

YEAR 3 CURRICULUM OVERVIEW

YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ANCIENT EGYPT		VOLCANOES & EARTHQUAKES	RAINFORESTS	EUROPE	VIKINGS AND SAXONS
ENGLISH	Reading: - listening to and discussing a wide range of texts -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words -increasing their familiarity with a wide range of books and retelling some of these orally -identifying themes and conventions in a wide range of books Writing: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary - assessing the effectiveness of their own and others’ writing and suggesting improvements -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Spelling: Oxford Owl Read,Write Inc Spelling Book	Reading: -continuing to read and discuss an increasingly wide range of fiction -identifying and discussing themes and conventions - making comparisons within and across books -preparing poems to read aloud and to perform, making meaning clear to an audience -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, considering the impact on the reader Writing: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere - assessing the effectiveness of their own and others’ writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural - provide reasoned justifications for their views Spelling: Oxford Owl Read,Write Inc Spelling Book	Reading: -develop positive attitudes to reading by listening to and discussing a wide range of fiction -increase familiarity with a range of books Identify themes and conventions -discuss words and phrases that capture readers’ interest and imagination -ask questions to improve understanding of the text -draw inferences and justify inferences with evidence -identify how language and structure contribute to meaning Writing: -discuss writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar - Plan writing by discussing and recording ideas -draft and write by composing and rehearsing sentences orally -write for different purposes including about fictional personal experiences -assess the effectiveness of their own and others' writing and suggest improvements - Proof-read for spelling and punctuation errors Spelling: Oxford Owl Read,Write Inc Spelling Book	Reading: -develop their understanding and enjoyment of stories and non-fiction. Developing knowledge and skills in reading non-fiction about a wide range of subjects -justify their views about what they have read: with support -listen to and discuss a wide range of non-fiction and reference books or textbooks -retrieve and record information from non-fiction -use dictionaries to check the meaning of words Writing: -Consolidating their writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology. -Enhance the effectiveness of what they write as well as increasing their competence. -Build on what they have learnt, particularly in terms of the range of their writing and more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. -Plan their writing by discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar - organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices Spelling: Oxford Owl Read,Write Inc Spelling	Reading: -read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks -identify and discuss themes and conventions in and across a wide range of writing -learn a wider range of poetry by heart -prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Writing: -Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -Evaluate and edit by assessing the effectiveness of their own and others’ writing. -Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear -organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices Spelling: Oxford Owl Read,Write Inc Spelling Book	Reading: -increase familiarity with a range of books -identify themes and conventions -prepare play scripts to read aloud - show understanding through intonation, tone, volume and action -discuss words and phrases that capture readers’ interest and imagination -draw inferences about characters’ feelings, thoughts, emotions and actions -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Writing: -Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar -Draft and write by composing and rehearsing sentences orally -In narrative create settings, characters and plot - Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. -organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices Spelling: Oxford Owl Read,Write Inc Spelling Book Recap and Revision
MATHS See Maths Overview for detailed plan	W1 – 3: Place Value W4-8: Addition & Subtraction	W9 -11: Multiplication & Division W12: Consolidation	W1-3: Multiplication & Division W4-5: Money W6: Statistics	W7-9: Measurement – length & perimeter W10 -11: Fractions W12: Consolidation	W1-3: Fractions W4-6: Measurement –Time	W7-8: Geometry – Properties of shape W9-11: Measurement – Mass & capacity W12: Consolidation
SCIENCE	Theme = FOOD & OUR BODIES Animals , including humans <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 	Theme = OPPOSITE ATTRACT Forces & Magnets <ul style="list-style-type: none"> compare how 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 predict whether two magnets will attract or repel each other, 	Theme = EARTH ROCKS Rocks <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 	Theme = MIRROR, MIRROR Light <ul style="list-style-type: none"> recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes Key Scientific Skills:	Theme = HOW DOES YOUR GARDEN GROW Plants <ul style="list-style-type: none"> identify 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 	Theme = HOW DOES YOUR GARDEN GROW Plants <ul style="list-style-type: none"> identify 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

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	<ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Key Scientific Skills: Identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>depending on which poles are facing</p> <p>Key Scientific Skills: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Asking relevant questions and using different types of scientific enquiries to answer</p>	<p>from rocks and organic matter</p> <p>Key Scientific Skills: Asking relevant questions and using different types of scientific enquiries to answer them Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>from plant to plant</p> <ul style="list-style-type: none"> 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 <p>Key Scientific Skills: Making systematic and careful observations Reporting on findings from enquiries, including oral and written explanations, displays</p>	<p>from plant to plant</p> <ul style="list-style-type: none"> 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 <p>Key Scientific Skills: Making systematic and careful observations Reporting on findings from enquiries, including oral and written explanations, displays</p>
ART & DESIGN	<ul style="list-style-type: none"> use digital images and combine with other media in my art recognise when art is from different historical periods. recognise when art is from different cultures 	<ul style="list-style-type: none"> recognise when art is from different cultures recognise when art is from different historical periods use a range of brushes to create different effects in painting Identify the techniques used by different artists 	<ul style="list-style-type: none"> show facial expressions in my art. use sketches to produce a final piece of art. use different grades of pencil to shade and to show different tones and textures. 	<ul style="list-style-type: none"> use a range of brushes to create different effects in painting. identify the techniques used by different artists. compare the work of different artists. 	<ul style="list-style-type: none"> create a background using a wash 	<ul style="list-style-type: none"> use IT to create art which includes my own work and that of others.
DESIGN & TECHNOLOGY		<ul style="list-style-type: none"> prove that my design meets some set criteria work accurately to measure, make cuts and make holes design a product and make sure that it looks attractive. 	<ul style="list-style-type: none"> follow a step by-step plan, choosing the right equipment and materials select the most appropriate tools and techniques for a given task work accurately to measure, make cuts and make holes 		<ul style="list-style-type: none"> describe how food ingredients come together 	<ul style="list-style-type: none"> choose a textile for both its suitability and its appearance.
GEOGRAPHY	<ul style="list-style-type: none"> use an atlas by using the index to find places 	<ul style="list-style-type: none"> use an atlas by using the index to find places 	<ul style="list-style-type: none"> describe how volcanoes are created locate and name some of the world's most famous volcanoes describe how earthquakes are created 	<ul style="list-style-type: none"> use an atlas by using the index to find places use the correct geographical words to describe a place. 	<ul style="list-style-type: none"> use some basic Ordnance Survey map symbols. use grid references on a map. use an atlas by using the index to find places name a number of countries in the northern hemisphere name and locate the capital cities of neighbouring European countries 	<ul style="list-style-type: none"> name a number of countries in the northern hemisphere use an atlas by using the index to find places
HISTORY	<p>DEPTH STUDY – Ancient Egypt</p> <ul style="list-style-type: none"> use a timeline within a specific period of history to set out the order that things may have happened use my mathematical knowledge to work out how long ago events happened use research skills to find answers to specific historical questions describe events from the past using dates when things happened 		<ul style="list-style-type: none"> describe events from the past using dates when things happened. 			<p>DEPTH STUDY - Vikings & Saxons</p> <ul style="list-style-type: none"> explain some of the times when Britain has been invaded describe events from the past using dates when things happened use a timeline within a specific period of history to set out the order that things may have happened research in order to find similarities and differences between two or more periods of history use research skills to find answers to specific historical questions
MUSIC	<p>Let your spirit fly Styles covered: R&B, western classical, musicals, motown, soul</p> <p>-improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with</p>	<p>Christmas Styles covered: carols & hymns</p> <p>-listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music. -perform in solo and ensemble contexts, using their voices</p>	<p>Three little birds Styles covered: Reggae</p> <p>-improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from</p>	<p>Learn to play the recorder</p> <p>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - use and understand staff and other musical notations -improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Bringing us together Styles covered: Disco</p> <p>-improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Reflect and rewind</p> <p>-improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and</p>

See KS2 Musical Progression document.

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	increasing aural memory -perform in solo and ensemble contexts, using their voices - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.		different traditions and from great composers and musicians -develop an understanding of the history of music. -perform in solo and ensemble contexts, using their voices			and from great composers and musicians -develop an understanding of the history of music. - use and understand staff and other musical notations -perform in solo and ensemble contexts, using their voices		musicians -develop an understanding of the history of music. - use and understand staff and other musical notations -perform in solo and ensemble contexts, using their voices
PE	REAL PE • <i>Coordination – footwork</i> • <i>Static balance (one leg)</i> Swimming -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations	REAL PE • <i>Dynamic balance – jumping & landing</i> • <i>Static balance – seated</i> Swimming -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations.	REAL PE • <i>Dynamic balance on a line</i> • <i>Coordination – ball skills</i> Swimming -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations	REAL PE • <i>Coordination – sending & receiving</i> • <i>Counter balance with partner</i> Swimming -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations.	REAL PE • <i>Agility – reaction/response</i> • <i>Static Balance – floor work</i> Swimming -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations	REAL PE • <i>Agility – ball chasing</i> • <i>Static balance - stance</i> Swimming -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations.		
COMPUTING	3.1 Coding Algorithms, debugging, commands, create a program	3.2 Online Safety Searching, digital footprints	3.3 Spreadsheets	3.4 Typing	3.5 Email	3.6 Branching Databases	3.7 Simulations	3.8 Graphing
RE	How is new life welcomed?	How can we make good choices?	How and why do people pray?		How can we look after the planet?	What did Jesus teach and how did he live?		
PSHE	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits H3/16 Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings. H5/6/7 School rules on health and safety; basic emergency aid; people who help them stay healthy and safe H15/23R2/4/7/11		Recognising feelings in others; responding to how others are feeling. R1 Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively. R2/4/7/11 Recognising and responding to bullying R14/18			Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community to support us. L1/9/10 Responsibilities; rights and duties L7 Enterprise; what it means; developing skills in enterprise (CROSS YEARGROUP PROJECT WITH YEAR 6) L16		
MFL (French)	<ul style="list-style-type: none">GreetingsHow are you?Numbers 1 -10.Age: I am _years oldYes and noDays of the weekDescribe yourself	<ul style="list-style-type: none">Months of the yearWriting the dateRecap no.’s 1 – 10Classroom instructions – e.g. stand up, sit downPrimary coloursChristmas – make a French Christmas card – Merry Christmas – (Joyeux Noel)	<ul style="list-style-type: none">Numbers 11 – 20Where do you live?Recap primary colours then colours in the rainbowSing colours of the rainbow song	<ul style="list-style-type: none">Classroom objectsRooms in my house: - in the bedroom (la chambre), in the front room (le salon)FoodsStory – The Very Hungry Caterpillar in French (La Chenille qui fait des trous)	<ul style="list-style-type: none">Recap numbers 11 – 20.School subjectsMy favourite ... Food Colour Subject	<ul style="list-style-type: none">Recap numbers 1 – 20.Body parts – sing heads, shoulders knees & toes in French. Simon says ...		