

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 | Throughout year 3, the children will learn the following: Comprehension and Understanding: Comments on the way characters relate to one another. Knows which words are essential in a sentence to retain meaning. Prediction, inference & deduction: Draw inferences such as inferring characters' feelings, thoughts & motives from their actions. Intonation and Expression: Recognise how commas are used to give more meaning. Grammatical Features: Recognise- plurals, pronouns and how used, collective nouns, adverbs. Can explain the difference that adjectives and verbs make. | | | | | |
| Writing | Autobiographies <u>Focus Text:</u> Little Red Riding Hood <u>Outcomes:</u> Children will explore the features of an autobiography and create their own 'All About Me' presentation. Comprehension and character focus Letter Writing How to set out, plan and write an informal letter Humorous poems: <u>Focus Texts:</u> At the End of School Assembly by Simon Pitt Ghoul School Rules by Sue Cowling We lost our teacher to the Sea by David Harmer <u>Outcomes:</u> Children will explore structure, language and plot in narrative poetry. They will compose, write and perform their own humorous poem. | Modern Fiction Unit <u>Focus Text:</u> The Hodgeheg by Dick King Smith <u>Outcomes:</u> Children will learn about the structure of a story including plot, setting, character descriptions and tension building. They will plan and write their own animal story. Story Openers and Summaries <u>Focus Text:</u> One Christmas Wish by Katherine Rundell and Emily Sutton Instructions and Explanation Texts Children will study the features of instructions and write their own using persuasive techniques. | Fiction Unit: Stories by the same author (Roald Dahl) <u>Focus Texts:</u> Fantastic Mr. Fox Extracts from The Twits and The BFG Skills: Comprehension, Composition: planning and story writing. Persuasive writing As part of this unit of work, children will study the features of persuasive writing, including emotive language and the difference between fact and opinion. Newspaper Report: Children will write a news paper report as part of this unit, using the 5 W's. | Once in a Lifetime- Nonchronological report Children will watch a video to prompt discussion about imaginative worlds. They will write descriptively using expanded noun phrases, adverbs and prepositions. They will also write a nonchronological report. Poems: Playing with Words Children will look at a variety of poems and riddles. They will have a chance to play with language to identify meaning. They will look at homophones and use dictionaries to improve vocabulary choices. They will compose class and individual poems/riddles. | Myths & Legends (linked to Ancient Greece) <u>Focus texts:</u> Pandora's Box Daedalus and Icarus <u>Outcomes:</u> Children will study a selection of Greek Myths and their conventions. They will explore myths through acting and hot seating. They will retell a myth from a different perspective. Plays and dialogues Children will study an extract from a Greek play script. Advertising- Persuasive Writing <u>Outcomes:</u> Children will look at the power of persuasive language, learn to use conjunctions, expanded noun phrases and create adverts. | Adventure Stories <u>Focus Texts:</u> Marcy and the Riddle of the Spinx by Joe Todd-Stanton <u>Outcomes:</u> Features of adventure stories, planning and writing an adventure story, writing narrative, effective story endings. Shape poems <u>Focus Texts:</u> Emperor Penguin by Liz Brownlee <u>Outcomes:</u> Analysing shape poems including calligrams, Reading and creating shape poems. |
| GPS | 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 1 st and 3 rd person. | | | | | |
| Maths | 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. | | | | | |
| | Place Value Addition and Subtraction | Addition and Subtraction Multiplication and Division | Multiplication and Division Money Statistics | Measurement: Length and Perimeter Fractions | Fractions Time | Properties of Shape Mass and Capacity |
| Science | Influential Scientists and Inventors will be studied where appropriate | | | | | |
| | What do rocks tell us about how the Earth was formed? Rocks & Fossils | Why is that shadow following you? Light & Shadow | What is the attraction? Forces and magnets | How can we keep our bodies healthy? Animals including humans | How did that blossom become a plant? Plants | |

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| Topics (Geography/ History) | Why do people live near volcanoes? (Geography Unit) | What do some of the Ancient Civilisations have in common? (Introduction to Ancient History) | How can we rediscover the wonders of Ancient Egypt? (History Unit) | Who lives in Antarctica? (Geography Unit) | Has Greece always been in the news? (History of Ancient Greece) | Are all settlements the same? (Geography Unit) |
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| 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. |
| Art & DT | Inspirational Artists will be studied where appropriate | | | | | |
| | Art Unit: Growing Artists <u>Focus Artists:</u> Maud Purdy, Maud Ernst, Georgia O'Keefe <u>Skills:</u> Building a picture, sketching, shading | DT Unit: Mechanical systems: Pneumatic toys | Art Unit: Ancient Egyptian Scrolls | DT Unit: Structures: Constructing a castle | Art Unit: Abstract Shape and Space | DT Unit: Electrical systems: Electric poster |
| | Sketchbook work, collage and drawing will be ongoing throughout the year. | | | | | |
| PE | Invasion games- Netball Swimming | Indoor athletics Swimming | Dance (block 3 weeks) Gym (block 3 weeks) | OOA (Outdoor Adventurous Activities) - focus on teambuilding Swimming/fitness | Football Basketball | Tennis Swimming/Golf |
| Spanish | Aprendo Español Learning Spanish (introduction) Asking & saying how you feel, colours, numbers, looking at where Spanish is spoken in the world. | Los Animales Animals 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..' | Caperucita Roja Little Red Riding Hood Parts of the body, listening and understanding a traditional story in Spanish | Puedo I can ... Introduction of 'Puedo...' (I can) Reading and listening exercises around puedo and activity verbs | Los Helados Ice Cream 'Quisiera' I would like... Listening and speaking exercises. The connective 'y' |
| 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? | |
| PSHE | 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. | 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. | Dreams and Goals Understanding that we have to overcome challenges to achieve success, identify our dreams and goals, evaluating our learning progress. | 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. | 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. | 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. |

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| <p align="center">Music (Charanga Model Music Curriculum)</p> | <p align="center">How does music bring us closer together? An introduction to listening, singing, playing, composing and performing. Developing notations skills.</p> | <p align="center">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 align="center">How does music make the world a better place? Composing using imagination, exploring ho music can bring people together and encourage positive social change.</p> | <p align="center">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 align="center">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 align="center">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> |
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Throughout the year children will develop listening, playing, composing and performing skills.

This is a guide only- units may not be taught in the order they appear.