



Woodpeckers Class Curriculum Overview Autumn 2024



Maths

- Place value - numbers to 100, tens and ones using addition, hundreds, numbers to 1000, finding 1, 10, 100 more or less than, compare objects and numbers to 1000, order numbers and count in 50's.
- Number and Timelines - Number lines format, number lines to 1000 and chronological timelines for history.
- Addition and Subtraction - Multiples of 100, add and subtract 1-digit, 2-digit and 3-digit numbers not crossing and crossing 10, then moving onto crossing 100, spotting the patterns, word problems, reasoning questions.
- Multiplication and Division - Sharing, grouping, equal parts, 1-digit and 2-digit number and word problems, and remainders.
- Times tables to 12 x 12 and related division facts - To support KS2 times table challenges.

Art

Art skills - Tone, shading, sketching from first-hand view, sketching from second-hand view, testing colours and summarising and reflecting on these.

Stone Age - Discover Stone Age Cave Paintings and their meanings, Britain's historic culture and art, and designing our own cave art.

Creating a cave man with clay.

DT

Stone Age - Creating a lion man out of clay.

Christmas Art - Design and make Christmas cards and calendars.

History/Geography

The Stone Age to the Iron Age - Investigating changes in Britain from Stone Age to the Iron Age, timelines, who was here before me, defining pre-history, learning how archaeologists find out about the past when there is no written history, exploring the lives of the people in the Palaeolithic, Mesolithic and Neolithic periods, Stone Age discoveries and understanding their significance, and researching Skara Brae and Stonehenge.

Science

- Rocks - observing rocks, comparing rocks, testing which rocks are soluble and insoluble, explaining fossils, to research Mary Anning, explain how soil is formed, present my findings using scientific vocabulary.
- Working Scientifically - ask and answer questions, use investigations to generate new questions, record and report on their findings, and use labelled diagrams.

Year 3 2024/25
Autumn 1 - "Rock On"
(Learning all about
The Stone, Bronze and
Iron Age)



Music

Stone Age

Listening: identify accuracy of rhythms played

Composing: read & write rhythm notation, turn words into rhythms

Performing: follow graphic score & western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call & response, add actions

- Wednesday Singing Assemblies - Appreciating different types of music and how it makes us feel.
- Harvest songs
- Christmas songs

English

- Reading - predicting, making inferences, summarising, using dictionaries, retrieving information from non-fiction, discussing interesting and imaginative words and phrases. We will read a range of topic related texts discovering new vocabulary.
- Writing - Descriptions, poetry, recount, newspaper, poster and book reviews. Handwriting for letter formations with developing a cursive style of writing to enable children to join their letters accurately.
- Spelling/Grammar - Nouns and Pronouns for clarity, Consonants and vowels, Suffixes -ly, Past tense, Subordinate clauses, homophones, prefixes and suffixes and Y3/4 spelling list (including dictations).

Physical Education and Outdoor Learning

- Unihoc - dribbling, passing, shooting, scoring, saving and playing as a team.
- Scientific enquiries - rocks and soils outside the classroom during experiments and practical's.
- Mindfulness - yoga, outside artwork and circle times.
- Team building - exercises to support friendships, teamwork and mental wellbeing.

RE, PSHE and Values

Values - Responsibility and Appreciation Reflecting on and 'living' this term's value and sharing understanding through circle times.

PSHE - TEAM Relationships.

RE - What kind of world did Jesus want?

Computing

Purple Mash:

- Understanding how Purple mash works.
- Using programs such as 2Question and 2Graph to look at Branching Databases and Graphing.
- To present information through Microsoft PowerPoint or Google Slides.