

Year 3
Autumn Term 2023/2024 - Our Learning



Curriculum Overview - Year 3

English Reading

Key text: Greta and the Giants, Zoë Tucker

Greta is a little girl who lives in a beautiful forest threatened by Giants. When the Giants first came to the forest, they chopped down trees to make houses. Then they chopped down more trees and made even bigger homes. The houses grew into towns and the towns grew into cities, until now there is hardly any forest left. Greta knows she has to help the animals who live in the forest, but how? Luckily, Greta has an idea...

By the end of this unit, pupils will learn that a summary is a brief overview of a text. They will learn how real events can be presented as a narrative and retrieve key details by reading closely.

Key text: The Pebble in My Pocket, Meredith Hooper (Curriculum Link- Science, History)

Where do pebbles come from? How were they made? Written in chronological order, the book also features a timeline which encourages pupils to make links between key periods of history. Pupils come to know that every pebble in the world is different from every other pebble. Every pebble had its own story. Pick up a pebble and find out where it came from with this book that traces the journey a pebble takes. From the moment the Earth first formed, to the moment you pick it up and put it in your pocket.

By the end of this unit, pupils will learn to use strategies for scanning and retrieval. They will learn about the difference between fact and opinion and identify details from a text accurately and efficiently as well as making links between our Science and History curriculum this term.

Key text: Leon and the Place Between, Angela Mc Allister (Curriculum Link- English)

Wanting to prove to his brothers and sister that magic really exists, Leon volunteers to be in Abdul Kazam's magic show and gets transported to a mysterious world. Filled with rabbits, doves, playing cards and magician's assistants. If a magician can make it disappear, it will end up in the Place Between!

By the end of this unit, pupils will learn the similarities and differences between picture and chapter books. They will learn that inference combines evidence from the text and personal experience to make a conclusion. As well as find evidence to support a given inference.

	<p>Key text: ‘Twas the Night before Christmas’ (Anon) (Curriculum Link- RE)</p> <p>The Night Before Christmas is a poem which tells the story of how, whilst all the family sleeps, a father witnesses a visit from St. Nicholas. The father watches as St. Nicholas fills the waiting stockings with presents and, with a conspiratorial glance exchanged between them, leaves as he enters, via the chimney.</p> <p>By the end of this unit, pupils will learn to comment on poetic effects and use inference skills to gain meaning from a range of text.</p>
English Writing	<p>Writing: Poetry (about emotions), first person narrative descriptions, non-chronological reports, formal letters to complain, dialogue through narrative (historical stories) and performance poetry (including poetry from other cultures)</p> <p>Pupils will learn to write poetry on the theme of emotions. They will prepare and perform narrative poems and make connections between poems. Pupils will learn about first person narrative description, in order to build atmosphere through a precise selection of vocabulary. Pupils will be writing a non-chronological report about life in the Stone Age. Pupils will learn how to write formal letters to complain about real-life situations that impact them. They will learn how to write dialogue through narrative, particularly historical stories set between the Stone Age and Iron Age. In addition, they will focus on performance poetry, including poems from other cultures and will perform ‘Birdman’ and ‘Smigus Dyngus’. For each of the writing units pupils will focus on planning, drafting and editing.</p>
Mathematics	<p>Pupils will learn about the following topics:</p> <ul style="list-style-type: none"> • Number sense and exploring calculation strategies • Place value • Graphs • Addition and subtraction
Science	<p>Rocks and Soil (Curriculum Link- History)</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Sort and classify different rocks. • Understand how rocks are formed. • Compare and group rocks based on their simple physical properties. • Describe how fossils are formed. • Understand how soil is made.

	<p>Light and Shadows</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Recognise different light sources • Recognise how light travels • Recognise that humans need light in order to see things and that dark is the absence of light • Understand that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change.
Art	<p>Art Strand: The Natural World : Drawing & Sculpture - Stone Age Art- CC Link History</p> <p>Pupils will look at the Chauvet Cave (also known as Chauvet-Pont d'Arc) and they will compare this Palaeolithic cave with Stonehenge. Pupils will create observational drawings using oil pastel and chalks. They will make a 3D structure of Stonehenge using clay and modelling tools. Pupils will learn about the work of Barbara Hepworth through 'looking at art, talking about art', giving personal and verbal opinions about it. Pupils will draw sculpture designs in the style of Hepworth. They will identify and draw 2D and 3D geometric shapes in nature and the world around them and demonstrate further shading tones.</p>
Computing	<p>Computer Systems and Network Connecting Computers</p> <p>This term pupils will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Pupils will learn about computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. They will learn about the benefits of connecting devices in a network.</p> <p>Programming Scratch - Sequencing in Music</p> <p>Later in the term, pupils will learn sequencing in programming through Scratch. Beginning with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. They will learn how to apply stages of program design through this unit.</p>

Design and Technology (DT)	<p>Mechanical systems: levers and linkages (Curriculum Link- History)</p> <p>Pupils will learn how mechanical systems such as levers and linkages or pneumatic systems create movement, particularly looking at how direction of movement can be changed. They will also explore how simple electrical circuits and components can be used to create functional products. Pupils will then have an opportunity to design and make their own linkages and levers product.</p>
Foreign Languages (German)	<p>Introduction to German: Greetings and animals</p> <p>Pupils will consider their own language abilities and why they are learning German. They will find out where in the world people speak German, looking with their mapwork in Geography, before moving on to how to greet people and introduce themselves, including reference to their feelings. In this introductory stage, the focus is mainly on oral and aural work using puppets, songs and games, supported by very specific attention to special German phonics.</p> <p>Pupils will be introduced to different wild and pet animal characters, giving them the opportunity to learn more about basic German phonics. Through the book 'Gute Nacht Gorilla,' pupils will learn the names of some zoo animals and follow this with starting to learn basic words using picture dictionaries. They will write very simple phrases, as well as gain an understanding of the different genders of German nouns. Pupils will finish the unit by creating their own very simple German story.</p> <p>As a link to the end of term RE topic, pupils will look at key parts of the Nativity story in German and they will use some of the important German words and symbols to make a decoration.</p>
History	<p>Changes in Britain from the Stone Age to the Iron Age (Curriculum Link- Science, English Reading and English Writing)</p> <p>Pupils will learn how to use a range of sources to find out about the Stone Age period, including comparing life in the Stone Age to present day. Pupils will explore buildings, clothing, food and the way of life of Neolithic people- investigating the importance of artefacts and archaeology to preserve historical information. Pupils will also investigate evidence of Stone Age people in the local area of Uxbridge and across Britain.</p>
Geography	<p>United Kingdom Study</p> <p>Pupils will learn the regions and countries in the UK. They will talk about countries and capital cities. Pupils will learn what the UK stands for: United Kingdom of Great Britain and Northern Ireland England Northern Ireland Scotland Wales. They will learn the capital cities of the UK including London, Belfast ,Edinburgh, Cardiff. Pupils will understand the physical and human landmarks of the United Kingdom.</p>

Music	<p>Hillingdon Primary School works in partnership with Sing Education to deliver the music curriculum.</p> <p>Glockenspiel</p> <p>Pupils will build upon their previous learning on the glockenspiel and the pupils’ knowledge of pitch, pulse and rhythm. After reinforcing pitches and rhythms through songs and games, pupils will learn to apply these skills to playing the glockenspiel. Pupils will develop their performance skills and confidence.</p> <p>Music Around the World</p> <p>Pupils will explore the music of different countries learning about the culture and music of that country, learning a traditional song and in some cases using the native language. Through singing games and singing folk songs, pupils will build upon what they have learnt on the glockenspiel and continue to develop the key elements of music. They will explore music from the Caribbean, Ireland and the USA.</p>
PE	<p>Real PE : Personal</p> <p>Pupils will learn fundamental foot skills, coordination and static balance through a range of games. They will move in a variety of directions and be able to change between these with ease. They will begin to challenge themselves and know where it is that they are working and how to improve to the next level.</p> <p>Real Gym: Travel and Rotation</p> <p>Pupils will work on travelling and footwork patterns linking with our personal unit. They will develop their individual skills and challenge themselves. Pupils will develop the technique of control and balance in a range of gymnastic skills.</p> <p>Real PE : Physical</p> <p>Pupils will learn fundamental movement and agility skills such as reaction and response and static balance floor work through warm ups and games. They will be able to perform sequences that start to show a change in level, direction and speeds which links with the dance unit.</p> <p>Dance</p> <p>Pupils will learn to control their bodies and body movements by linking actions together with fluency. They will develop flexibility, strength, technique, control and balance & perform dances using a range of movement patterns.</p>

Personal development	Being Me in My World Pupils will learn to: <ul style="list-style-type: none"> • Understand and appreciate both friendships and relationships. • Set personal goals and pledges linked to this term's theme. • Know about each other's choices of beliefs, including the importance of making and changing rules, as well as what forms a community.
	Celebrating Difference Pupils will learn to: <ul style="list-style-type: none"> • Understand that conflict is a normal part of relationships. • Know why families are important and understand that everybody's family is different. • Learn about problem-solving techniques involved in bullying situations and understand that a witness to bullying can make the situation worse or better based on what they do.
Religious Education (RE)	Hinduism: Beliefs and Values We explore the concept of Beliefs and Values in this unit. The key question for this unit is 'How can Brahman be everywhere and in everything? and Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?'
	Christianity : The Christmas story: Key Question: Has Christmas lost its true meaning? Pupils will learn to: <ul style="list-style-type: none"> • Understand what the true meaning of Christmas is to Christians and compare this to what Christmas means to them. • Talk about whether this involves giving and receiving gifts. • Explain the Christian belief that Jesus was God in human form and why God gave him to the world. • Explain what Christmas means to Christians and what it means to them.