



# Year 3 Curriculum Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to live in an ever changing world	Values	Be ready, be safe, be respectful	Respect	Perseverance	Responsibility	Enjoyment	Independence
	Wider experiences	<b>Hook:</b> Toy Story Clip <b>Celebration:</b> Show toys made in DT	<b>Hook:</b> Delivery of artefact box from 'museum' <b>Event:</b> Egyptian Day <b>Event:</b> Christmas concert (including Egyptian songs from topic)	<b>Hook:</b> Bake Off clip <b>Celebration:</b> Great HAJ Bake Off Party	<b>Hook:</b> Cave art investigation <b>Event:</b> Online workshop about Stone/Bronze Age life and artefacts	<b>Hook:</b> Volcano video <b>Celebration:</b> Earth Museum - model making to explain learning – virtual sharing event	<b>Hook:</b> Visit from Guardians of the Planet <b>Celebration:</b> Pizza Party
	PSHE (Jigsaw and Forest School)	Being me in my World Forest School	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic and cross-curricular inks	Topic	Toy Stories	Amazing Egyptians	The Great HAJ Bake Off	Sticks and Stones	The Earth beneath my Feet	Guardians of the Planet
	Key Texts	<i>The Velveteen Rabbit Narrative</i>  How to turn your head teacher into a toad <i>Instructions</i>	<i>The Scarab's Secret Narrative</i>  The Sound Collector <i>Poetry</i>	<i>The Great Dragon Bake Off Narrative</i>  <i>Biography of Flamie Oliver (report)</i>  Dragon Poem <i>Poetry</i>	<i>Maroo of the Winter Caves Narrative</i>	<i>Journey to the centre of the Earth Narrative</i>	<i>Dear Greenpeace Narrative letters</i>
	Writing Outcomes	<ul style="list-style-type: none"> <li>Retell the story</li> <li>Write a set of</li> </ul>	<ul style="list-style-type: none"> <li>Write a story about saving the Pharaoh</li> </ul>	<ul style="list-style-type: none"> <li>Write a story based on the Great</li> </ul>	<ul style="list-style-type: none"> <li>Write a Stone Age adventure</li> </ul>	<ul style="list-style-type: none"> <li>Write new chapter for the journey</li> </ul>	<ul style="list-style-type: none"> <li>Write letter to Greenpeace</li> </ul>

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		instructions to turn someone into a toad	<ul style="list-style-type: none"> <li>Write a newspaper report about saving the Pharaoh</li> <li>Write a poem about the 'Christmas Collector'</li> </ul>	<ul style="list-style-type: none"> <li>Dragon Bake Off</li> <li>Write a dragon poem</li> <li>Write a non-Chronological report about Flamie Oliver.</li> </ul>	<ul style="list-style-type: none"> <li>Write a thank you letter to the museum we visited (<i>recount letter</i>)</li> </ul>	<ul style="list-style-type: none"> <li>story</li> <li>Explain how a volcano erupts</li> </ul>	<ul style="list-style-type: none"> <li>Write report about the environment</li> <li>Write plant poems</li> </ul>
	<b>Cross-curricular English</b>	<ul style="list-style-type: none"> <li>Evaluation of toy made in DT</li> <li>Write instructions for toy made in DT</li> <li>Persuasive poster for final toy designed and made in DT</li> </ul>	<ul style="list-style-type: none"> <li>Fact file about Egyptian Gods</li> <li>Persuasive brochure about visiting the pyramids</li> <li>Explanation of mummification process</li> </ul>	<ul style="list-style-type: none"> <li>Invitations to Great Dragon Bake Off Party</li> <li>Recipe instructions for recipes for healthy snacks for the party</li> <li>Food diary (own or character in book)</li> </ul>	<ul style="list-style-type: none"> <li>A day in the life of a bronze age child (diary)</li> <li>Explanation of how to make a Bronze Age sword</li> </ul>	<ul style="list-style-type: none"> <li>Mountain fact file</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of lifecycle of a plant</li> <li>Instructions for making healthy plant-based food</li> </ul>
	<b>Maths objectives</b>	<b>Place Value Addition and Subtraction</b>	<b>Addition and Subtraction Multiplication and Division</b> Part 1 (mental methods)	<b>Fractions</b> part 1 <b>Measurement: money</b> <b>Statistics</b>	<b>Fractions</b> part 2 <b>Multiplication and division</b> part 2 (extending to written methods)	<b>Measurement: length</b> and perimeter <b>Measurement – time</b>	<b>Geometry</b> <b>Measurement: mass</b> and capacity
	<b>Cross-curricular Maths</b>	<ul style="list-style-type: none"> <li>Show science results in a table</li> <li>Measuring materials used in DT</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use timeline dates including BCE (BC) and CE (AD)</li> </ul>	<ul style="list-style-type: none"> <li>Weighing and measuring for cooking</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use timeline dates including BCE (BC) and CE (AD) and compare events in different places and at different times</li> </ul>	<ul style="list-style-type: none"> <li>Sort rocks in different ways using Venn and Carroll diagrams</li> <li>Record results from hardness tests in tables and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Weighing and measuring for cooking</li> <li>Plant growth chart</li> <li>Measure perimeter of playground in Geography</li> </ul>
<b>STEM</b>	<b>Science</b>	<b>Forces and Magnets</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Compare how</li> </ul>	<b>Light</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Recognise that they</li> </ul>	<b>Animals and Humans</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Identify that</li> </ul>		<b>Rocks</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Compare and</li> </ul>	<b>Plants</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Identify and</li> </ul>

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		<p>things move on different surfaces</p> <ul style="list-style-type: none"> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>need light in order to see things and that dark is the absence of light</p> <ul style="list-style-type: none"> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>		<p>group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>	<p>describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
	<b>Computing</b>	<p><b>Word processing and editing skills</b></p> <ul style="list-style-type: none"> <li>• Find relevant information by</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Follow the school's safer internet rules</li> <li>• Know how to</li> </ul>	<p><b>Using the Internet</b></p> <ul style="list-style-type: none"> <li>• Use different search engines</li> <li>• Understand the</li> </ul>	<p><b>Algorithms and Programs</b></p> <ul style="list-style-type: none"> <li>• Experiment with variables to control</li> </ul>	<p><b>Data Retrieving and Organising</b></p> <ul style="list-style-type: none"> <li>• Review images on a camera and delete</li> </ul>	<p><b>Databases</b></p> <ul style="list-style-type: none"> <li>• Input data into a prepared database</li> <li>• Sort and search a</li> </ul>

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		browsing a menu. <ul style="list-style-type: none"> <li>• Search for an image, copy and paste it into a document</li> <li>• Use 'Save picture as' to save an image to the computer</li> <li>• Copy and paste text into a document</li> <li>• Manipulate text, underline text, centre text, change font and size and save text to a folder</li> </ul>	respond if asked for personal information or feel unsafe about content of a message <ul style="list-style-type: none"> <li>• Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy</li> <li>• Understand the need to keep personal information and passwords private</li> <li>• Understand that if they make personal information available online it may be seen and used by others</li> </ul>	need for rules to keep them safe when exchanging learning and ideas online <ul style="list-style-type: none"> <li>• Recognise that information on the internet may not be accurate or reliable and may be used for bores, manipulation or persuasion.</li> <li>• Understand that the internet contains fact, fiction and opinion and begin to distinguish between them</li> </ul>	models <ul style="list-style-type: none"> <li>• Use 90 degree and 45 degree turns</li> <li>• Give an on-screen robot directional instructions</li> <li>• Draw a square, rectangle and other regular shapes on screen, using commands</li> <li>• Write more complex programs</li> </ul>	unwanted images <ul style="list-style-type: none"> <li>• Download images from a camera into files on the computer</li> <li>• Use photo editing software to crop photos and add effects</li> </ul>	database to answer simple questions? <ul style="list-style-type: none"> <li>• Use a branching database</li> <li>• Create a presentation that moves from slide to slide and is aimed at a specific audience</li> <li>• Combine text, images and sounds and show awareness of audience</li> </ul>
Humanities	History		<b>The achievements of the earliest civilizations: Ancient Egyptians</b> <ul style="list-style-type: none"> <li>• Use various sources to piece together information about a period in history.</li> <li>• Use various sources of evidence to answer questions.</li> <li>• Use a timeline within a specific time in history to set out the order</li> </ul>		<b>Changes in Britain from the Stone Age to the Iron Age</b> <ul style="list-style-type: none"> <li>• Appreciate that the early Brits would not have communicated as we do or have eaten as we do.</li> <li>• Describe events and periods using the words: BC, AD and decade</li> <li>• Describe events and periods using</li> </ul>		<b>Every four years to coincide with the Olympics:</b>  <b>Ancient Greece</b> <ul style="list-style-type: none"> <li>• A study of Greek life and achievements; and their influence on the western world</li> </ul>

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Geography			<p>things may have happened.</p> <ul style="list-style-type: none"> <li>Describe events from the past using dates when things happened</li> <li>Research a specific event from the past.</li> <li>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</li> </ul>		<p>the words: ancient and century</p> <ul style="list-style-type: none"> <li>Through research, identify similarities and differences between given periods in history</li> <li>Describe events from the past using dates when things happened</li> </ul>		
			<p><b>Location Knowledge:</b> <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</i></p> <ul style="list-style-type: none"> <li>Use an atlas to locate major countries including Egypt.</li> <li>Locate the River Nile on maps and find out about its importance now and in ancient times.</li> <li>Understand that the land near the river was very fertile in contrast</li> </ul>			<p><b>Human and Physical Geography:</b> <i>Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes</i></p> <ul style="list-style-type: none"> <li>Describe how volcanoes are created.</li> <li>Describe how earthquakes are created.</li> <li>Describe how volcanoes have an impact on people's life.</li> <li>Locate and name some of the world's most</li> </ul>	<p><b>Geographical Skills and Field Work:</b> <i>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <ul style="list-style-type: none"> <li>Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE).</li> <li>Use correct geographical words to describe a place and the things that happen there.</li> </ul>

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			<p>with the rest of the country of Egypt.</p> <ul style="list-style-type: none"> <li>Use an atlas to find the Sahara desert and other major deserts around the world.</li> </ul>			famous volcanoes.	<ul style="list-style-type: none"> <li>Identify key features of a locality by using a map.</li> <li>Begin to use a 4 figure grid references.</li> <li>Accurately plot NSEW on a map.</li> <li>Use some basic OS map symbols.</li> </ul>
	<b>MFL (Spanish)</b>	<ul style="list-style-type: none"> <li>Listen to and learn the numbers from 1 – 20 in Spanish</li> <li>Recall numbers in Spanish and write them in words</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding by learning colours and simple greetings.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding by learning basic greetings and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use short phrases to give a personal response and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Colours (through art) – T2</li> <li>Have a short conversation where they are saying 2-3 things</li> </ul>	<ul style="list-style-type: none"> <li>Write (say) 2-3 short sentences on a familiar topic</li> <li>Say what they like and dislike about a familiar topic (linked to colours)</li> </ul>
	<b>RE Theme (Discovery RE)</b>	<b>Sense of Belonging in Hinduism</b>	<b>The Significance of Christmas to Christians</b>	<b>Christianity: Are Miracles Real?</b>	<b>Easter: Christian Beliefs About Jesus's death</b>	<b>Hindu Gods</b>	<b>Hindu Rituals</b>
<b>Sport</b>	<b>PE Session 1</b>	<b>Multi skills</b> <ul style="list-style-type: none"> <li>Running</li> <li>Agility</li> <li>Jumping</li> <li>Balance</li> <li>Co-ordination</li> <li>Throwing &amp; catching</li> </ul>	<b>Volleyball</b> <ul style="list-style-type: none"> <li>Serving &amp; returning</li> <li>Digging</li> <li>Setting</li> <li>Spiking</li> <li>Working as a team</li> <li>Competition</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Fitness &amp; health</li> <li>Shapes &amp; balances</li> <li>Travelling rolling</li> <li>Jumping &amp; landing</li> <li>Composition, performance &amp; evaluation</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Fitness &amp; Stimulus</li> <li>Choreographic skills</li> <li>Dynamics</li> <li>Style of dance</li> <li>Topic Challenge</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>Ball &amp; racket skills</li> <li>Striking the ball</li> <li>Shot variation (forehand &amp; backhand)</li> <li>Volleying &amp; playing at the front and back of the court</li> <li>Moving around the court and playing shots with control</li> </ul>	<b>Handball</b> <ul style="list-style-type: none"> <li>Unopposed dribbling</li> <li>Opposed dribbling</li> <li>Passing &amp; receiving</li> <li>Defending</li> <li>Attacking</li> <li>Competition</li> </ul>

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						<ul style="list-style-type: none"> <li>• Competition</li> </ul>	
	PE Session 2	<b>Football</b> <ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Shooting</li> <li>• Passing &amp; receiving</li> <li>• Defending</li> <li>• Attacking</li> <li>• Competition</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>• Ball Handling</li> <li>• Ball Control</li> <li>• Passing &amp; receiving</li> <li>• Defending</li> <li>• Attacking</li> <li>• Competition</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>• Passing &amp; receiving</li> <li>• Moving</li> <li>• Spatial Awareness</li> <li>• Shooting</li> <li>• Defending &amp; attacking</li> <li>• Competition</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>• Throwing &amp; catching</li> <li>• In Fielding</li> <li>• Out Fielding</li> <li>• Batting</li> <li>• Bowling</li> <li>• Competition</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>• Throwing &amp; catching</li> <li>• Fielding a moving ball</li> <li>• Fielding deep</li> <li>• Batting</li> <li>• Bowling</li> <li>• Competition</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Sprinting</li> <li>• Long Distance</li> <li>• Relays</li> <li>• Jumping</li> <li>• Throwing</li> <li>• Competition</li> </ul>
Arts	Music	<ul style="list-style-type: none"> <li>• Sing and play on musical instruments confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise / compose on the recorder/ glockenspiel on notes B and A</li> </ul>	<ul style="list-style-type: none"> <li>• To repeat one bar phrase – either clapped or sung.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that notes are written on a ledger line.</li> <li>• Name the two clefs</li> <li>• Recognise , crotched, minim</li> </ul>	<ul style="list-style-type: none"> <li>• Classical- Pirates of the Caribbean/ Rachmaninov</li> <li>• STOMP</li> <li>• Gospel</li> <li>• Reggie</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Gospel and Reggie music on the timeline</li> </ul>
	Art	Arts week: <ul style="list-style-type: none"> <li>• Compare the work of different artists: <b>Kandinsky and Paul Klee</b></li> <li>• Predict with accuracy the colours that they mix</li> <li>• Know where each of the primary and secondary colours sits on the colour wheel</li> <li>• Compare the work of different artists</li> <li>• Use cutting and sticking techniques to make collages of</li> </ul>	<ul style="list-style-type: none"> <li>• Create a background using a wash.</li> <li>• Create a background by mixing paints in graded colours</li> </ul>	<ul style="list-style-type: none"> <li>• Explore work from other periods of time: Line drawings by <b>Leonardo Da Vinci - Frida Kahlo</b></li> <li>• Show facial expressions in their drawings</li> <li>• Use their sketches to produce a final piece of work</li> <li>• Write an explanation of their sketch in notes</li> <li>• Use different grades of pencil shade, to show different tones and texture</li> </ul>	<ul style="list-style-type: none"> <li>• Make a printing block.</li> <li>• Make a 2 colour print inspired by stone age cave art.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the printed images they take with a digital camera and combine them with other media to produce art work</li> <li>• Use IT programs to create a piece of work that includes their own work and that of others</li> <li>• Use collage to make a montage of various pictures that they have produced.</li> <li>• Use cutting and sticking techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the work of different artists: <b>Georgia O'Keefe</b></li> <li>• Use their sketch books to express feelings about a subject and to describe likes and dislikes</li> <li>• Make notes in their sketch books about techniques used by artists</li> <li>• Suggest improvements to their work by keeping notes in their sketch books</li> <li>• Use different</li> </ul>

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		different colours and textures.				<ul style="list-style-type: none"> <li>to make collages of different colours and textures.</li> </ul>	stitches to create a picture of a plant then join fabric to make a cushion – check with Nicola
	DT	<ul style="list-style-type: none"> <li>Put together a step-by-step plan which shows the order and also what equipment and tools they need</li> <li>Describe their design using an accurately labelled sketch and words.</li> <li>Use equipment and tools accurately</li> <li>Evaluate and improve design</li> </ul>		<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Make food for a Great Dragon Bake off Party</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of techniques to shape and mould: clay work</li> <li>Use finishing techniques e.g glaze</li> </ul>		<ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques e.g. plant based recipes</li> </ul>