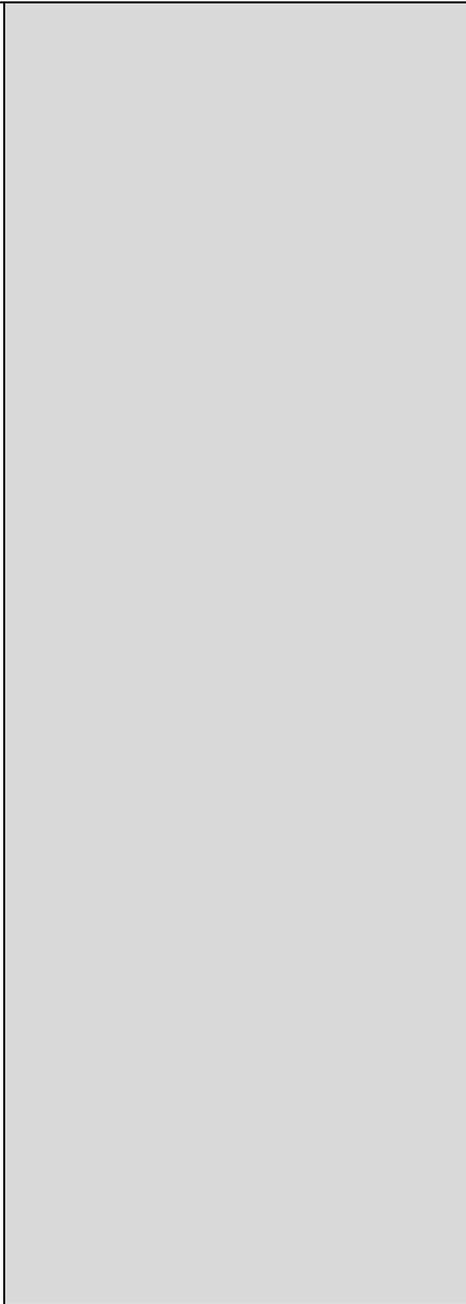




Year 3 Autumn 2 Curriculum Overview

YEAR GROUP:	3	TERM:	Autumn 2
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>Taught in Autumn 1</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>To know and understand the history of these islands as a coherent and chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</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>Taught in Autumn 1</p>	<p>Design a shelter for human in the stone age/iron age</p> <ul style="list-style-type: none"> -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider 	<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>Invasion Games (Basketball)</u></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. <p><i>- To make a 'W' shape with hands when receiving to make a big target for the person passing to aim at.</i></p> <p><i>-To control the ball when dribbling using shoulder and wrist movements.</i></p> <p><i>-To keep the ball close to enable a turn to take place.</i></p> <p><i>-To be able to travel when the ball is not bouncing .</i></p> <p><i>-To be able to complete a chest pass (pass the ball with two hands from the chest, pushing the ball away from their body). -To be able to complete a bounce pass (pass the ball with one bounce between the passer and the receiver. Judge the distance between the two and aim accordingly).</i></p> <p><i>-To be able to complete a shoulder pass (for longer</i></p>

	<p>the views of others to improve their work.</p> <ul style="list-style-type: none"> -To understand how key events and individuals in design and technology have helped shape the world. -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 		<p>distances. Using one hand overhead.)</p> <ul style="list-style-type: none"> -To be able to pass and move working as a team.
PSHE	RE	MFL	PE
<p><u>RELATIONSHIPS: EMOTIONAL – MORE ABOUT ME</u></p> <ul style="list-style-type: none"> -To know what makes me feel good. -To know what makes me feel bad. -To say what food I like. -To explain why I eat other things also. -To make good food choices. -To identify and reflect on and celebrate my achievements and strengths. -To know when I need to listen to my emotions. -To know the importance of protecting personal information, including passwords, addresses and images. -To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them 	<p>Christmas – Incarnation (Christianity)</p> <ul style="list-style-type: none"> -To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. 	<ul style="list-style-type: none"> -To be able say colours and numbers 1 - 30. -To role play on saying how you are and what your name is. -To listen to model role-plays and infer meaning. -To listen to; identify and match numbers in Spanish. -To match colours to the written form in Spanish. 	<p><u>Outdoor and Adventurous Activities</u></p> <ul style="list-style-type: none"> -To take part in outdoor and adventurous activity challenges both individually and within a team.

feel uncomfortable, anxious or that they believe is wrong.
-To know that pressure may come from people they know as well as others.