



St Bede's Catholic Primary School and Nursery

Curriculum Information

Year 3

Autumn Term – 2021

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<p>Autumn 1: Homes</p> <p>Knowledge</p> <p>Children will be able to :</p> <ul style="list-style-type: none"> • Retell some of the advice offered by Paul in his letters about living together as a family and the life of the Holy Family. • Know some ways Christians live as people chosen by God. • Make links between some scripture they have studied and the belief that God can make a difference in everyday life through God's unchanging love. 	<p>Autumn 1: Homes</p> <p>Skills</p> <p>Children will be able to :</p> <ul style="list-style-type: none"> • Ask questions about what they and others wonder about how God is always with us, and realise that this is a difficult question to answer. • Compare their own and others' ideas about what they and others wonder about how God is always with us, and realise that some questions are difficult to answer. • Recognize links between scripture and their own life experiences.
<p>Autumn 1: Special Places</p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Retell the stories about special places for Jesus and describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship • Make links to show how feelings and beliefs about special places affect their behaviour and that of others. • Develop a religious vocabulary to give reasons why Christians go on pilgrimage and be able to give reasons why Christians should care about the world. 	<p>Autumn 1: Special Places</p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask and respond to questions about their own and others' experiences of and feelings about special places • Ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer. • Compare their own and others' ideas about questions relating to why some places are special that are difficult to answer.
<p>Autumn 2: Journey in Love- How we live in Love</p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Know what creates a positive friendship • Know how we resolve difficulties in friendships • Know Bible stories that emphasize our friendship with God 	<p>Autumn 2: Journey in Love- How we live in Love</p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about the joys and sorrows of friendship • Talk about how we can resolve friendship difficulties • Talk about the meaning of Reconciliation
<p>Autumn 2: Visitors</p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Retell the stories of the events surrounding the birth of Jesus. 	<p>Autumn 2: Visitors</p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask and respond to questions about their own and others' experiences and feelings about visitors.

- Be able to describe how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus
- Make links to show how feelings and beliefs affect how they prepare for and receive visitors.

- Ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer.
- Reflect on some of the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus.

Science

Autumn 1: Earth Rocks

Knowledge

Children will be able to :

- Describe how some fossils are formed.
- Identify patterns, similarities and differences in my results.
- Explain how they could improve their experiments and some further questions they have.

Autumn 1: Earth Rocks

Skills

Children will be able to :

- Compare and group rocks.
- Test for and describe some properties of rocks.
- Decide the best way to present their data/information

Autumn 2: Food and our Bodies

Knowledge

Children will be able to:

- Describe the basic parts of the skeletal system.
- Observe and compare animals with and without skeletons.
- Look at joints, and how bones and muscles help us move.

Autumn 2: Food and our Bodies

Skills

Children will be able to :

- Know about the different food groups and how they make up a balanced diet.
- Compare the diets of different animals.
- Gather, record and present data.

Geography

Autumn 2: Climate and Weather

Knowledge

Children will be able to:

- Indicate tropical, temperate and polar climate zones on a globe or map.
- Locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).
- Identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles).
- Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).
- Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.
- Use the zoom function of a digital map to locate places

Autumn 2: Climate and Weather

Skills

Children will be able to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.
- Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European

<p>and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)</p> <ul style="list-style-type: none"> • Use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. 	<p>country, and a region within North or South America.</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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History

<p><u>Autumn 1: The Stone Age</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. • Understand why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. • Study in detail the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site. 	<p><u>Autumn 1: The Stone Age</u></p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Develop a chronologically secure knowledge and understanding of British history. • Develop the appropriate use of historical terms, and note connections and contrasts over time. • Construct informed responses that involve the selection of relevant historical information. • Regularly address historically valid questions about similarity and difference, understand how our knowledge of the past is constructed from a range of sources.
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P.S.H.E.

<p><u>Autumn 1: Being me in my World</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognising worth and identifying positive things about themselves and their achievements • Making responsible voices and asking for help when it is needed. • Understanding that our actions affect us and others. 	<p><u>Autumn 1: Being me in my World</u></p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Setting personal goals. • Caring about other people's feelings. • Knowing how to make others feel valued.
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<p><u>Autumn 2 – Celebrating Differences</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understanding that differences and conflicts sometimes happen among family members. • Knowing what it means to be a witness to bullying. • Recognising that some words are used in hurtful ways and how these affect those around us. 	<p><u>Autumn 2 – Celebrating Differences</u></p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Finding ways to calm ourselves down. • Knowing some ways of helping to make someone who is bullied feel better. • Not using words that are hurtful or inappropriate (e.g. gay, fat).
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P.E.

Knowledge

Children will be able to:

- Develop an understanding of different dance elements; control, co-ordination, poise, elevation
- Explore travelling in a straight pathway and introduce meet and part.
- Develop knowledge of The Solar System to use as a stimuli.

Skills

Children will be able to:

- Perform a pair/group dance using the compositional principles of canon and observe and evaluate movements describing the contrasting dynamics.
- Perform movements used in the dance that communicates the solar system idea in a clear pathway.
- Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/direction

Art

Autumn 1: Vincent van Gough

Knowledge

Children will be able to:

- Explain who Van Gough is
- Recognise examples of Van Gough's style in his portraits
- Understand how to separate images into sections to help judge proportions

Autumn 1: Vincent van Gough

Skills

Children will be able to:

- Use line and colour to create depth
- Mix paints to create shades and tints
- Display control when using a variety of different lines in their sketches

Design and Technology

Autumn 2: Storybooks

Knowledge

Children will be able to:

- Understand and use technical vocabulary for mechanisms- lever, pivot, rotate and linkage – and give examples of lever and linkage systems.
- Explain why levers have been used for particular purposes.
- Identify how fonts and design techniques are chosen to suit design purposes.

Autumn 2: Storybooks

Skills

Children will be able to:

- Cut, shape, join and combine material and components in different ways.
- Mark out and accurately measure materials which follow their design.
- Design and make a storybook for a particular purpose and evaluate their final product as well as their peers, suggesting area for further development and improvement.

Computing

Autumn 1: Programming an animation

Knowledge

Children will be able to:

- To begin to understand how to design an animated program
- To begin to look for mistakes and solve problems.
- To begin to know how to write programs using a specific

Autumn 1: Programming an animation

Skills

Children will be able to:

- To create an algorithm for an animated scene in the form of a storyboard
- To write a program in Scratch to create the animation.
- To look for mistakes and correct within their animation

sequence for it to work correctly.	programs
<p><u>Autumn 2: Finding and correcting bugs in programs</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> To know that debugging a program will help the program to work correctly. To know how to work with different variables To use reasoning to detect errors in programs 	<p><u>Autumn 2: Finding and correcting bugs in programs</u></p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> To look for 'one-off' errors in loops and correct. To look for ways to improve the performance of the circle- drawing program. To experiment with the speed variable and other factors in the racing car simulator.

French

<p><u>Autumn 1: Core Vocabulary (Phonics)</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understanding that French phonics are different from English. The alphabet is different in French. There are sound patterns. 	<p><u>Autumn 1: Core Vocabulary (Phonics)</u></p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise the essential French phoneme patterns in words. Develop accurate pronunciation and intonation so that others understand. Read with improved accuracy in French.
<p><u>Autumn 2: I am Learning French</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> None as this is recommended as a starter unit. 	<p><u>Autumn 2: I am Learning French</u></p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> To locate France, Paris and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours. Count from 1-10 in French.

Music

<p><u>Autumn 2: I am Learning French</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Read simple 4 beat rhythms Identify different metres in music. Understand the difference between beat and rhythm. <p><u>Autumn 2: Sounds, sound sources and notation</u></p> <p>Knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise by sound, name and describe different types of instruments. Organise musical ideas in a range of structures. Use graphic scores. 	<p><u>Autumn 1: Beat and Rhythm</u></p> <p><u>Autumn 2: Sounds, Sound Sources and Notation</u></p> <p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Read, clap and play rhythms keeping to a steady beat Perform different metres in music Make a range of expressive sounds using instruments and classroom objects Structure sounds in a composition. Play accompaniments to songs on tuned percussion
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'Shine like a lantern, in the presence of the Lord.'