

Year 3 – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Events	Macmillan Coffee Morning Black History Month World Mental Health Day	Remembrance Day – 11 th Nov Diwali (KS1 - Late Oct/Early Nov) Road Safety Week (KS2 -Mid Nov) Safer Internet Day (Early Feb)	National Storytelling Week (Early Feb) Go Green Week (KS1 Mid Feb)	STEM Week (March) Fairtrade Fortnight & School Charity Event (KS2 - Late Feb)	World Book Day / Sports Relief (Early March, Alternate years) Earth Day (Late March)	Sports Day
English	<p><u>Narrative - Fantastic Mr Fox - Writing an event within a story</u> Using the book, 'Fantastic Mr. Fox', children will add their own chapter to the book. They will use extended noun phrases to describe and turn take characters to add dialogue.</p> <p><u>Poetry - Calligrams</u> Children compose shape poems using noun phrases, prepositions and alliteration whilst making decisions about form. Children work collaboratively to edit and re-draft poetry.</p>	<p><u>Narrative - Tom's Sausage Lion</u> Children will be writing letters to Tom's Dad, using persuasive techniques, to persuade him that Tom is telling the truth about seeing a lion!</p> <p><u>Information Text (Animals and their skeletons).</u> Children will research 'Animals and their skeletons' (based on wider curriculum) using reference materials (books, IT sources). They will decide how to present information and make informed choices by using structures from a range of information sources. Children will begin to present / structure</p>	<p><u>Narrative - The Iron Man</u> Children will be learning to write dialogue between Hogarth and his father. They will use powerful verbs and similes to demonstrate how Iron Man feels being trapped by Hogarth and the villagers.</p> <p><u>Explanation Text - Magnetism</u> Children will use technical language and learn how to structure a non-fiction text whilst explaining about Magnetism.</p>	<p><u>Narrative - Arthur and the Golden Rope</u></p> <p><u>Historical Text - Three Musketeers - Endings</u> Children will read the exciting novel 'The Three Musketeers' and create an exciting fight scene to end the story.</p>	<p><u>Narrative - The Green Ship</u></p> <p><u>Poetry on a theme to Perform - Treasures</u> Read and discuss a range of performance poems, identifying distinctive features such as rhyme, rhythm and the use of oral language based on speech. The poem will look at the issue of pollution and conservation.</p>	<p><u>Narrative - The Tin Forest</u> Children will be exploring how descriptive language is used to create atmosphere, inspire imagination and stir emotion. They will be writing two contrasting diary entries that are descriptive and emotive, revealing the differing emotions of the Old Man.</p> <p><u>Biography - Emmeline Pankhurst</u> Children can write an effective biography about Emmeline Pankhurst, selecting an appropriate style and language to suit a specific purpose and audience. Using third person, they will</p>

		information cohesively using words, pictures, diagrams and other communication modes to inform others.				present appropriate facts, structured so that the audience can quickly access information.
Maths	<u>Place Value</u> <u>Addition and Subtraction</u>	<u>Addition and subtraction</u> <u>Multiplication and Division</u>	<u>Multiplication and Division</u> <u>Money</u> <u>Statistics</u>	<u>Length and Perimeter</u> <u>Fractions</u>	<u>Fractions</u> <u>Time</u>	<u>Properties of Shape</u> <u>Mass and Capacity</u>
Science	<u>Light</u> <ul style="list-style-type: none"> Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows can change. 	<u>Animals and their skeletons including humans</u> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected). 	<u>Rocks</u> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter 	<u>Forces and movement</u> <ul style="list-style-type: none"> Compare how some things move on different surfaces. Notice that some forces need contact between two objects but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles (like and unlike poles). Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<u>Plants - Functions of parts and seed dispersal</u> <ul style="list-style-type: none"> Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<u>Plants - Functions of parts and seed dispersal</u>
History		<u>The Stone Age</u>		<u>The Iron Age</u>		<u>The Romans</u>

		<ul style="list-style-type: none"> - Describe and give reasons for some of the changes in Britain from the Stone Age up to the Iron Age. 		<ul style="list-style-type: none"> - Children will conduct an enquiry to find out how much life really changed during the Iron Age / Bronze Age and how we can possibly know (finding evidence). 		<p>Children will learn:</p> <ul style="list-style-type: none"> - How the Roman Empire began and how the Roman army helped the Roman Empire to expand. - How Britain became part of the Roman Empire and how Boudica rebelled against the Romans. - What the Romans built after they settled in Britain and what important things the Romans introduced to Britain. - What archaeological sites tell us about Britain, and what the houses were like in Roman Britain. <p>Trip to Ribchester Museum Trip to Outdoor Elements</p>
Geography	<p><u>The Rainforest</u> Children will be learning what a rainforest is and where they are located. They will learn about the climate and vegetation and the lives of the people that live there.</p>		<p><u>Our European</u> Children will be learning which countries are part of Europe then explore some human features of different European countries, including flags, currencies and governments.</p>		<p><u>Investigating India</u> Children will be exploring India, looking at the mountain ranges and some of the major rivers. They will explore the human and physical features of cities in India and study its culture and its influence on other countries.</p>	
Art		<p><u>Drawing and painting</u> Look at the artist Banksy then using</p>		<p><u>Digital art</u> Look at William Morris and explore</p>		<p><u>Textiles</u> Weaving - Kapow</p>

		<p>their knowledge of wall art, children will create 'Prehistoric Art' - Kapow</p> <p>Link to Stone Age</p>		<p>how patterns are manipulated to create Rangoli Art.</p> <p>Link to RE, Diwali</p>		
Design Technology	<p><u>Textiles</u> Cushions, Sewing, cross-stitch and appliqué</p> <p>(Kapow Y3U1)</p>		<p><u>Mechanical Systems</u> Pneumatic Toys Thumbnail sketches and exploded diagrams</p> <p>(Kapow Y3U5)</p>		<p><u>Food</u> Eating Seasonally Healthy vegetable tarts.</p> <p>(Kapow Y3U3)</p>	
Music	<p><u>Developing Notation and Skills</u></p>		<p><u>Enjoying Improvisation</u></p>		<p><u>Learning more about musical styles</u></p>	
RE	<p><u>Christianity- The Church</u></p> <p><i>Theme:</i> What do people say about God?</p>	<p><u>Christianity- God</u></p>	<p><u>Christianity- Jesus</u></p>	<p><u>Buddhism</u></p>	<p><u>Islam</u></p>	<p><u>Judaism</u></p>
Computing CS - Computer Science DL – Digital Literacy IT – Information Technology	<p><u>Unit 3.1 - Coding</u> Children will learn:</p> <ul style="list-style-type: none"> To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. 	<p><u>Unit 3.2 - Online Safety</u> Children will learn:</p> <ul style="list-style-type: none"> To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions 	<p><u>Unit 3.4 - Touch Typing</u> Children will learn:</p> <ul style="list-style-type: none"> To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand. 	<p><u>Unit 3.5 - Email (inc. safety)</u> Children will learn:</p> <ul style="list-style-type: none"> To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. 	<p><u>Unit 3.6 - Branching Databases</u> Children will learn:</p> <ul style="list-style-type: none"> To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice <p>Unit 3.7 - Simulations</p>	<p><u>Unit 3.8 - Graphing</u> Children will learn:</p> <ul style="list-style-type: none"> To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form. <p>Unit 3.9 - Presenting Children will learn:</p> <ul style="list-style-type: none"> To understand the uses of PowerPoint. To create a page in a presentation. To add media to a presentation.

	<ul style="list-style-type: none"> To understand how to use the repeat command. To understand the importance of nesting. To design and create an interactive scene. 	<p>symbols on digital media and devices.</p> <p>Unit 3.3 - Spreadsheets</p> <p>Children will learn:</p> <ul style="list-style-type: none"> To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to learn about cell references. 		<ul style="list-style-type: none"> To add an attachment to an email. To explore a simulated email scenario. 	<p>Children will learn:</p> <ul style="list-style-type: none"> To consider what simulations are. To explore a simulation. To analyse and evaluate a simulation. 	<ul style="list-style-type: none"> To add animations to a presentation. To add timings to a presentation. <ul style="list-style-type: none"> To use the skills learnt to design and create an engaging presentation.
FRENCH	<p><u>Starting out</u></p> <p><u>Greetings</u></p> <p>How are you?</p> <p>My name is...</p> <p>What is your name?</p> <p>Classroom instructions.</p> <p>Numbers 1-31</p> <p>Counting songs</p>	<p><u>Days of the week</u></p> <p><u>Months of the year</u></p> <p>When is your birthday?</p> <p>Quelle est la date de ton anniversaire (song for months of year)</p> <p>Make a Christmas card</p>	<p><u>Animals and pets</u></p> <p><u>Animals and numbers</u></p> <p><i>J'ai deux poissons</i></p> <p><i>Avoir J'ai un chien</i></p> <p>Negatives <i>je n'aime pas un chien</i></p> <p>Sizes</p> <p>Old Macdonald</p>	<p><u>Colours</u></p> <p>Learn 5 colours</p> <p>Describe animal colours (word order) <i>un chien brun</i></p> <p>Ours brun book</p> <p>Easter</p>	<p><u>The Hungry Caterpillar</u></p> <p>La Chenille qui fait des trous</p> <p><u>Food and drink</u></p> <p>Label food and drink</p> <p>Traditional French food</p>	<p><u>French culture</u></p> <p>'mais'.</p> <p><i>J'aime... mais je n'aime pas...</i></p>
PSHCE	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Relationship web Complete Deedee's Sentences Bullying <p>British values</p> <p>To be weaved into each class and taught through British Values assemblies.</p>	<p><u>Feelings and Emotions</u></p> <ul style="list-style-type: none"> The Anger Rules Grief - My Memory Box <p>British values</p> <p>To be weaved into each class and taught through British Values assemblies.</p>	<p><u>Keeping/Staying Healthy</u></p> <ul style="list-style-type: none"> Medicines Healthy Message Board <p>British values</p> <p>To be weaved into each class and taught through British Values assemblies.</p>	<p><u>Keeping/Staying Safe</u></p> <ul style="list-style-type: none"> Our safety rules Warning signs Create your own warning sign? <p>British values</p> <p>To be weaved into each class and taught through British Values assemblies.</p>	<p><u>Being Responsible</u></p> <ul style="list-style-type: none"> Target sheet When I am 11 <p>Money Matters</p> <ul style="list-style-type: none"> Deedee's pocket money Deedee's fundraising ideas <p>British values</p> <ul style="list-style-type: none"> To be weaved into each class and taught through 	<p><u>Computer Safety</u></p> <ul style="list-style-type: none"> Deedee's Golden Rules Computer Safety Declaration <p>British values</p> <ul style="list-style-type: none"> To be weaved into each class and taught through

					British Values assemblies.	British Values assemblies.
PE	<p><u>Invasion Games - Three Touch Ball</u> Children will learn to send and receive a ball in an invasion game and develop the skill of intercepting. They will consider tactics and how to change them if they are not effective.</p>	<p><u>Outdoor Adventurous Activity</u> Children will perform outdoor and adventurous activity both individually and in a team.</p>	<p><u>Gymnastics</u> Children will develop the skills of jumping, shape and landing. They will develop ways of travelling on hands and feet, and balance on small body parts.</p>	<p><u>Net / Wall Games</u> Children will learn to send a ball accurately and move into space to receive a pass.</p>	<p><u>Athletics</u> Children will learn to perform the pull throwing action (javelin, howler) and will be exploring different running disciplines (long-distance, short and long sprint).</p>	<p><u>Athletics</u> Children will learn to pass a baton successfully in a race. They will develop skills to hop, step and jump, and will perform in athletic type competitive events (run, jump and throw)</p>