

Y3 Curriculum Overview

Autumn 1

Reading

To access our curriculum, it is essential children can read. Please ensure your child reads daily and complete their reading record. Thank you for your support.

Writing

This term we will be learning to write **Non-Chronological Reports** and **Short Stories**. To support your child's learning, please find the **Knowledge Organiser** attached for English.

Maths

This term we will be learning about **Number, Place Value, Addition** and **Subtraction**. To support your child's learning, please find the **Knowledge Organiser** attached for these units.

Science

This term we will be learning about **Chemistry: Rocks**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

History

This term we will be learning about the **Stone Age**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Art

This term we will be learning about **Drawing**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

PSHCE

This term we will be learning about **Being Yourself!** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Computing

This term we will be learning about **Digital Citizenship**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

RE

This term we will be learning about **What do Christians learn from the Creation Story?** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Thank you for your continued support. More information can be found on the school website.

If you would like any extra support, please speak to your child's teacher.

Believe – Achieve – Succeed

PUNCTUATION, VOCABULARY & GRAMMAR

Year 3 Overview



- By the end of Year 3, you should be able to correctly show direct speech in your writing. This includes using inverted commas correctly alongside other punctuation.
- You should develop the use of a range of prefixes, understanding their meaning, and have a growing understanding of different word families.
- You should correctly use 'a' or 'an' depending upon the opening sound of the following word.
- To show time, place and effect, you should be able to use some conjunctions, adverbs and prepositions.
- You should be structuring your writing using paragraphs, headings, and sub-headings.

Punctuation

Direct Speech



- Inverted commas (also known as speech marks) show when there is direct speech (someone is speaking). The inverted commas should be placed at the beginning and end of the spoken passage, as in the examples below:
 - "You'll never guess what I've just seen!" said Chris, excitedly.
 - "No, they are for our school play," Erica responded.
 - "Where is Mongolia?" asked David, looking at the map.
 - Inverted commas are placed outside of other punctuation marks (commas, question marks and exclamation marks – full stops are not used within direct speech).
 - Each new character's speech begins on a new line. Each line of speech should begin with a capital letter.
- Reporting clauses (e.g. 'said Daisy', 'sighed Melanie', 'shouted Paul') are often used at the end of the speech. A full stop is used to finish the reporting clause.

Key Terminology

- Preposition
- Conjunction
- Word Family
- Prefix
- Clause
- Subordinate Clause
- Direct Speech
- Consonant
- Vowel
- Comma
- Inverted Comma

GRAMMAR YEAR 3 KNOWLEDGE ORGANISER

Vocabulary and Grammar



Word Level

- Prefixes:** Prefixes can change the meaning of words.
 - super- means to have more power over other things, e.g. 'superhuman', 'supernatural' and 'supermassive.'
 - anti- means to go against something, e.g. 'anticlockwise', 'antisocial' and 'antidote.'
 - auto- means 'self', e.g. 'automatic', 'automobile', 'autopilot.'
- The Articles 'A' and 'An':** Use 'an' when the next word begins with a vowel sound, e.g. an elephant, an ant.
 - Use 'a' in all other instances, e.g. 'a dog', 'a forest.'
- Word Families:** Word families are grouped together by their meaning and grammar, e.g. help, helpless, helper, helpful



Sentence Level

- **Time, Place and Effect:** Conjunctions, adverbs and prepositions can be used to show us the time, place, and cause of events and information, e.g.
 - Conjunctions: 'I wake up before my alarm. I snore when I sleep.'
 - School was cancelled because it was snowing.
- Adverbs: 'I eat my breakfast, then eventually walk to school.
- Prepositions: 'I sleep in my covers, beside my teddy bear.'
- 'The living room is below my bedroom.'



Text Level

- Paragraphs:** Paragraphs are a way to group similar ideas in your writing. Change paragraphs by leaving a line, to break up your writing. Change paragraphs when you change the time, place or subject in your writing.
- Also use **headings** and **sub-headings** to clearly present ideas.
- Present Perfect Verb Form:** This tense shows something that started in the past and continues to the present, e.g. 'he has gone out to play' instead of 'he went out to play.'

Number and Place Value

Knowledge Organiser

Key Vocabulary

hundreds

tens

ones

zero

place value

greater than

less than

order

more

less

partition

digit

3-Digit Numbers

256

two hundred



200

fifty



50

six



6

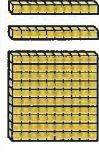
Counting in 4s and 8s

0 4 8 12 16 20 24 28 32 36 40

0 8 16 24 32 40 48 56 64 72 80

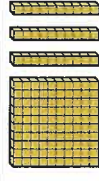
10 and 100 More or Less

Ten Less



120

Ten More



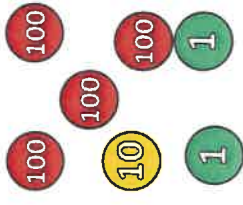
130

One Hundred Less



212

One Hundred More



312

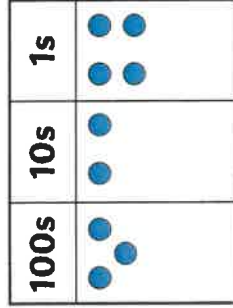
Counting in 50s and 100s

0 50 100 150 200 250 300 350 400 450 500

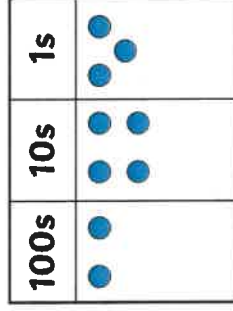
0 100 200 300 400 500 600 700 800 900 1000

Number and Place Value

Compare and Order



$324 > 243$
greater than

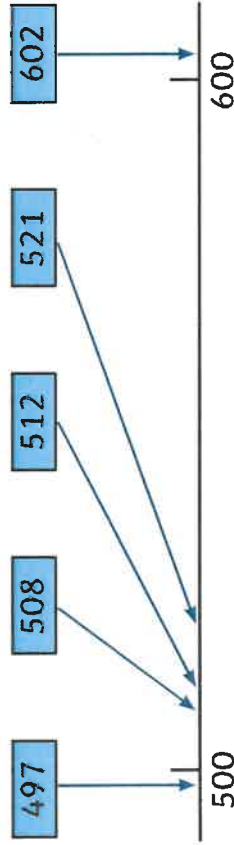


$79 < 126$
less than



smallest

greatest

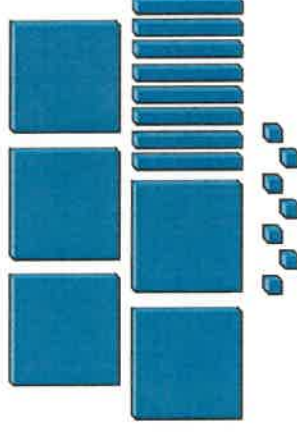


Knowledge Organiser

Represent Numbers to 1000

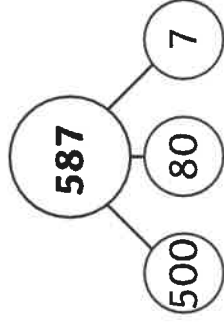
587

five hundred and eighty-seven



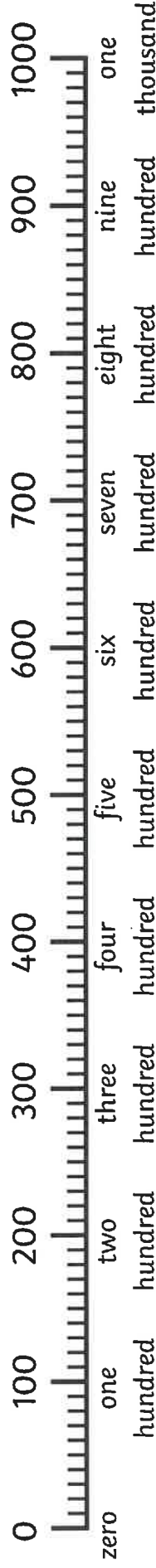
Hundreds	Tens	Ones
###	### III	### II

$$500 + 80 + 7$$



Hundreds	Tens	Ones

Numerals and Words to 1000



Key Vocabulary

add

total

plus

sum

more

altogether

difference

subtract

less

minus

take away

column addition

column subtraction

exchange

estimate

inverse operation

solve problems

number facts

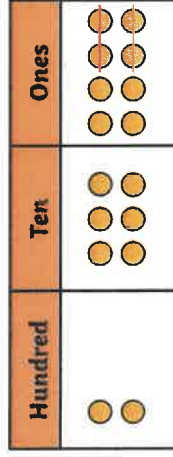
place value

Addition and Subtraction Methods

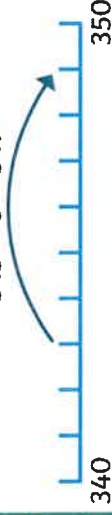
3-digit and 1-digit numbers

Not crossing 10s

$$268 - 4 = 264$$

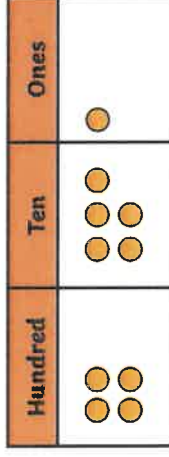


$$343 + 6 = 349$$



3-digit and 2-digit numbers

Add and subtract tens



$$451 + 3 \text{ tens} = 481 \text{ (} 5 + 3 = 8 \text{)}$$

$$451 - 4 \text{ tens} = 411 \text{ (} 5 - 4 = 1 \text{)}$$

Crossing 10s (Exchanging)

$$258 + 80 = 338$$

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

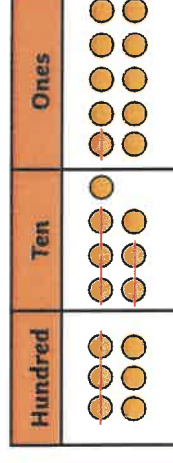
$$\begin{array}{r} 368 \\ +73 \\ \hline 441 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 3131 \\ 4441 \\ -73 \\ \hline 8 \end{array}$$

3-digit numbers

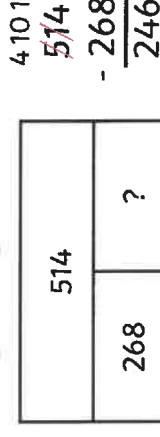
Not crossing

$$679 - 351 = 328$$



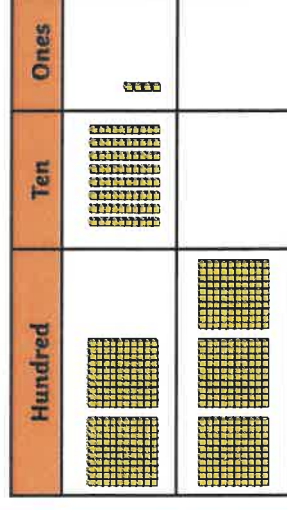
Crossing 10s (Exchanging)

$$\begin{array}{r} 269 \\ +154 \\ \hline 423 \\ \hline 11 \end{array}$$



Add and Subtract 100s

$$284 + 300 = 584$$



Addition and Subtraction

Knowledge Organiser

Estimate

Estimate by dividing the hundred into 250 and 225.

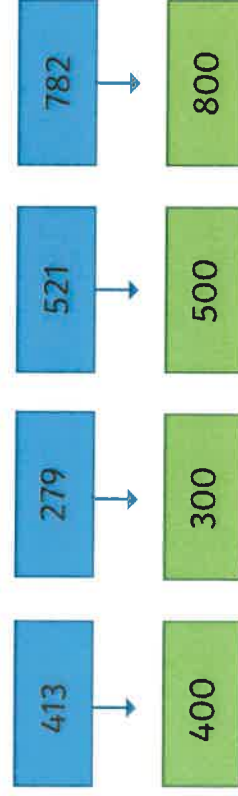
Estimate 10s (330, 340) between 325 and 350.



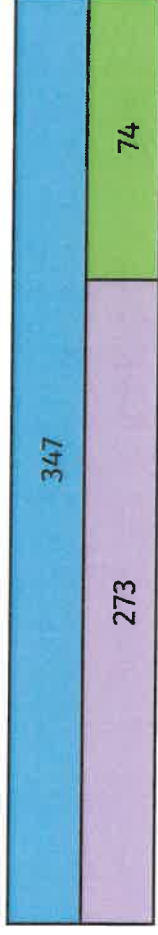
Estimate $167 - 89$

Use near numbers $170 - 90 = 80$

Near numbers:



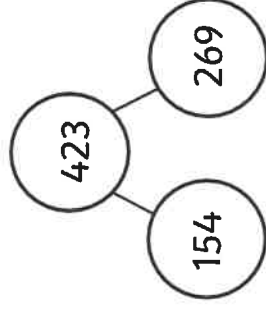
Check Answers



$347 - 74 = 273$ can be checked using

$273 + 74 = 347$

This part whole shows the inverse calculations using these three numbers.



$154 + 269 = 423$	$269 + 154 = 423$
$423 - 154 = 269$	$423 - 269 = 154$

Sticky Knowledge

- ✓ Rocks are found on the crust of the Earth. This is the outermost layer on which we live.
- ✓ Rocks can be natural such as sandstone and slate or man-made such as bricks and concrete.
- ✓ Crystals and jewels such as diamonds are types of rocks.
- ✓ Pumice is an unusual rock because it floats.

Learning Components

- I know what rocks are and their properties (hard, brittle, permeable, impermeable etc.).
- I know that there are three types of rocks – sedimentary, igneous and metamorphic and how these are formed.
- I know that the properties of different rocks make them useful for different uses such as building (example: roof tiles).
- I know that a fossil is the imprint of a dead plant or animal formed millions of years ago.
- I know who Mary Anning was and that she was famous for her work with fossils.
- I know how soils are made and what they contain.

Mary Anning (1799-1847)

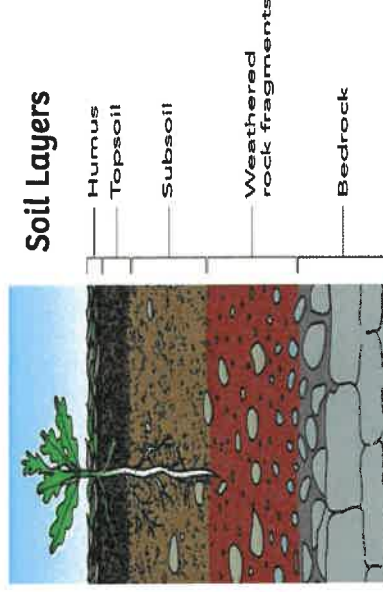


- Mary Anning was 12 years old when she discovered the first complete fossilised ichthyosaurus skeleton.
- She lived in Lyme Regis, Dorset, which 200 million years ago was under the sea!
- Her knowledge of fossils helped us to understand more about prehistoric animals, including dinosaurs.
- Dinosaur means 'terrible lizard'.

Big Idea

Rocks are formed in the Earth's crust and they have different properties. Soils are formed from the breakdown of rocks and decaying organic matter. Fossils are formed when dead animals are trapped within rocks.

Types of Rocks and Soils:



Sandy Soil

Chalk Soil

Clay Soil

Peat Soil

Vocabulary

Rock / Stone: A hard material formed out of minerals in the Earth's crust. There are three types of rocks: sedimentary, igneous and metamorphic.

Sedimentary Rocks: Sedimentary rocks are made when sand, mud and pebbles get laid down in layers.

Igneous Rocks: Igneous rock is formed when hot magma from the Earth's mantle cools and solidifies. It may do this above or below the Earth's surface.

Metamorphic Rocks: When a rock experiences heat and pressure, it becomes a metamorphic rock. All metamorphic rocks start as either sedimentary or igneous rock.

Soil: Soil consists of a mix of organic material (decayed plants and animals) and broken bits of rocks and minerals.

Permeable (Absorbs Water): Allows water to soak into it.

Impermeable (Waterproof): Water cannot soak into the material, instead, it simply runs off of the surface.

Fossil: A fossil is the preserved remains or traces of dead plant or animal.



Pumice



Granite



Chalk



Slate



Sandstone



Marble

Stone Age Knowledge Organiser – Year 3

Key Knowledge

- ✓ The Stone Age period is said to have started about 3 million years ago.
- ✓ Know prehistory is the earliest stages of human history.
- ✓ The Stone Age was followed by the Bronze Age when humans started to use metal.
- ✓ The Bronze Age was followed by the Iron Age when tools and weapons became more advanced.
- ✓ Humans gathered food by hunting wild animals and birds. They also collected fruit and nuts.
- ✓ During the end of the Stone Age humans formed settled communities and domesticated plants and animals for the first time in history.
- ✓ Skara Brae is an archaeological site in Scotland.
- ✓ Stonehenge is a famous stone age monument in Wiltshire.
- ✓ An archaeologist is a person who studies history based on artefacts.

Big Idea

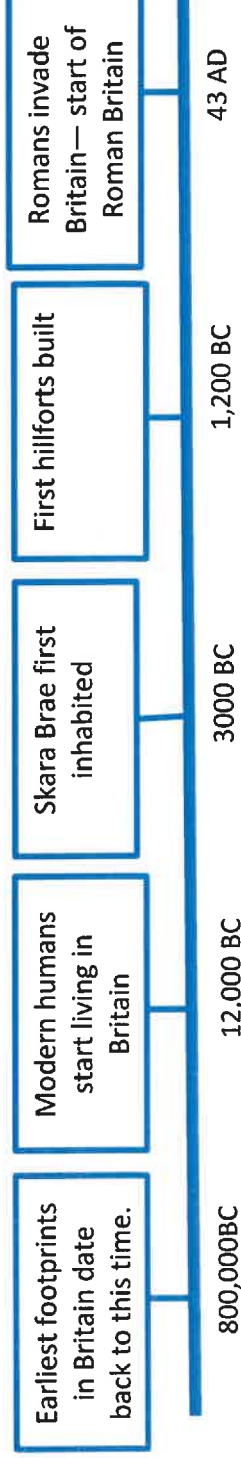
Stone Age humans hunted large mammals, including woolly mammoths, giant bison and deer. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors.

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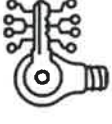
Periods within the Stone Age

- During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
- During the Neolithic Age (towards end of the stone-age), the humans formed settled communities, and domesticated plants and animals for the first time in history.

Key Events



Concepts



exploration & invention - discovery

Disciplinary Concepts



Change & continuity



Evidence & interpretation

Vocabulary

Archaeologists: People who work out our history by looking at artefacts that have been found.

Artefact: An object made by human beings, usually with historical or cultural interest.

Neolithic: Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.

Chronology: The ordering of events, for example the stone, bronze and iron age.

Tribal: Groups of people who live together.

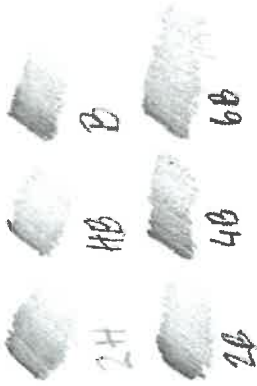
Hunter-gatherers: People who mainly live by hunting, fishing and gathering wild fruit.

Civilization: A group that lived during a period of time long ago.

Settlement: A place where there were several stone age shelters, like a small village.

'A people without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garvey,

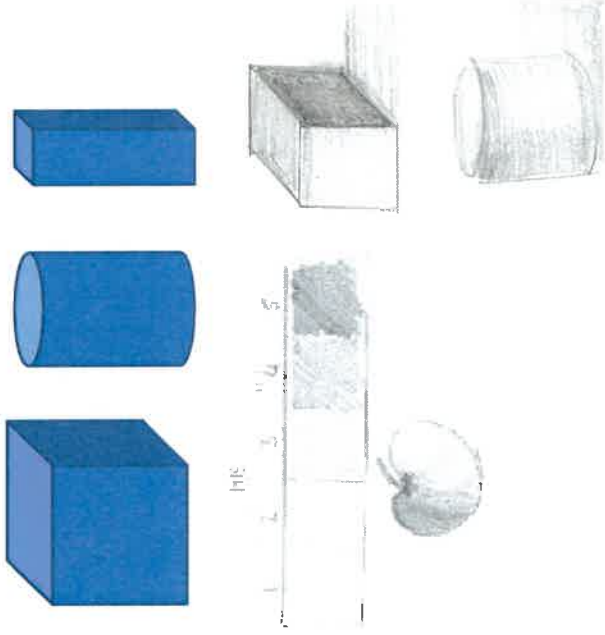
Drawing



A B grade means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.

Free Hand Shape Drawing



- ✓ Georgia O'Keeffe was born on 15th November 1887 in Wisconsin, United States.
- ✓ At the age of ten, Georgia O'Keeffe knew she wanted to be an artist and she started to have lessons with Sara Mann, a watercolour painter.
- ✓ She was inspired by the scenery of New Mexico
- ✓ As she got older, O'Keeffe started to lose her central vision. She still had peripheral vision and she continued to produce artwork (pencil and charcoal drawings and pottery).
- ✓ Her most well-known work features objects enlarged and painted as if viewed through a magnifying glass.

Vocabulary

value: how light or dark something is.

smooth: not rough or even

rough: not smooth or having an uneven surface

fine: very thin or narrow

heavy: of great density; thick or substantial.



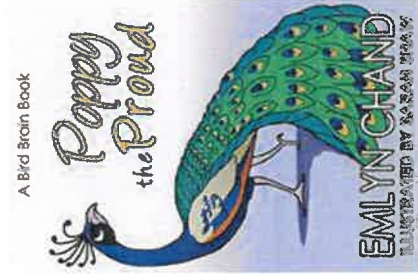
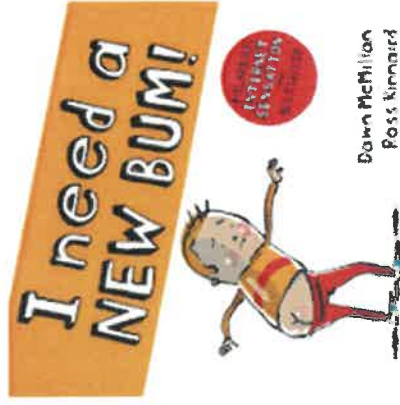
Sticky Knowledge

- ✓ I can use my strengths to set myself a new goal.
- ✓ Different feelings, make me act different ways.
- ✓ Messages on the media are not always right and realistic.
- ✓ If I make a mistake, I can make things right.



Key Questions

- What makes you feel proud?
- How have you made things right, after you have made a mistake?
- How does the media influence you?



Exciting Books



Vocabulary

- Proud** Feeling pleasure and satisfied with your own achievements
- Assertive**- Having and showing a confident personality
- Media**- A means of communication. Can be TV, newspapers or the internet.
- Risk**- A situation involving some danger.
- Confidence**- A feeling of being sure of yourself and your ability to do something.
- Influence**- To be able to have an effect on someone's behaviour.
- Strategies**-A plan of action to reach a goal.

Sticky Knowledge:

- ✓ I can talk about my digital footprint.
- ✓ I can explain what is meant by the term 'identity'.
- ✓ I can explain how people can represent themselves in different ways online.
- ✓ I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online.
- ✓ I can explain how someone's feelings can be hurt by what is said or written online.
- ✓ I can give examples of what anyone may or may not be willing to share about themselves online
- ✓ I can explain the need to be careful before sharing anything personal.
- ✓ can describe appropriate ways to behave towards other people online and why this is important.
- ✓ I can give examples of how bullying behaviour could appear online and how someone can get support.
- ✓ I can explain why spending too much time using technology can sometimes have a negative impact on anyone.

Our linked text



Tek: The Modern Cave Boy
by
Patrick McDonnell

Big Idea:

I can 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. I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. I can identify a range of ways to report concerns about content and contact.

The Butterfly Feeling



What is the butterfly feeling?

- When I get the butterfly feeling, I will...
- **SAVE** the evidence of what is making me uncomfortable.
 - **REPORT** and **BLOCK** using the game/website tools.
 - **TELL** a trusted adult.

Vocabulary

Digital citizen:

A person who uses technology and the internet responsibly.

World wide web:

The part of the internet that contains websites.

Health and wellbeing:

Being comfortable, safe and healthy.

Digital footprint:

The trail of information you leave behind when you use the internet.

Online bullying:

Repeated unkind behaviour that is carried out through the use of online devices.

Online reputation:

What other people think of you based on what you do and say online.

Self image:

The idea you have about your own abilities, appearance and personality.

Identity:

The things that make a person who they are.

Unit L2.1 What do Christians learn from the creation story?

Sticky Knowledge

- ✓ Christians believe that creation was perfect until humans disobeyed God.
- ✓ The story of Adam and Eve in the Garden of Eden illustrates how people lost their relationship with God.
- ✓ 'The Fall' means Adam and Eve (people) 'fell' away from their relationship with God.

Big Idea

If God created the world why isn't everything perfect? If the devil tempted people then was the world really perfect before people disobeyed God?

Vocabulary

- Creation:** The making of everything; the universe, the world, animals, plants, people.
- Bible:** A holy/sacred book giving people guidance on how to live.
- The Fall:** People disobeying God.
- Sin:** Doing something that breaks the Golden Rule, or not doing something good when we can.

Important facts to know by the end of this topic:

- Creation is the first story in the Bible.
- Christians and Jews believe that God created the world.
- Christians thank God for creation by: praying, singing and supporting environmental charities.

