










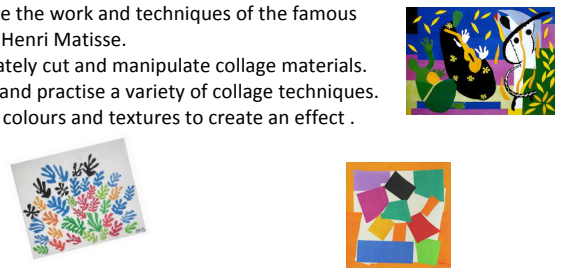


<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>To write sentences and paragraphs that are punctuated correctly.</li> <li>To write consistently in the past tense.</li> <li>To begin to use inverted commas to punctuate direct speech.</li> <li>For letters to be joined correctly and neatly.</li> <li>To write using a variety of sentence structures.</li> <li>To build and use a varied and rich vocabulary.</li> <li>To read a wide range of texts and answer comprehension questions relating to them.</li> </ul>  	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>To add 3 numbers together efficiently using number bonds knowledge.</li> <li>To add and subtract numbers that bridge through 10.</li> <li>To know that 100 is made up of ten tens and one hundred ones.</li> <li>To count in multiples of 25.</li> <li>To represent and partition 3 digit numbers in different ways.</li> <li>To compare two and three digit numbers.</li> <li>To add and subtract to and from multiples of 100 in ones.</li> </ul>  	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>To recognise that soils are made from rock and organic matter.</li> </ul> 
<p><b><u>Geography</u></b> <b><u>The UK</u></b></p> <ul style="list-style-type: none"> <li>Locate the 4 countries of the UK and describe their location using a compass.</li> <li>Use a range of maps and photographs to identify the key physical features of the UK and where they are located.</li> <li>Investigate the coasts of the UK and identify the similarities and differences between different beaches.</li> <li>Describe the differences between cities, towns and villages.</li> </ul> 	<p><b><u>Year 3 Curriculum Overview</u></b> <b><u>Autumn 1</u></b></p> 	<p><b><u>Computing</u></b> <b><u>Networks and the Internet</u></b></p> <ul style="list-style-type: none"> <li>To recognise that a network is two or more devices connected and its purpose.</li> <li>To identify key components that make up the school's network.</li> <li>To explain the difference between wired and wireless connections.</li> <li>To recognise that files are saved on a server.</li> <li>To understand the role of the server in a network when requesting a website.</li> <li>To identify parts of a website's journey to reach your computer.</li> <li>To recognise that routers connect to send information.</li> </ul> 
<p><b><u>PSHE Being Me.</u></b> <b><u>How can I resolve problems?</u></b></p> <ul style="list-style-type: none"> <li>Explore what makes a positive and healthy relationship.</li> <li>Identify and describe the different types of relationships they have and describe which ones are important to them (family, friends etc.) <ul style="list-style-type: none"> <li>Learn how actions can affect themselves and others both positively and negatively.</li> <li>Explore how to solve disputes amongst themselves and their peers.</li> </ul> </li> </ul> 	<p><b><u>Spanish</u></b></p> <ul style="list-style-type: none"> <li>To explore and learn about La Tomatina festival.</li> <li>Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>Say 'Hello' and 'Goodbye'.</li> <li>Ask and answer the question 'What is your name?'</li> <li>Count to 10.</li> <li>Say 5 colours.</li> </ul>	<p><b><u>Music</u></b> <b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>Learn to tell stories through music.</li> <li>Identify dynamics, pitch and tempo and how they change throughout a piece of music.</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style.</li> <li>Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>Singing and playing in time with peers.</li> </ul> 
<p><b><u>PE</u></b> <b><u>Communication and Tactics</u></b></p> <ul style="list-style-type: none"> <li>To learn about what makes an effective team.</li> <li>Using tactics as a team.</li> <li>To explore what skills are needed to be an effective team leader.</li> <li>To develop effective ways of communicating and collaborating as a team.</li> <li>To solve problems by communicating effectively.</li> <li>To begin to create simple attacking and defending tactics.</li> </ul>  <p><b>PE days:</b> Wales Class every Tuesday Scotland Class every Thursday England Class every Friday</p>	<p><b><u>Art: Collage</u></b></p> <ul style="list-style-type: none"> <li>Explore the work and techniques of the famous artist, Henri Matisse.</li> <li>Accurately cut and manipulate collage materials.</li> <li>Learn and practise a variety of collage techniques.</li> <li>Select colours and textures to create an effect.</li> </ul> 	<p><b><u>RE</u></b> <b><u>What do different people believe about God?</u></b></p> <ul style="list-style-type: none"> <li>Explore what God means to them and others.</li> <li>Explain some of my own ideas about my beliefs.</li> <li>Explore what Christian's, Muslim's and Hindu's believe about God</li> <li>Understand that prayer is a way religious believers believe they can communicate with God.</li> <li>To know some religious artefacts religious people might use when they talk to God or pray.</li> <li>Describe the influence believing in God has on the lives of believers.</li> </ul> 