

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	The Wilderness by Steve McCarthy Guide to the wilderness 'Meet the family' character introduction, a letter of advice, poetry and writing for different purposes. Leon and the Place Between by Angela McAllister To write their own version of fantasy To create a persuasive poster. To begin to use thought and speech bubbles. To incorporate dialogue.	The Barnabus Project by The Fan Brothers Brochures Instructional writing, descriptions, advertisements, letters of advice, dialogue and diary entries. The Seed of Doubt by Irena Brignull Motivational leaflets To share poems, dreams and aspirations. To write setting descriptions, letters, messages and speeches.	Cloud Tea Monkeys by Mal Peet and Elspeth Graham Non-chronological reports To write descriptions through 'how to' guides. Small in the City by Sydney Smith Extended narrative from alternative perspective To write descriptions, poems, diary entries, dialogue, letters of advice and posters.	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. 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.	Our Tower by Joseph Coelho Extended fantasy narrative To write poetry. To write diary entries. To create dialogue. To write a letter of thanks. Escape from Pompeii by Christina Balit Newspaper reports To describe settings. To write using thoughts and feelings, using formal and informal formats.	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. 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.
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 1st and 3rd 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. Each term there will be a set of Key Instant Recall Facts (KIRF) for them to be working on.					
	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					

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Science	How do magnets work? <u>Forces & Magnets</u> To explore simple pushes and pulls as an introduction to forces. To investigate how the texture of an object or the surface it is on can affect how the object moves. To explore different magnets and how they can pull (attract) and push (repel) at a distance without contact.	How can we classify rocks? <u>Rocks & Fossils</u> To explore different rocks and soils, by classifying and grouping based on their appearance and physical properties. To explore how the Earth is made up of different rocks and fossils and how they are formed.	What is light? <u>Light & Shadow</u> To recognise that light is needed to see things and that dark is the absence of light. To identify light sources; thinking of ways to protect themselves from the Sun. To investigate and conduct experiments to discover which materials make the best/worst shadows and how shadows can be altered. To explore how mirrors work.	How do the systems inside our body work? <u>Animals including humans</u> To explore how the skeleton and muscles support the body, protect organs and allow movement. To identify major bones, explore joints and discover that muscles work in pairs to pull the skeleton. To compare humans with other animals, learning that some have internal skeletons, some have exoskeletons and some have none. To learn that all animals need nutrients to stay alive, grow and repair.	How does each part of the plant fulfil its function? <u>Plants</u> To identify and describe the functions of the different parts of plants. To explore what plants need for life and growth. To investigate how water is transported through plants. To look at seeds and explore the different ways that plants disperse their seeds.	
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. Discovering what life was like through each of the main time periods of the Stone Age, through to the Iron Age. To explore how civilisation started, how agriculture changed their lives and how different metals changed the way we interacted with each other.				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.	

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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 suing flowcharts, timers and the repeat command.	Spreadsheets Pie charts, bar charts, using advanced mode and cell addresses.	Email Children learn how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication.	Route Explorers To plan algorithms and write code that includes angles of turn to create routes for screen turtles. Children will experiment with using the repeat command.	Presentations Using Google Slides to create an engaging presentation. Branching Databases To learn how binary questioning is used to sort data records and the importance of testing and debugging databases.	Touch Typing Children will improve their keyboard skills, developing their knowledge of keyboard shortcuts. Micro:bit To program a physical device by writing code to make it work.
Art & Design and Design Technology	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.					
Physical Education	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.

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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.
Religious Education	What makes us human? Exploring ideas about spirituality, inner self and the soul.	Where do morals come from? Reflecting on what it means to live a good life by considering ideas about right and wrong and the choices people make.	Is scripture central to religion? Examining how scriptures are used and valued by different people by investigating a range of religious texts and traditions.	What happens if we do wrong? Developing their previous learning about the role of god and moral guidance, by exploring the meaning of consequences to different people.	Why is water symbolic? Investigating the symbolism of water by exploring its use in rituals, ceremonies and religious stories.	Why is fire used ceremonially? Examining the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance.
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.
Music (Charanga Model Music Curriculum)	How does music bring us closer together? An introduction to listening, singing, playing, composing and performing. Developing notations skills.	What stories does music tell us about the past? Exploring how music has been used to tell stories through the years, developing improvisation skills.	How does music make the world a better place? Composing using imagination, exploring how music can bring people together and encourage positive social change.	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.	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.)	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.
	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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