# YEAR 3 CURRICULUM OVERVIEW

**AUTUMN 2 TERM**

| SUBJECT | WHAT WE WILL BE LEARNING |
|---|---|
| **English** | • How to structure sentences using a range of punctuation.<br>• How to use pronouns to avoid repetition.<br>• How to use a range of fronted adverbials and conjunctions.<br>• How to edit and improve our work. |
| **Maths** | • Understanding how to accurately use the column method for addition and subtraction.<br>• Exploring how to apply methods to solve word problems.<br>• Learning how to multiply and divide by 3, 4 and 8.<br>• Practising our times tables. |
| **Science** | • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat<br>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement<br>• Compare how things move on different surfaces<br>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance |
| **History** | • Bronze Age religion, technology and travel, for example, Stonehenge<br>• Iron Age hill forts: tribal kingdoms, farming, art and culture |
| **Geography** | • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• Use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
| **PSHE** | • Understand that everybody's family is different and important to them<br>• Understand that differences and conflicts sometimes happen among family members<br>• Know what it means to be a witness to bullying and how they can make the situation better or worse by what they do |

| SUBJECT | WHAT WE WILL BE LEARNING |
|---|---|
| | Recognise that some words are used in hurtful ways and how they affect people's feelings and what the consequences are |
| **Religious Education (RE)** | • Describe some of the ways in which Christians Hindus and/or Muslims describe God.<br>• Ask questions and suggest some of their own responses to ideas about God.<br>• Suggest why having a faith or belief in something can be hard.<br>• Identify how and say why it makes a difference in people's lives to believe in God. |
| **French** | • Understand how to say animals in French |
| **P.E** | • Learning to control a ball.<br>• Understanding the skill of dribbling.<br>• Exploring accuracy when kicking a ball to a teammate and goal. |
| **Music** | |
| **Art** | |
| **Computing** | • How do sprites move?<br>• What code is needed to move a sprite in four directions?<br>• Which blocks could you use to set up your program?<br>• What features could you add to your program?<br>• How can you identify and fix a bug in a program?<br>• How can you evaluate your program? |