

Hightown Junior Infant and Nursery School - Autumn term curriculum overview

In our **Literacy** lessons we will be learning to:

- Revisit Letter-join's animations for letter families.
- Diagonal and horizontal joins, using double letter joins with Letter join handwriting.
- Correct orientation of letters and consistent formation of lower-case letters with words sitting on the baseline.
- Correct height of capital letters and ascenders in handwriting
- Revision Stage 2 words
- Words where 'ou' makes an /ow/ sound, 'ou' makes a /u/ sound
- Words where 'y' makes an /i/ sound
- Words ending in '-sure', '-ture'
- Words with the prefix 're-', 'dis-' and 'mis-'
- Year 3/4 spelling list words
- Read individually, in pairs, groups and whole class with a real focus on fluency and expression.
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes

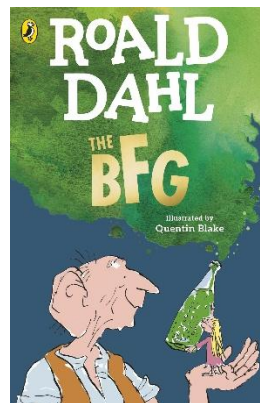
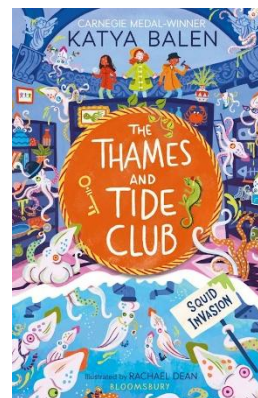
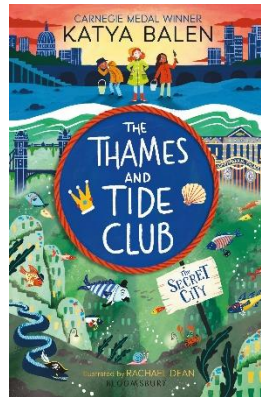
The topics for Class 3 Autumn are:

The Stone Age

And

Climate and Weather

Our class reading books for this term are:



In our **Mathematics** lessons we will be learning to:

- Add 3 numbers together using doubles and near doubles
- Add 3 numbers together in different contexts
- Numbers can be added in any order
- Add three addends by finding pairs that total 10
- Add three addends efficiently using a range of strategies
- Addition by bridging through 10
- Subtracting small numbers
- Subtracting to and from 10
- Subtracting numbers that bridge through 10
- Solving problems involving addition and subtraction
- Composition of 100 in 10s and 1s
- Composition of 100 in 50s, 25s and 20s
- Multiples of 10 that total 100
- Use known facts to find pairs of numbers that total 100
- Use known facts to find complements to 100 efficiently
- Represent 3-digit multiples of 10 in different ways
- Use place value knowledge to write addition and subtraction equation
- Times tables: 2, 4 and 8, and the relationship between them

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- Write persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions

KIRFS



Key Instant Recall Facts

Year 3 – Autumn 1

I know number bonds for all numbers to 20.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

2 + 9 = 11
3 + 8 = 11
4 + 7 = 11
5 + 6 = 11
3 + 9 = 12
4 + 8 = 12
5 + 7 = 12
6 + 6 = 12
4 + 9 = 13
5 + 8 = 13
6 + 7 = 13

5 + 9 = 14
6 + 8 = 14
7 + 7 = 14
6 + 9 = 15
7 + 8 = 15
7 + 9 = 16
8 + 8 = 16
8 + 9 = 17
9 + 9 = 18

Example of a fact family
6 + 9 = 15
9 + 6 = 15
15 - 9 = 6
15 - 6 = 9
Examples of other facts
4 + 5 = 9
13 + 5 = 18
19 - 7 = 12
10 - 6 = 4

Key Vocabulary

What do I **add** to 5 to make 19?
What is 17 **take away** 6?
What is 13 **less than** 15?
How many more than 8 is 11?
What is the **difference** between 9 and 13?

In our **Science** lessons we will be learning about...

Skeletons-

- Identify and name bones of the human body
- Functions of the skeleton
- Identify and name bones in a range of animals
- Animals with and without a spine
- Are all skeletons the same?

Movement-

- Joints
- How we move

Nutrition and diet

- Food groups
- Understand the five food groups
- Balanced diet
- Compare diets
- Animal diets



Key Instant Recall Facts

Year 3 – Autumn 2

I know the multiplication and division facts for the 3 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

3 × 1 = 3 1 × 3 = 3 3 ÷ 3 = 1 3 ÷ 1 = 3
3 × 2 = 6 2 × 3 = 6 6 ÷ 3 = 2 6 ÷ 2 = 3
3 × 3 = 9 3 × 3 = 9 9 ÷ 3 = 3 9 ÷ 3 = 3
3 × 4 = 12 4 × 3 = 12 12 ÷ 3 = 4 12 ÷ 4 = 3
3 × 5 = 15 5 × 3 = 15 15 ÷ 3 = 5 15 ÷ 5 = 3
3 × 6 = 18 6 × 3 = 18 18 ÷ 3 = 6 18 ÷ 6 = 3
3 × 7 = 21 7 × 3 = 21 21 ÷ 3 = 7 21 ÷ 7 = 3
3 × 8 = 24 8 × 3 = 24 24 ÷ 3 = 8 24 ÷ 8 = 3
3 × 9 = 27 9 × 3 = 27 27 ÷ 3 = 9 27 ÷ 9 = 3
3 × 10 = 30 10 × 3 = 30 30 ÷ 3 = 10 30 ÷ 10 = 3
3 × 11 = 33 11 × 3 = 33 33 ÷ 3 = 11 33 ÷ 11 = 3
3 × 12 = 36 12 × 3 = 36 36 ÷ 3 = 12 36 ÷ 12 = 3

Key Vocabulary

What is 3 **multiplied by** 8?
What is 8 **times** 3?
What is 24 **divided by** 3?

They should be able to answer these questions in any order, including missing number questions e.g. 3 × ○ = 18 or ○ ÷ 3 = 11.

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In our Geography lessons we will be learning about... Climate and Weather • To locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • To extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/ graphical representations • To describe and give examples of the variety of biomes and vegetation belts • To use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • To identify the world's hottest, coldest, wettest and driest locations.	In our Computing lessons we will be learning: Touch Typing • To learn correct finger positioning on the keyboard and understand when to use the left or right hand. • To learn how to type numbers accurately and to use the shift key for capital letters. • To practise typing punctuation marks and symbols and build accuracy with simple words. • To practise typing sentences using capital letters, spaces, and full stops. Email • To understand how people communicate with each other. • To understand and respond to an email. • To compose and send an email. • To send an email attachment. • To learn how to use email safely. • To explore simulated email scenarios.	In our Art lessons we will be learning about... Cloth, Thread, Paint • Explore how artists combine media and use them in unusual ways to make art. • Share their response to our work. α use a sketchbook to make visual notes capturing ideas that interest us. • Use a sketchbook to test ideas and explore colour and mark making. α use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions • Use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect response to the landscape. • Share work with others and share thoughts about the process and outcome. • Listen to feedback and take it onboard. • Appreciate the work of classmates enjoying the similarities and differences between our processes and outcomes. • Share feedback on our work. • Take photographs of our work, thinking about lighting and focus.
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In our History lessons we will be learning about... The Stone Age • 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. • Establish clear narratives within and across the periods they study.	In our Religion and worldviews lessons we will be learning: Respectful religion and worldviews - What are worldviews? What makes us human? • Explore personal and organised worldviews and how beliefs may change. • Consider different beliefs about the soul and what makes us human. • Compare and discuss a range of beliefs and viewpoints respectfully. • Investigate how art and Buddhist meditation express ideas about identity, belief and the inner self. Where do our morals come from? • Explore morals, rules and guidance and how they influence behaviour. • Compare religious and non-religious sources of guidance. • Identify common themes in different moral teachings. • Create and explain a personal moral code. Christmas unit	In our Design Technology lessons, we will be learning about... Mechanical systems: Pneumatic toys • Understand that a mechanism is a system of parts working together to create movement and that pneumatic systems are one type of mechanism. • Explain how pneumatic systems use air to create movement and identify examples in everyday life. • Recognise different types of design drawings and explain their purpose. • Develop design criteria from a design brief. • Generate and communicate ideas using simple diagrams and drawings. • Apply knowledge of pneumatic systems to design a toy with a specific movement. • Construct a pneumatic toy. • Consider the use of sustainable materials in design and construction. • Evaluate the effectiveness of the finished product against the design brief and design criteria.
In our PE lessons we will be learning: Groovy Gymnastics and Dance • Explore and link jumping techniques with other gymnastic actions. • Select and adapt movements to create simple sequences.	In our PHSCE lessons we will be learning about... Relationships Who are my key people? How should we treat people? What can I do when friendships go	In our Music lessons we will be... • Recorders with Mrs Garside • Singing with Mrs Garside

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• Work with others to develop and perform jumping sequences. • Choose appropriate actions to create gymnastic movements to music. • Develop jumping, balancing and sequencing skills in gymnastics. • Create and perform gymnastic sequences with others, showing control and coordination. • Compose and perform dances inspired by Stonehenge, responding to music and historical themes. • Evaluate and refine performances through feedback.	wrong? What do we mean by consent in friendships? What is bullying? Wellbeing How does school help me? What words can I use to talk about my feelings? Keeping safe What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret? How can I share my worries?	
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