



Curriculum Overview

Year: 3

<p>English</p>	<p>Traditional tales – fables – analyse, plan, write and evaluate. Drama skills.</p> <p>Fairy tales – alternative versions, story structure</p> <p>Take one book – ‘The Hodgeheg’ – characterisation, story mapping, writing a sequel</p> <p>Recount – use of description and chronological order</p> <p>Traditional tales – including fairytales and alternative versions. Composition and editing. Poetry – Haiku, Tanka, Kennings and Limericks Explanations and reports Take one book’ –author study – Spud Murphy by Eoin Colfer – explore use of character, plot and narrative style. Imitate authorial style</p> <p>Adventure stories: Ottoline and the yellow Cat, The Tunnel. Inference and prediction, build up and suspense. Balanced and Persuasive letter writing Poetry: Study a poet: Roger McGough - ‘Take one book’ –author study – Roald Dahl – James and the Giant Peach. Diary entry, character profiling, newspaper reports</p> <p><u>Grammar and punctuation:</u> Revise sentence punctuation and use of verbs, nouns, adjectives and adverbs. Tenses. Express time, place and cause using conjunctions eg. next, when, because, so, after, when. Introduce and use paragraphs and contractions. Learn the year 3 homophones. Focus on rhyming words and powerful verbs for poetry. Punctuation, including speech marks and commas. Use of prefixes and suffixes. Word families Use of a and an</p> <p>Handwriting – continued cursive handwriting – recap joins, ascenders/descenders.</p>
<p>Mathematics</p>	<p>Number and place value; Addition and subtraction; Multiplication and division: Read, write, compare and order numbers to at least 1000, recognise the place value of three digit numbers, add and subtract numbers with up to 3 digits, use inverse operations to check answers, write and calculate mathematical statements for multiplication and division sums using the tables that they know, solve number problems using the 4 rules of number.</p> <p>Fractions: count up and down in 10ths, find a fraction of an object or number; recognise and show, using diagrams, equivalent fractions with small denominators ; add and subtract fractions with the same denominator within one whole ; compare and order fractions; solve problems that involve all of the above.</p> <p>Measurement: measure, compare, add and subtract lengths – mm, cm and m; tell and write the time from an analogue clock, including Roman numerals from I to XII; know the number of seconds in a minute and the number of days in each month, year and leap year ; compare</p>

	<p> durations of events [for example to calculate the time taken by particular events or tasks]; measure the perimeter of simple 2-D shapes ; add and subtract amounts of money to give change, using both £ and p in practical contexts .</p> <p>Geometry: recognise the properties of 2D and 3D shapes, measure the perimeter of 2D shapes; identify and draw lines of symmetry in simple shapes; recognise that angles are a property of shape or a description of a turn; identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four 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.</p> <p>Statistics: interpret and present data using tables, tally charts, bar charts and pictograms. Solve 1 and 2 step questions using the information presented.</p> <p>Big Maths: focus on 3x, 4x and 9x tables and recap 2x, 5x and 10x tables.</p>
Science	<p><u>Animals including humans. Nutrition. Teeth and their functions</u> Identify the different types of teeth in humans and their simple functions. 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.</p> <p><u>Forces and magnets</u> 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.</p> <p><u>Rocks, soils and fossils</u> 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.</p> <p><u>Light and shadows</u> 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 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.</p> <p><u>Investigating plants</u> 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 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.</p>
Computing	<p>We are Programmers To create a storyboard Explore scratch and share tips Create a character and a background using scratch To animate a character</p>

	<p>To add sound To evaluate and suggest improvements</p> <p>We are Communicators Review different ways of communicating electronically – advantages and disadvantages of each method Language uses when communicating digitally E-Safety Sending and receiving emails</p> <p>We are Presenters Explore how TV programmes are made Plan an interview Explore features of imovie Film an interview using imovie Evaluate, edit and improve</p>
Religious Education	<p>Signs and symbols - understand how symbols and signs represent a meaning and be able to talk about meanings contained in stories, objects and signs from a variety of different religions.</p> <p>Diwali and Christmas.</p> <p>Creation: What do Christians learn from the Creation story?</p> <p>Incarnation: What is the Trinity? What do we know about Jesus? Easter.</p> <p>Salvation: Why do Christians call the day Jesus died 'Good Friday' What do we know about the bible?</p> <p>Gospel: What kind of world did Jesus want?</p>
Art	<p>Ourselves – portraits. Children explore different media to create portraits of others and themselves.</p> <p>Art linked to Roman topic- mosaics. Children study Roman mosaics and use a variety of techniques to create their own mosaic.</p> <p>Art linked to English - Clay hedgehogs and Characters from James and the giant peach.</p> <p>Christmas</p> <p>Investigating pattern in nature. Children observe pattern on animals skin/fur. They explore these through pencil, charcoal and watercolour. Art linked to History eg. cave painting.</p> <p>Monet – river paintings. Impressionist techniques using watercolours.</p> <p>Easter</p> <p>Art linked to Science eg. plant studies using different media.</p>
Design & Technology	<p>Food Technology – layered salads. Practising cutting, chopping, grating and peeling.</p> <p>Let's make a package – exploring nets to make containers.</p> <p>Moving monsters – exploring pneumatic mechanisms to make a body part move.</p>
Geography	<p>Rivers Name and locate major UK rivers Use of an atlas to locate rivers and find information Identify continents and oceans Name parts of a river Understand the journey of a river Know the meaning of vocabulary related to rivers</p> <p>Study of the Local area Describe/understand key aspects of human geography and land use Sketch mapping Use of a key on a map to show land use</p>

	<p>Fieldwork – observe, measure, record human features in locality – sketch map Simple map drawing Consider what a community would need – suggest improvements Map work – contrast urban and rural areas and the use of land Let's go on holiday – holidays in the UK Identify features of an area – what makes it appealing Compare and contrast two different areas Identify features of a UK holiday resort Use persuasive language to advertise the features of a seaside town To investigate jobs/industry/culture of a UK holiday resort.</p>
History	<p>The Romans Relate own experience to concept of settlement Investigate why people move and why they moved in the past Use terms invade and settle Use variety of sources to research who the Celts were and how they lived. Make comparisons to today. Answer questions based upon information gathered. To compare features of a Roman town and theatre to a modern one Empathise with a Roman soldier To investigate the reliability of sources/opinions relating to Boudicca To use debate and empathy to understand lives of people in Roman times Handling Artefacts – Verulamium Museum To use Roman numerals Life in Britain in the Stone Age To put events in chronological order Examine non written sources Day in the life – linked to English – Stone age boy Investigate life in the Glacial, Mesolithic, Neolithic and Bronze periods – using a variety of sources Henry VIII and his wives To examine characteristics of Henry V111 Write a persuasive letter showing understanding of facts relating to a famous person in \history Answer questions using a variety of sources Role play in character as a figure from History Research skills – group projects</p>
Languages	<p>L'école des Singes: meeting, greeting, numbers 1-10, vocabulary associated with the classroom.</p> <p>Pierre at Monsieur Bonhomme de Neige: parts of the body, vocabulary associated with weather.</p> <p>Le Petit Chaperon Rouge (Little Red Riding Hood) – colours and items of clothing.</p> <p>Joyeux Anniversaire Aurelie – Greetings, age and birthdays, classroom items, likes and dislikes.</p> <p>Un Village en France: place names in a village or town.</p> <p>L'école Magique: numbers 1-31, days of the week, vocabulary associated with pets</p> <p>Listening</p> <p>Responding confidently to greetings, register, classroom instructions.</p> <p>Joining in with poems and songs, playing games</p>

	<p>Applying phonics knowledge – using sounds heard</p> <p>Speaking</p> <p>Answering questions, including greetings, names, ages, how are you today?</p> <p>Using gestures confidently to reinforce simple vocabulary</p> <p>Re-telling stories</p> <p>Reading</p> <p>Appreciating poems, rhymes, stories, beyond level of active production</p> <p>Matching words to pictures, reading familiar words with good pronunciation, identifying rhyming words, decoding words in simple sentences</p> <p>Reading and helping translate stories</p> <p>Writing</p> <p>Writing words and simple sentences from short-term memory</p> <p>Using indefinite articles in the singular with masculine and feminine nouns.</p>
Music	<p>Animal Magic – exploring descriptive sounds – Peter and the Wolf and Carnival of the animals. Children learn to recognise how sounds can be used to describe different things, eg animals. Using this understanding, they explore how the elements of pitch, duration, dynamics and tempo can be combined to describe different sounds to create their own music.</p> <p>The Class Orchestra – exploring arrangements, simple notation and composition. Children develop their understanding of how instruments can be used to accompany songs. They explore a variety of accompaniment devices, select appropriate phrases and patterns, and practise and rehearse towards a final class performance.</p> <p>Play it again – exploring rhythmic patterns. Children extend their understanding of rhythmic patterns, and in particular, ostinato. They create their own patterns and play them separately and in combination with other patterns. They identify repeated patterns in different types of music.</p>
Physical Education	<p>Rising Stars coaches organise a programme of skills, activities and sports in line with the National Curriculum and the school's PE overview.</p>
PSHE	<p>New beginnings Getting on and falling out Going for goals It's good to be me Changes and relationships</p> <p>Children will learn to talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p>