

Curriculum Overview Year 3

Subjects	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Curriculum Drivers	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities	
Empowering Learning	Team Worker	Independent Enquirer	Resourceful Thinker	Effective Participator	Self Manager	Reflective Learner
Reading	<p style="text-align: center;">Throughout year 3, the children will learn the following:</p> <p style="text-align: center;">Comprehension and Understanding: Comments on the way characters relate to one another. Knows which words are essential in a sentence to retain meaning.</p> <p style="text-align: center;">Prediction, inference & deduction: Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.</p> <p style="text-align: center;">Intonation and Expression: Recognise how commas are used to give more meaning.</p> <p style="text-align: center;">Grammatical Features: Recognise- plurals, pronouns and how used, collective nouns, adverbs. Can explain the difference that adjectives and verbs make.</p>					
Writing	<p style="text-align: center;">The Wilderness by Steve McCarthy Guide to the wilderness 'Meet the family' character introduction, a letter of advice, poetry and writing for different purposes.</p> <p style="text-align: center;">Leon and the Place Between by Angela McAllister To write their own version of <u>fantasy</u> To create a persuasive poster. To begin to use thought and speech bubbles. To incorporate dialogue.</p>	<p style="text-align: center;">The Barnabus Project by The Fan Brothers Brochures Instructional writing, descriptions, advertisements, letters of advice, dialogue and diary entries.</p> <p style="text-align: center;">The Seed of Doubt by Irena Brignull Motivational leaflets To share poems, dreams and aspirations. To write setting descriptions, letters, messages and speeches.</p>	<p style="text-align: center;">Cloud Tea Monkeys by Mal Peet and Elspeth Graham Non-chronological reports To write descriptions through 'how to' guides.</p> <p style="text-align: center;">Small in the City by Sydney Smith Extended narrative from <u>alternative perspective</u> To write descriptions, poems, diary entries, dialogue, letters of advice and posters.</p>	<p style="text-align: center;">The Search for the Giant Arctic Jellyfish by Chloe Savage Non-chronological report To produce video messages. To structure letters. To write diary entries and speech bubbles.</p> <p style="text-align: center;">Nen and the Lonely Fisherman by Ian Eagleton Own version narrative To write a lonely hearts advert character description, to produce a message in a bottle and use thought bubbles.</p>	<p style="text-align: center;">Our Tower by Joseph Coelho Extended fantasy narrative To write poetry. To write diary entries. To create dialogue. To write a letter of thanks.</p> <p style="text-align: center;">Escape from Pompeii by Christina Balit Newspaper reports To describe settings. To write using thoughts and feelings, using formal and informal formats.</p>	<p style="text-align: center;">The Thames Tide Club by Katya Balen Own version fantasy narrative To write persuasive letters and letters of advice. To write a diary entry, weather reports and produce advertisements.</p> <p style="text-align: center;">The Zebra's Great Escape by Katherine Rundell Own version, 'great escape' narrative To write a wanted poster, letter and action scene. To write poetry. To develop dialogue and describe a setting.</p>
GPS	<p style="text-align: center;">Revising KS1 grammar, correct use of nouns, verbs and adjectives, adverbs for time and place, prepositions of time place and cause. Punctuating dialogue inverted commas and reporting clauses. Using conjunctions, writing in 1st and 3rd person.</p>					
Maths	<p style="text-align: center;">Throughout the year, the children will learn their times tables and related division facts, building on the information they learnt in KS1. They will build on their fluency of facts, solving problems and increasing their confidence in mental calculations. Each term there will be a set of Key Instant Recall Facts (KIRF) for them to be working on.</p>					
	Place Value Addition & Subtraction	Addition & Subtraction Multiplication & Division	Multiplication & Division Length and perimeter	Fractions Mass & capacity	Fractions Money Time	Properties of Shape Statistics
Science	Influential Scientists and Inventors will be studied where appropriate					
	What is the attraction? Forces & Magnets	What do rocks tell us about how the Earth was formed? Rocks & Fossils	Why is that shadow following you? Light & Shadow	How can we keep our bodies healthy? Animals including humans	How did that blossom become a plant? Plants	

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Geography		Why do people live near volcanoes? Pupils will investigate the geographical processes behind volcanic activity and why communities choose to settle near these natural features. To understand the relationship between people and their environments.	Are all settlements the same? To consider how and why communities are formed and how geography influences their development.	Who lives in Antarctica? To investigate the remote continent of Antarctica, its unique physical features and human interactions. To introduce important concepts like lines of latitude and longitude and the Antarctic Treaty. The unit also includes a historical perspective through the explorer Ernest Shackleton.		
History	How did daily life change in Britain from the Stone Age to the Iron Age? To learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.				What were the greatest achievements of Ancient Egypt? Learning how early civilisations started within Egypt. Discovering how the upper and lower kingdoms formed Ancient Egypt. To compare the Egyptian time period to the Neolithic in Britain, finding out what was happening at the same time.	
Computing	Knowledge and Understanding and Skills in Digital Citizenship and E-Safety will continue throughout the year.					
	Coding Children will learn how to create an interactive scene using flowcharts, timers and the repeat command.	Spreadsheets Pie charts, bar charts, using advanced mode and cell addresses.	Email Children will learn how to communicate via email. They will also learn to add attachments.	Branching Databases Creating a branching database on a computer.	Simulations Exploring simulations, making decisions and discussing their effects.	Graphing Exploring the features of 2graph, collecting data and editing a graph.

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	Art <u>Painting & mixed media</u> Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints.	DT <u>Mechanical systems:</u> Pneumatic toys	Art <u>3D:</u> Exploring how shapes and negative spaces can be represented by three dimensional forms.	DT <u>Structures:</u> Constructing a castle	Art <u>Craft and design:</u> Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.	DT <u>Textiles:</u> Egyptian collars <u>Mechanical systems:</u> Pneumatic toys
	Sketchbook work, collage and drawing will be ongoing throughout the year. Cooking and nutrition: Eating seasonally. Inspirational artists, designers and crafts people will be studied across the year.					
PE	Fundamentals Fundamental movement skills are the basic movements that we use throughout life. These skills involve different parts of the body and help us with running, jumping, and balancing. They are like the building blocks for all the other sports and activities they'll do in life. Swimming Water safety. To develop stroke techniques and improve breathing skills.	Dance Working collaboratively, using different dynamics. To use space to create flow within a dance. Using formations. Ball skills Learn how tracking helps to improve all of their ball skills. Helping to predict where the ball is going next, useful when dribbling, catching, or passing to another teammate.	Gymnastics To create shapes, hold balances and perform rolls. Jumping using different take offs. Dodgeball Whilst attempting to strike their opponents, they will dodge or catch the ball thrown by the opposition.	Basketball To develop fundamental movement skills like dribbling, passing, and shooting. Exploring different ways to select and apply skills, make smart decisions, and understand basic tactics. Cricket Players use their hands to catch balls, swing the bat to hit the ball, and field the ball while it's in motion.	Athletics Athletics test running, jumping and throwing. To achieve their best possible time, distance or height they will need perseverance and resilience. Swimming Water safety. To develop stroke techniques and improve breathing skills.	Football To play an invasion game where the main goal is to invade the other team's space and score goals. To use attacking skills including dribbling, passing, shooting, as well as defending skills such as tracking and intercepting. Swimming Water safety. To develop stroke techniques and improve breathing skills.
Spanish	Aprendo Español Learning Spanish (introduction) To have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	Los animales Learning to say and write animal names, introduction of 'soy...', nouns and articles	Los instrumentos Musical Instruments Learning to say and write musical instrument names, nouns and articles, introduction of 'toco..'	Se..... Learning 10 familiar activities that they know how or do not know how in Spanish. Introducing the negative form, allowing the pupils to build more interesting and complex sentences.	La Fruta To learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. To be able to say which fruits they like and do not like in Spanish.	Las estaciones To learn the four seasons of the year along with a key feature for each season in Spanish. To say which is their favourite season and why.
RE		Human & Social Science How do people express commitment to religion?	Theology What is The Trinity?	Philosophy How do people make moral decisions?	Theology What do Muslims believe about God?	Human & Social Science What difference does being a Muslim make to daily life?

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PSHE	<p>Being Me in My World Valuing themselves, facing new challenges positively, making responsible choices, understanding why rules are needed and how they relate to responsibilities, understanding that our actions affect others.</p>	<p>Celebrating Difference Understanding everybody's family is different and important to them, resolving conflicts, knowing what to do if you witness bullying, recognise that words can be hurtful.</p>	<p>Dreams and Goals Understanding that we have to overcome challenges to achieve success, identify our dreams and goals, evaluating our learning progress.</p>	<p>Healthy Me Understanding how exercise affects the body and why the heart and lungs are so important, understanding the danger of drugs and only taking medicines from trusted adults, identify things, people and places they need to keep safe from.</p>	<p>Relationships Identifying roles and responsibilities of different family members, put into practice the skills of friendship, understanding our rights and needs and how these may differ for children around the world.</p>	<p>Changing Me To understand how babies grow and develop, understand how boys and girls bodies change as they grow up, start to recognise stereotypical ideas people may have about parenting and family roles.</p>
Music (Charanga Model Music Curriculum)	<p>How does music bring us closer together? An introduction to listening, singing, playing, composing and performing. Developing notations skills.</p>	<p>What stories does music tell us about the past? Exploring how music has been used to tell stories through the years, developing improvisation skills.</p>	<p>How does music make the world a better place? Composing using imagination, exploring how music can bring people together and encourage positive social change.</p>	<p>How does music help us get to know our community? Sharing musical experiences, comparing the use of music in ceremonies in ancient times to it's roles in today's films and shows.</p>	<p>How does music make a difference to us every day? Learning more about musical styles. How does music make a difference in different areas of our lives (sports, identity, courage etc.)</p>	<p>How does music connect us to our planet? Recognising different sounds. Exploring how instruments have come from the materials available around us. Thinking about how nature and the world around us has inspired musicians and composers.</p>
	Throughout the year children will develop listening, playing, composing and performing skills.					
This is a guide to our year 3 curriculum and units may be taught in a different order.						

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