To share ideas of actions and dynamics to create a dance that shows a location. • To use choreographing ideas to develop our dance. • Work well in small groups • Give and receive positive feedback within a group • Use simple rules (safely, fairly and honestly) • Co-operate in groups • Use appropriate words (sportsmanship)