YEAR 3 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Sarah Asuquo, *Shine* Ibtihaj Muhammad, *The Proudest Blue* Lemony Snicket, *The Dark*	Ted Hughes, *Iron Man* Fran Long, Isabelle Galleymore, *The Bee is not Afraid of Me: A Book of Insect Poems*	Karen Inglis, *The Secret Lake* Patrice Barton, *The Invisible Boy*	Nicola Davies, *The Promise.* Barbara Cooney, *Miss Rumphius*	Joe Todd-Stanton, *Leo and the Gorgon's Curse* Tom Fletcher, *The Creakers*	Malala Yousafzai, *Malala's Magic Pencil* Tom McLaughlin, *The Accidental Prime Minister*
Grammar	Know when to use an rather than a. To add –er and –est to adjectives.	Use inverted commas for direct speech. Use conjunctions to express time and cause (when, as, while, so, because). Use commas for lists. Apostrophes for contractions.	Identify and use prepositions (during, after, before, behind). Begin to use subordinate clauses Adverbs to express time (then, next, soon). Use headings and sub-headings to organise texts. Imperative verbs	Use adverbs (non –ly) to express time (then, next, soon). Use of paragraphs Use headings and sub-headings to organise text Range of conjunctions.	Form nouns using a range of prefixes (super-, anti-, auto-).	Identify word families and draw links between their meanings. Use present perfect tense (instead of simple past).
Mathematics (White Rose)	**Place value** - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	**Addition and subtraction** - estimate the answer to a calculation and use inverse operations to check answers	**Multiplication and division** **-** write and calculate mathematical statements for multiplication and division using the multiplication tables	**Fractions** - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-	**Length & perimeter** - measure, compare, add and subtract length (m/cm/mm)	**Properties of shape** - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different

YEAR 3 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) - compare and order numbers up to 1,000 - identify, represent, and estimate numbers using different representations - read and write numbers up to 1,000 in numerals and in words - solve number problems and practical problems involving these ideas **Addition and subtraction** - add and subtract numbers mentally, including: - a three-digit number and 1s - a three-digit number and 10s - a three-digit number and 100s	- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **Multiplication and division** - Multiplying by 3, 4 and 8 - Dividing by 3, 4 and 8 - Word problems	they know, including two-digit numbers multiplied by one-digit numbers, using mental and progressing to formal written methods. **Money** - add and subtract amounts of money to give change, using both £ and p in practical contexts. **Statistics** - interpret and present data using bar charts, pictograms, and tables - solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables	digit numbers or quantities by 10 - recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions with the same denominator within one whole - compare and order unit fractions, and fractions with the same denominators	- measure the perimeter of simple 2-D shapes **Time** - tell and write the tie from an analogue clock, including using Roman numerals from I to XII, and 12-hour clocks and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events	orientations and describe them - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines **Mass & capacity** - measure, compare, add and subtract mass (kg/g); volume/capacity (l/ml)

YEAR 3 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
	- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction			- solve problems that involve all of the above		
Science (CUSP)	**Rocks** **Types** How are rocks formed? What types of rocks are there? **Change** Can rocks change? How can we test a rock to see if it is limestone or chalk? **Soil** Is soil just dirt? What makes soil? **Fossils** How are fossils formed?	**Animals, including humans** **Food** What effect does the food we eat have? **Skeleton** Where is my skeleton and what does it do? **Muscle** Where are my muscles and what do they do?	**Forces and magnets** **Contact forces and friction** What are contact forces? How do surfaces affect the motion of an object? How does friction affect moving objects? **Non-contact force** What is a non-contact force? How is this different to a contact force? **Magnetic force**	**Light** **Seeing** Do we need light to see things? **Shadows** How are shadows formed? **Changing variables** What happens to the size of a shadow when the object moves closer to, or away from, the light source?	**Plants** **Flowering plants** What are the parts of a flowering plant? **Food and survival** Do all plants need the same things to grow and survive? How do leaves make food for the plant? **Flower function** What do flowers do? What is pollination?	**Revisit: Rocks** **Types** How are rocks formed? What types of rocks are there? **Change** Can rocks change? **Fossils** How are fossils formed?

YEAR 3 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			How do magnets retract and repel? Which materials are magnetic? Forces and magnetism summary.			
Computing (Kapow)	**Computing systems and networks 1: Networks and the internet** Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. **Online Safety** **SMART Rules. Beliefs, opinions and facts on the internet.**	**Programming: Scratch** Building on the use of the 'ScratchJr' application in Year 2, progress to using the more advanced computer-based application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game. **Online Safety** **SMART Rules. When being online makes me upset.** To understand the effect that some	**Computing systems and networks 2: Emailing** Learning how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent **Online Safety** **SMART Rules. Sharing of information.** To understand the ways personal information can be shared on the internet.	**Computing systems and networks 3: Journey inside a computer** Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models. **Online Safety** **SMART Rules Sharing of information.**	**Creating media: Video trailers (Previously called 'Digital literacy')** Developing filming and editing video skills through the storyboarding and creation of book trailers. **Online Safety** **SMART Rules. Rules of social media platforms.** To understand the rules for social media platforms.	**Data handling: Comparison cards databases** Using the theme of a 'Comparison cards game' (based on the popular game, Top Trumps), to understand what a database is by learning the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering. **Online Safety** **SMART Rules. Rules of social media platforms.**

YEAR 3 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
	To understand how the internet can be used to share beliefs opinions and facts.	internet use can have on our feelings and emotional well-being.		To understand the ways personal information can be shared on the internet		To understand the rules for social media platforms.
Geography (CUSP)	**Physical and Human features** **Map and fieldwork skills** **Compass** What are the eight points on the compass? **Human and physical features** Where are the human and physical features in this place? **Apply it** What human and physical features can you identify on a map?		**United Kingdom Study** **United Kingdom** What are the regions and countries in the UK? Name and locate cities and countries of the UK. **Human and physical features** Identify geographical regions by physical and human landmarks of Scotland and England. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. **Geographical patterns and explanations** What are the topical patterns in the UK? What can I see here? Summarise, present, and explain regions, countries, cities and landmarks of the UK.		**OS map skills and fieldwork** **Knowing** What is an Ordinance Survey map? **Large- and small-scale maps** How does scale change the way we describe a place? What's the area like just beyond the school? **Maps and other places** What's the area like beyond our region?	

YEAR 3 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
History: Development of civilisations	**Ancient Egypt-achievements of the earliest civilisations** Locate Egypt and Cairo on a map (Geog.) Explain how seasonal flooding patterns of the Nile River created fertile soil, examine satellite images (Geog.) Explain how the Nile River was a vital transportation route in ancient Egypt (Geog.) Use a proportional timeline to show chronological span of ancient Egypt Describe social structure and religious structure of Ancient Egypt Explain why Egyptian artefacts were taken to the British Museum, and debate if they should be returned		**Stone Age, Bronze Age, Iron Age-changes in Britain** Order pre-historic periods: Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age Explain how geography of Britain was different from modern Britain due to Ice Ages (Geog.) Explain how Star Carr shows evidence of settlement during the Mesolithic Explain how Skara Brae shows settlement during Neolithic, transition from hunter-gatherer to early farmers Locate Stonehenge on a map, explain significance of ritual landscape around Stonehenge, examine satellite imagery (Geog.) Describe social structures (hill forts, tribal kingdoms) and religious practices of Celts Compare life in Bronze age Britain (ca. 2000BCE) to life in ancient Egypt at the time.	**Roman Empire in Britain-changes in Britain and long arc of history** Locate Italy, Mediterranean Sea and Rome on a map (Geog.) Locate Towcester (Roman Lactodorum) on a map Explain events that led to Julius Caesar's invasions in 55 and 54 BCE, and why Romans settled after Claudius invaded in 43CE Explain how local Celts resisted Roman invasion by studying the life of Boudica Identify physical effects of Romanisation, e.g. Watling Street is now A5 Explain how Roman empire governed Britain Describe social and cultural effects of Romanisation, e.g. explain experience of African soldiers stationed on Hadrian's Wall, evidence found from Vindolanda, curses found at Bath, coming of early Christianity	

YEAR 3 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
					Explain how conflict led to withdrawal of Romans from Britain in 410AD	
Art (CUSP)	**<u>Drawing and Painting</u>** **Significant artist: Vincent Van Gough** Invent marks and repeat for effect. Combine drawing and resist. Mix colours and combine shapes and marks. Respond imaginatively to a story or poem about an invented creature.	**<u>Printmaking – linked to science topic</u>** **Significant artist: Neil Bousfield** Exploration of printing materials and tools. Explicit teaching of techniques. Application of knowledge and techniques.	**<u>Textiles and Collage</u>** **Significant artist: Faith Ringgold** Exploration of materials and artform. Explicit teaching of techniques. Applying knowledge, skills and techniques.	**<u>3D</u>** **Significant artist: Louise Bourgeois** Specific teaching of techniques and artform. Exploring materials Specific teaching of sculptural techniques.	**<u>Painting</u>** **Significant artist: Kehinde Wiley** Exploration of materials and artform. Explicit teaching of techniques. Applying knowledge, skills and techniques.	**<u>Creative Response Painting and Printmaking.</u>** Explanation of stimulus and reflection on the skills learnt. Response to stimulus and revisiting of skills. Applying knowledge, skills and techniques.

YEAR 3 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
Design Technology (CUSP)	**Textiles** **How can you make a box out of cloth?** Identification of the problem Exploring materials. Application of skills. Evaluation and adaptation.		**Mechanisms** **How can you do a lot of work with little effort?** Exploring levers and their applications. Developing practical and design skills. Exploring linkages and their applications. Making a linkages and levers product. Evaluating outcomes.		**Structures** **What makes a bridge strong?** Identifying features of bridges. Exploring and identifying ways to stabilise a simple structure. Introducing and design and make challenge. Application of skills. Evaluation and adaptation.	
Music (Charanga)	Let Your Spirit Fly **Listen & Appraise -** begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. **Singing -** sing, learn about singing and vocal health. Learn about working in a group/band/ensemble. **Playing -** play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. **Improvisation-** explore and create your own responses, melodies and rhythms.		Three Little Birds **Listen & Appraise -** begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. **Singing -** sing, learn about singing and vocal health. Learn about working in a group/band/ensemble. **Playing -** play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. **Improvisation-** explore and create your own responses, melodies and rhythms.		Bringing Us Together **Listen & Appraise -** begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. **Singing -** sing, learn about singing and vocal health. Learn about working in a group/band/ensemble. **Playing -** play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. **Improvisation-** explore and create your own responses, melodies and rhythms.	

YEAR 3 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
	Composition- create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. **Perform/Share -**work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.		**Composition-** create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. **Perform/Share -**work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.		**Composition-** create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. **Perform/Share -**work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	
P.S.H.E.	**What are the rules that keeps us safe?** Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	**What can we do about bullying?** Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	**What are we responsible for?** Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	**How can we describe our feelings?** Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	**What jobs would we like?** What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets	**How can we eat well?** What makes a balanced lifestyle; balanced diet; making choices; what influences choices

YEAR 3 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Religious Education	What matters most to Humanists? What is the difference between atheism and agnosticism? How do individual values that people share affect their lives? Are all values shared? Explore Humanist and Christian ceremonies, celebrations, or special occasions.		How do different religious codes for living (i.e. The Ten Commandments and The Golden Rule of treating others' as you would like to be treated yourself) affect personal morals? Explore Humanist and Christian ceremonies, celebrations, or special occasions.		Consider what the concept of peace means for religious and nonreligious people. Are the concepts different? Explore how and why peace might be important in people's lives and how some, including those from different faiths, might pursue or promote peace in a variety of different ways.	
Physical Education	**Gymnastics** ***Unit 1*** Devise simple sequences using compositional ideas Master basic movements including leaping, jumping, balancing and stretching Work collaboratively to adapt, change and improve individual sequence. ***Unit 2*** Perform with control a range of basic actions Develop a broader range of new actions	**Dance** ***Unit 1*** Practise different sections of a dance aiming to put together a performance Perform using facial expressions Perform with a prop ***Unit 2*** Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies Building basic creative choreography skills in travelling,	**Striking and fielding** ***Rounders*** To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills. ***Cricket*** To be able to adhere to some of the basic rules of cricket To develop a range of skills to use in	**Invasion** ***Netball*** To be able to perform basic netball skills such as passing and catching using recognised throws. To use space efficiently to build attacking play. To implement the basic rules of netball. ***Basketball*** To perform some basic basketball skills, throwing, catching, and dribbling.	**Athletics** ***Athletics*** Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force.	**OAA** To work with others to solve problems To describe their work and use different strategies to solve problems. To lead others and be led To differentiate between when a task is competitive and when it is collaborative.

YEAR 3 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
	Work individually to improve a sequence.	dynamics and partner work in the specific style of Barn Dance.	isolation and a competitive context. To use basic skills with more consistency including striking a bowled ball	To build attacking / offensive play. To implement some basic rules of basketball.		
	Autumn P.E. trip: SnoZone		**Spring P.E. trip: Gravity**		**Summer P.E. trip: Go Ape**	
MFL Spanish						