



Year 3 Autumn 1 Curriculum Overview

YEAR GROUP:	3	TERM:	Autumn 1
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>LIVING THINGS AND EVOLUTION</u></p> <ul style="list-style-type: none"> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. -Recognise that living things can be grouped in a variety of ways. -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can 	<p><u>HUMAN AND PHYSICAL GEOGRAPHY</u></p> <ul style="list-style-type: none"> -To describe and understand key aspects of physical geography, including earthquakes and volcanoes. 	<p>Taught in Autumn 2</p>	<ul style="list-style-type: none"> -To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -To use search technologies effectively, appreciate how results are selected and

sometimes pose dangers to living things.
-Construct and interpret a variety of food chains, identifying producers, predators and prey.

ranked, and be discerning in evaluating digital content.
-To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
-To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

-To know I need to keep my password and personal information secure.
-To recognise acceptable and unacceptable behaviour online.
-To use the safety features of websites as well as reporting concerns to an adult.
-To make good choices about how long I spend online.

			<ul style="list-style-type: none">-To understand that programs run by following clear instructions.-To use a range of input and output devices efficiently.-To use terms input / output devices to describe eg mouse, keyboard, monitor printer.-To produce a simple program that completes a given task.-To explain how simple algorithms solve a given problem.-To design and write a program that simulates a physical system.-To make use of X and Y properties of objects.-To use the repeat command.-To understand how a blog can be used to communicate.-To evaluate the reliability of websites.-To recognise PEGI restrictions.-To create pie charts and bar graphs to present information.-To describe a cell location
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ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>DRAWING</u></p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. <p><i>-To experiment with different grades of pencil and other implements.</i></p> <p><i>-To plan, refine and alter drawings as necessary.</i></p> <p><i>-To use sketch books to collect and record visual information from different sources</i></p> <p><i>-To draw for a sustained period of time at their own level.</i></p>	<p>Taught in Autumn 2</p>	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>-To modify actions independently using different pathways, directions and shapes.</i></p> <p><i>-To consolidate and improve quality of movements and gymnastics actions.</i></p> <p><i>-To relate strength and flexibility to the actions and movements they are performing.</i></p> <p><i>-To use basic compositional ideas to improve sequence work—unison.</i></p> <p><i>-To identify similarities and differences in sequences.</i></p> <p><i>-To develop body management over a range of floor exercises.</i></p> <p><i>-To attempt to bring explosive moves in to floor work through jumps and leaps.</i></p> <p><i>-To show increasing flexibility in shapes and balances.</i></p>

PSHE	RE	MFL	PE
<p><u>RELATIONSHIPS: SOCIAL – SUPPORTING FRIENDS AND OTHER PEOPLE</u></p> <ul style="list-style-type: none"> -To recognise a wide range of feelings in others. -To respond appropriately to a wide range of feelings in others. -To know how to make and keep friends. -To have thought about when it is better to stop being friends with someone. -To know what to do if I am a witness to bullying. -To listen to other children and respond appropriately whether I agree or disagree with that viewpoint. 	<p>The Amrit Ceremony and the Khalsa (Sikhism)</p> <p><i>-To learn to understand the reasons why a Sikh may choose to join the Khalsa.</i></p> <p>*** Trip: Gurdwara</p>	<ul style="list-style-type: none"> <i>-To listen and understand someone asking and answering about where they live.</i> <i>-To and respond to where they live.</i> <i>-To read and understand text describing where someone lives.</i> <i>-The write some words and phrases to describe where they live.</i> 	<p>Invasion Games (Football)</p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <ul style="list-style-type: none"> <i>-To be able to show basic control skills including sending and receiving the ball.</i> <i>-To send the ball with some accuracy to maintain possession and build attacking play.</i> <i>-To implement the basic rules of football.</i> <i>-To introduce some defensive skills.</i> <i>-To dribble in different directions using different parts of their feet.</i> <i>-To pass for distance.</i> <i>-To evaluate skills to aid improvement.</i>