

Curriculum Overview
Bumblebees (Year 3) Autumn Term 2023

Interconnected Question: Why should we care about rainforests? Are they as important today as they were to people in the past?

Key Texts	Anticipated Writing Outcomes
<p>The Great Kapok Tree by Lyn Cherry Looking for Jaguar and other Rainforest Poems by Susan Katz Tree of Wonder by Kate Mezzner</p>	<p>To predict and write an ending suited to The Great Kapok Tree To write a persuasive letter To write a kenning, based on a rainforest animal To produce a non-fiction fact file</p>
Science	Geography
<p>Plants</p> <ul style="list-style-type: none"> ● To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow ● To record findings and observations. ● To present the results of an investigation ● To investigate how water is transported in plants. ● To use scientific knowledge to explain findings ● To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation. <p>ANIMALS INC. HUMANS</p> <ul style="list-style-type: none"> ● To identify that animals, including humans, need the right types and amount of nutrition, ● To understand that animals cannot make their own food; they get nutrition from what they eat ● To identify that humans and some other animals have skeletons and muscles for support, protection and movement. ● To be introduced to the main body parts associated with the skeleton and muscles ● To explore ideas about what would happen if humans did not have skeletons. ● To compare and contrast the diets of different animals 	<p>Rainforests</p> <ul style="list-style-type: none"> ● To locate rainforests across the world using maps and explain in relationships to latitude, longitude, equator, hemispheres and the tropics ● To be able to explain the key aspects of the biome of tropical rainforests ● To understand the significance of the phrase ‘the lungs of the world’ ● To understand the layers and biodiversity of a rainforest ● To explore the impact of humans on the rainforest
	History
	<p>Mayans</p> <ul style="list-style-type: none"> ● To know where and when the Mayan people live ● To know the significance of rainforests for the Mayan people ● To have an understanding of Mayan writing, sport and mathematical skills ● To understand how we know about the Mayan people today ● To be able to make connections between medicines used today and the rainforest
	Art and Design
<p>Formal elements of art</p> <ul style="list-style-type: none"> ● To exploring shape and tone – identifying shapes in everyday objects, ● To use shapes as guidelines to draw accurately from observation, ● To create form and shape using wire and shading from light to dark ● To create animal and plant drawings using shape and tone 	

Discrete Subjects

Maths

Block 1 – Place value

- Step 1 Represent numbers to 100
- Step 2 Partition numbers to 100
- Step 3 Number line to 100
- Step 4 Hundreds
- Step 5 Represent numbers to 1,000
- Step 6 Partition numbers to 1,000
- Step 7 Flexible partitioning of numbers to 1,000
- Step 8 Hundreds, tens and ones
- Step 9 Find 1, 10 or 100 more or less
- Step 10 Number line to 1,000
- Step 11 Estimate on a number line to 1,000
- Step 12 Compare numbers to 1,000
- Step 13 Order numbers to 1,000
- Step 14 Count in 50s

Block 2 – Addition and subtraction

- Step 1 Apply number bonds within 10
- Step 2 Add and subtract 1s
- Step 3 Add and subtract 10s
- Step 4 Add and subtract 100s
- Step 5 Spot the pattern
- Step 6 Add 1s across a 10
- Step 7 Add 10s across a 100
- Step 8 Subtract 1s across a 10
- Step 9 Subtract 10s across a 100
- Step 10 Make connections
- Step 11 Add two numbers (no exchange)
- Step 12 Subtract two numbers (no exchange)
- Step 13 Add two numbers (across a 10)
- Step 14 Add two numbers (across a 100)
- Step 15 Subtract two numbers (across a 10)
- Step 16 Subtract two numbers (across a 100)
- Step 17 Add 2-digit and 3-digit numbers
- Step 18 Subtract a 2-digit from a 3-digit number
- Step 19 Complements to 100
- Step 20 Estimate answers
- Step 21 Inverse operations
- Step 22 Make decisions

● Block 3 – Multiplication and division

- Step 1 Multiplication – equal groups
- Step 2 Use arrays
- Step 3 Multiples of 2
- Step 4 Multiples of 5 and 10
- Step 5 Sharing and grouping
- Step 6 Multiply by 3
- Step 7 Divide by 3
- Step 8 The 3 times-table

- Step 9 Multiply by 4
- Step 10 Divide by 4
- Step 11 The 4 times-table
- Step 12 Multiply by 8
- Step 13 Divide by 8
- Step 14 The 8 times-table
- Step 15 The 2, 4 and 8 times-tables

Religious Education

UC - What is it like to follow God?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

UC - What is the Trinity?

- Identify the difference
- between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Relationships, Sex and Health Education

BEING ME IN MY WORLD

- Getting to know each other
- Our nightmare school
- Our dream school
- Rewards and consequences
- Learning charter

CELEBRATING DIFFERENCE

- Families
- Family conflict
- Witness and feelings
- Words that harm
- Compliments

Physical Education	Computing
<p>Fundamentals</p> <ul style="list-style-type: none"> ● Change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate ● Demonstrate good balance and control when performing other fundamental skills. ● Link hopping and jumping actions with other fundamental skills. ● Consistently skip in a rope <p>Fitness</p> <ul style="list-style-type: none"> ● Show balance when changing direction at speed. ● Show control whilst completing activities which challenge balance ● Explore increased speed when coordinating their bodies ● Demonstrate improved sprinting technique ● Identify activities which help to strengthen different muscle groups ● Demonstrate using their breath to maintain their work rate. <p>Dodgeball</p> <ul style="list-style-type: none"> ● Throw with increasing accuracy and success in game situations ● Catch with increasing consistency in game situations ● Explore striking techniques appropriate to the situation <p>Dance</p> <ul style="list-style-type: none"> ● Respond imaginatively to a range of stimuli related to character and narrative. ● Change dynamics confidently within a performance to express changes in character. ● Confidently use changes in level, direction and pathway ● Use action and reaction to represent an idea. ● Perform complex dances that communicate narrative and character well, performing clearly and fluently <p>(Possible link to Rainforests)</p>	<p>Internet Legends</p> <ul style="list-style-type: none"> ● Is it ok to share? ● Whose profile is it anyway? ● Don't bite that phishing hook? ● Who are you really? ● But that wasn't me ● How to build a strong password ● Noticing Feelings ● Practising empathy ● Upstanders have options ● Upstander options <p>Connecting Computers</p> <ul style="list-style-type: none"> ● To understand the terms input, process and output ● To explain differences between digital and non digital devices <p>Stop Frame Animation</p> <ul style="list-style-type: none"> ● explain that animation is a sequence of drawings or photographs ● relate animated movement with a sequence of images ● plan an animation ● identify the need to work consistently and carefully ● review and improve an animation ● evaluate the impact of adding other media to an animation <p>(Possible link to English)</p>
Modern Foreign Languages	Design and Technology
<p>Spanish - Yo Aprendo Espanol</p> <ul style="list-style-type: none"> ● To locate Spain, Madrid and a few key cities on a map. ● Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish <p>(Link Spanish speaking countries to Brazil)</p> <p>Spanish - Los Saludos</p> <ul style="list-style-type: none"> ● Say 'hello' (formally and informally) in Spanish. ● Say 'my name is... ' in Spanish. ● Ask somebody in Spanish how they are feeling and give a reply. ● Say 'goodbye' and 'see you soon' in Spanish. 	<p>Food - Healthy and varied diet</p> <ul style="list-style-type: none"> ● Know how to use appropriate equipment and utensils to prepare and combine food. ● Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. ● Know and use relevant technical and sensory vocabulary appropriately. ● Plan the main stages of a recipe, listing ingredients, utensils and equipment. ● Select and use appropriate utensils and equipment to prepare and combine ingredients. ● Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics <p>(Link to Science - Nutrition)</p>
Music	
1 Term to Learn Djembe Drums	