



Simonside Primary School Curriculum Overview



ARC YEAR 3 Autumn 2023

The children in the ARC have gaps in their learning, therefore the English and Maths work will be building on the Year 1 curriculum in the first term.

English

Reading

- Use phonetic knowledge to blend sounds together to read words, including phonemes
- Read words without overt sounding and blending after a few encounters
- Read common exception words
- Start to be aware of, and use, alternative sounds for graphemes
- Recognise and join in with predictable phrases
- Be encouraged to link what they read or hear read to their own experiences
- Discuss the significance of the title and events
- Predict what might happen on the basis of what has been read so far



Phonics/Spelling

- Name the letters of the alphabet in order
- Spell words containing each of the 40+ phonemes taught
- Spell common exception words and days of the week
- Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog
- Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations

Writing

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Understand which letters belong to which handwriting 'families' and to practise these
- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Sequence sentences to form short narratives
- Leave spaces between words
- Join words and joining clauses using "and"
- Use familiar adjectives to add detail e.g. red apple, bad wolf
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun

Mathematics

- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line
- Read and write numbers from 1 to 10 in numerals and words.
- Represent and use number bonds and related subtraction facts within 10
- Add and subtract one-digit and two-digit numbers to 10, including zero
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = * - 9$
- Count in multiples of twos and tens
- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g. rectangles (including squares), circles and triangles] and 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].

The children will be exposed to the Year 3 curriculum

Science

- The 3 main types of rock - sedimentary, igneous and metamorphic.
 - Investigating and sorting rocks based on their properties
 - Explain how fossils are formed
 - Describe how different rocks are suitable for different purposes
 - Recognise that soils are made up of rocks and organic matter.
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- Recognise that light is needed to see things and that dark is the absence of light.
 - Notice that light is reflected from surfaces.
 - Explain that light from the sun can be dangerous.
 - Explain how shadows are formed.
 - Carry out shadow investigations

Careers

Geologist
Archaeologist

Photographer
Light technician

Events & Trips

- Local Church Visit
- School Photos - 13th November
- Parents Evening - 13th & 14th November
- Cinema - 23rd November
- Enterprise Week - W/C 27th November
- Christmas Fair - 13th December
- Christmas Carol Service - 19th December
- Christmas Party - 21st December

This list may develop during the term as we are able to access and support the children further in their learning.





Children in the ARC have Forest School on Tuesday and Thursday. These sessions link to the curriculum as well as develop the children's skills outdoors.


We will have additional sessions for you to visit us in the ARC as well as Parents Evening. If you would like to arrange additional appointments or visits, just send us a message. We work closely with family members to ensure that the ARC is inclusive whilst providing the children with their individual needs and targets.



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Specific provision provided in the ARC alongside the Curriculum needs.







Skills related to Social and Emotional Needs	Additional skills specific to the ARC
<div>Social skills<ul style="list-style-type: none">• Turn taking• Walking around school• Greeting• Complimenting• Negotiating• Sharing• Borrowing• Meeting a group of peers• Completing a game/activity with others• Develop communications using full sentences• Following classroom expectations and rules• Recognise socially acceptable behaviours• Recognise own self worth</div> <div></div> <div></div> <div>Emotional learning<ul style="list-style-type: none">• Learning how to interpret own feelings• Knowing how to interpret others feelings• Knowing the names of emotions• Knowing positive and negative emotions• Being able to respond to own emotions with support• Be able to name 2 strategies to regulate own emotions• Understand own actions affect others</div>	<div><ul style="list-style-type: none">• Resilience• Concentration• Sit and join in• Recognise and label emotions• Accept transitions• Stranger danger• Road safety• Following 2 step instructions• Communicate simple sentence• Reciprocal play for• Independent learning• Fine and Gross Motor skills development• Life skills including cooking and dressing• Keeping self safe including hygiene and safety in the classroom• Developing independence</div> <div></div> <div>Reading<p>From September Reading has been a pivotal part of our curriculum. Our learning and enjoyment for reading was ignited with Winnie The Witch.</p><div></div></div>





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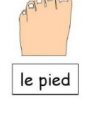




The children will be exposed to the Year 3 curriculum.

History	Geography	Art	DT	Music
<p>We will be learning about:</p> <ul style="list-style-type: none"> • The Stone Age • The Bronze Age • The Iron Age • When was the Stone Age? • Who lived in Britain in the 'old' Stone Age? <p>How did they survive? • If we met an old stone age family what questions would we want to ask them?</p> <ul style="list-style-type: none"> • What was 'new' about the New Stone Age? • In what ways did things change around 4000BC? • Who were the first farmers? • How have recent discoveries by archaeologists changed the way we think about the Stone Age? • How did life change between the Stone Age and the Iron Age? <p>The children will be answering the question: What 'age' would you prefer to live in?</p> <p>Some books the children could read if they are interested:</p> 	<p>We will be learning about The United Kingdom. Within this, we will be covering the following objectives:</p> <ul style="list-style-type: none"> • Use maps to name and locate the countries and major cities in the UK. • Use maps to identify counties and cities within the UK. • Use maps and aerial photographs to identify land use. • With support, identify how human and physical features of the UK have changed over time. • Describe key aspects of human geography including settlements and land use of an area in the United Kingdom. 	<p>We will be exploring colours. Within this, we will be covering the following:</p> <ul style="list-style-type: none"> • Create a colour wheel including primary, secondary and tertiary colours. • Explore complementary colours - colours opposite each other on the colour wheel • We will also be exploring complementary colours and creating shades and tints for particular effects.  <p>We will also be completing an artist study on Spanish painter, Diego Velazquez.</p> 	<p>We will be exploring Textiles in Autumn 2. This will cover the following:</p> <ul style="list-style-type: none"> • Designing and making a template from an existing product, applying individual design criteria. • Selecting and cutting fabrics with ease using fabric scissors. • Threading needles and tying knots <p>Ideas to try at home:</p> 	<p>We will be learning about instrumental sounds as well as continue building on technical vocabulary to describe music.</p> <p>We will be learning about stick notation including crotchets, crotchet rests, quavers and paired quavers.</p> <p>We will also be completing a musician study on the life and work of Beethoven.</p> <p>Link to the music of Beethoven</p> 



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Computing	French	PE	RE	PSHE
<p>Autumn term 1:</p> <p>We are learning about computer network systems.</p> <ul style="list-style-type: none"> How does a digital device work? What parts make up a digital device? How do digital devices help us? How am I connected? How are computers connected? What does our school network look like? <p>Autumn term 2:</p> <ul style="list-style-type: none"> Take different types of photos eg panoramic, burst etc. Use the zoom cameras to include details. Use editing tools to crop and filter photos. Use editing tools to edit photos. 	<p>We are learning parts of the body and learning to sing 'Head, Shoulders, Knees and Toes.'</p> <ul style="list-style-type: none"> Colours Greetings Numbers to 10 <p>We will be playing games, asking and answering questions and learning new words.</p> <p>Here is a link to the song we are learning:</p> <p>Tête Épaules Genoux Pieds - YouTube</p> <p>Tête, épaules, genoux et pieds (Head, Shoulders, Knees and Toes)</p> <div>         </div> <p>Tête, épaules, genoux et pieds, genoux et pieds; tête, épaules, genoux et pieds, genoux et pieds; et deux yeux, deux oreilles, une bouche et un nez; tête, épaules, genoux et pieds, genoux et pieds.</p>	<p><u>Dance</u></p> <p>Our theme is The Circus. We will be covering the following objectives:</p> <ul style="list-style-type: none"> Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. <p><u>Outdoor Adventure Activities</u></p> <p>We will be exploring our school environment, while completing fun activities.</p> <ul style="list-style-type: none"> Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and attempt to apply strategies to solve problems. Follow instructions from a peer and give simple instructions. Orientate and follow a diagram/map. Reflect on when and why challenges are solved successfully and use others' success to help them to improve. 	<p>We are exploring the question 'What can we learn about Christian worship and beliefs?' We will learning about:</p> <ul style="list-style-type: none"> Different types of churches (denominations) and will identify the names and denominations of churches the children have visited. Why Christians call Jesus the light of the world. 	<p>We are focusing on Families and Relationships. We're learning:</p> <ul style="list-style-type: none"> That problems can occur in families and that there is help available if needed. The effects of non-verbal communication. How to resolve friendship problems and the difference between conflict and bullying. <p>We're also creating comic strip stories on the theme of trust and what happens if trust is broken.</p> <p>There will be more links to PSHE with the children completing regular activities on emotions and building relationships.</p>