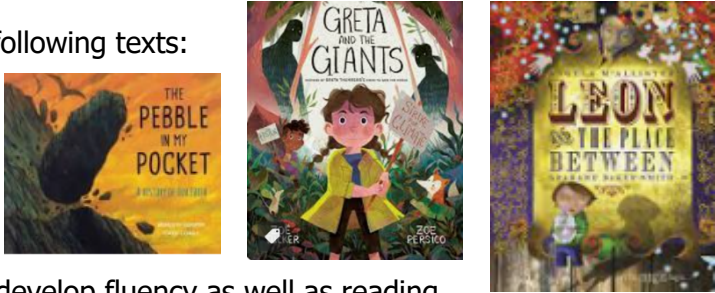

















Year 3: Autumn Term Curriculum Information for Parents 2023-24

Subject Area	Curriculum Information	
English	<p><u>Reading</u> A range of reading strategies and skills will be covered through a focus on the following texts:</p> <ul style="list-style-type: none"> • Greta and the Giants • The Pebble in my Pocket • Leon and the Place Between • 'Twas the Night before Christmas' (Anon) <p>Children will also be taught vocabulary and participate in activities designed to develop fluency as well as reading stamina.</p>	
	<p><u>Writing</u> 3 week focus on sentence craft and construction, followed by the following writing genres:</p> <ul style="list-style-type: none"> • Poetry on a theme of 'emotions' • First person narrative descriptions • Black History writing on an influential female figure. • Non-chronological reports • Formal letters to complain • Dialogue through narrative (historical stories) 	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Common Exception words • Prefixes and suffixes • Contractions • Homophones 
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Representing numbers up to a thousand • Partitioning numbers up to a thousand • Comparing and ordering numbers up to a thousand • Estimating numbers • Counting in intervals such as 10 or 50 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Adding together numbers with two or three digits • Subtracting from one another numbers with two or three digits <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiplication by 2, 3, 4, 5, 8, and 10 • Conceptualising division as making groups and as sharing <p>Division by 2, 4, and 8</p>

<p style="text-align: center;">Science</p>	<p><u>Introducing Rocks</u></p> <ul style="list-style-type: none"> • Compare and group together various kinds of rocks based on their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • 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. • Identify that humans and some other animals have skeletons and muscles for support, protection, and movement.  <p><u>Revisit Rocks</u></p> <p>Revision and consolidation of the Autumn 1 Rocks module</p>
<p style="text-align: center;">PRE (Philosophy, Religion and Ethics)</p>	<p>Autumn 1 Children will learn how to find spiritual happiness by:</p> <ul style="list-style-type: none"> • Understanding happiness in the three modes. • Describing how Buddha found lasting happiness. • Explaining how festivals show our spiritual happiness. • Recognising festivals from other faiths. • Explaining why people celebrate religious festivals. • Explaining what lasting spiritual happiness is. 	<p>Autumn 2 Children will learn about how to communicate with the divine.</p> <ul style="list-style-type: none"> • They will begin to understand Krishna from the view of a devotee. • Describe why and how we meditate. • Talk about what prayer is and why we pray. • Compare how people pray and worship. • Understand and worship deities. • Understand how Krishna responds to our prayers.
<p style="text-align: center;">History</p>	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> • The three Ages of the Stone Age – defining characteristics, similarities, changes and differences • Bronze Age religion, technology and travel • Changes of the Bronze Age • Life in the Iron Age • Iron Age hill forts: tribal kingdoms, farming, art and culture • Prehistoric artefacts, burials and monuments, and what they tell us. 	

<p>Geography</p>	<p><u>Human and Physical Geography including map and fieldwork</u></p> <ul style="list-style-type: none"> • 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 • 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. • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	
<p>Computing</p>	<p><u>Computing systems and networks: Connecting Computers</u></p> <ul style="list-style-type: none"> • Develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. • Introduction to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. • Discover the benefits of connecting devices in a network. 	<p><u>Creating media - Stop-frame animation</u></p> <ul style="list-style-type: none"> • To explain that animation is a sequence of drawings or photographs 
<p>Art</p>	<p><u>Drawing and Painting</u></p> <ul style="list-style-type: none"> • Invent marks and repeat for effect. • Combine drawing and resist. • Mix colours and combine shapes and marks. • Respond imaginatively to a story or poem about an invented creature. 	<p><u>Printmaking</u></p> <ul style="list-style-type: none"> • Exploration of printing tools and materials. • Explicit teaching of techniques. • Application of knowledge and techniques.
<p>Design and Technology</p>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> • Pupils will experiment with stiffening fabrics. • Pupils will work with boxes using fabrics. 	<p><u>Food and Nutrition</u></p> <ul style="list-style-type: none"> • Children will consider what is meant by the term balanced. • Children will consider why fresh foods are better. • Children will make dishes with fruit, yoghurt and homemade chips.

<p>PSHE</p>	<p><u>AU1: Being Me in My World</u></p> <ul style="list-style-type: none"> • Self-Identity and self-respect • Setting personal goals • Positivity in challenges • Rules and responsibility • Seeing things from another perspective 	<p><u>AU2: Celebrating Differences</u></p> <ul style="list-style-type: none"> • Families and their differences • Family conflict and how to navigate it • Bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments 
<p>PE (Physical Education)</p>	<p><u>AU1: Dodgeball</u></p> <p>The unit of work will explore how to apply the principles of attack vs defence in dodgeball. Pupils will develop an understanding of when, where, and why we need to dodge, throw, catch and change direction during a game.</p>	<p><u>AU2: Wild animals</u></p> <p>The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.</p>
<p>Sanskrit</p>	<p>Autumn: Consonants + Short Vowel Signs/Topic – Places/PRE-Link- Damodarastakam Verse 4</p> <ul style="list-style-type: none"> • Revision of Devanagari letters. Introduction to Topic vocabulary. • Introduction to Short vowel signs with consonants. • Practice of writing short vowel signs to consonants. Applying vocabulary from Topic. • To read words with vowel signs. • To write the Roman text of Vocabulary 2. • To write Topic vocabulary in Devanagari using the letters learnt so far. 	
<p>Yoga</p>	<p>Autumn 1: Mooladhara, Root</p> <ul style="list-style-type: none"> • Practise various asanas to build grounded stability and balance the foundation chakra. • Practise Partner Chandra Namaskar flow (L3) concentrates on the variation poses of Virabhadrasana to link with the qualities of Radharani- the mood of empathy and teamwork. • Master the practise of Dhanurasana to improve self-confidence. • Practise Bhramari (L2) pranayama to improve immunity and cultivate positivity. • Practise Dhyana mudra to cultivate stillness, self- awareness while meditating in the cave. (link with ARTS) • Practise and understand the importance of face acupressure Yoga to release tension, improve blood circulation and digestion. 	<p>Autumn 2: Swadhisthana, Creativity</p> <ul style="list-style-type: none"> • Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra. • Practise 3 cycles of Surya Namaskar with 3 chanting of the 12 mantras, to improve blood circulations, mental determination and structured physical movements. • Participate in asanas on Gajendra's pastimes to deepen our faith in our relationship with our Divine. • Remember the steps leading to Padmasana comfortably, link with BG 5.10. • Practise Nadi Shodhana (L1) to improve mindful breathing and relaxation. • Practise and remember the names of the mudras- Shunya, Dhyana and Shankh to improve meditation, hearing and cultivate team leadership qualities. 

<p>French</p>	<p><u>Phonics- Alphabet and graphemes</u></p> <ul style="list-style-type: none"> • First 4 French sounds / phonemes. We will look at the sounds; 'CH' 'OU' 'ON' 'OI • I present myself • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p><u>Animals</u></p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in French than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). 
<p>Music</p>	<p><u>Music lessons are delivered by specialist teachers from Harrow Music Services</u> <u>Recorder, Singing and Moving:</u></p> <ul style="list-style-type: none"> • Singing development/aural awareness Singing games and rounds • Recorder skills – tonguing, minimum notes BAG CD • Mixture of rote learning, staff notation and playing from memory. 	
<p>Enrichment Opportunities</p>	 <ul style="list-style-type: none"> • Children will visit Celtic Harmony - a Stone Age Camp • Black History Month • Diwali and Govardhan Puja Celebrations 	