Curriculum Overview — Year 3

English

Autumn Term	Spring Term	Summer Term
Unit 1: Jack and the Dreamsack Genre: fantasy Teaching focus: sentence punctuation, adverbials of place and time, expanded noun phrases, patterned language	**Unit 5: Stonehenge** Genre: chronological history Teaching focus: technical vocabulary, complex sentences, difference between facts and opinion, grouping related ideas to make generalisations	**Unit 8: The Day the Crayons Quit** Genre: letter writing Teaching focus: tense, varied sentence structure, conjunctions, adverbials, character feelings and actions
Unit 2: The Beasties Genre: familiar setting Teaching focus: descriptive language, grouping related ideas into a paragraph	**Unit 6: The Tiny Seed** Genre: information/instructions Teaching focus: paragraph content, organisation, technical vocabulary, present tense, generalisations	**Unit 9: Leon and the Place Between** Genre: descriptive setting Teaching focus: paragraphing, punctuating speech, creating mood and atmosphere, sentence variation
Unit 3: City Jungle Genre: poetry Teaching focus: adjectives choices and expanded noun phrases, creating mood and atmosphere, structure and organisation	**Unit 7: Beatrice's Dream** Genre: recount from other cultures Teaching focus: paragraphing, character differences, compare and contrast, creating mood and atmosphere, sentence variation	**Unit 10: Cinderboy/Cinderella** Genre: fairy tale Teaching focus: descriptive language of setting, character and plot development to explain a moral
Unit 4: How Santa Really Works Genre: explanation Teaching focus: paragraph content, organisation, technical vocabulary, present tense		

Mathematics

Autumn Term

Unit 1: Number sense and place value
Represent hundreds, tens and ones up to 500
Compare and order using Dienes and an empty number line

Unit 2: Addition and subtraction
Mental methods-sequencing (counting on) HTO + O, + T, +H
Estimating and inverse
Columnar methods HTO + HTO
Missing number/digit problems

Unit 3: Multiplication and division
2s, 4s and 8s, 3s and 6s multiplication facts
Multiply TO x O using grid method
Solve correspondence problems (find all possibilities from two lists of choices) – represent as a two-way table to make an array

Unit 4: Properties of 2D and 3D shapes
Solve one-step and two-step problems using scaled bar charts, pictograms and tables (categories could be types of shape)
Construct 2D and 3D shapes from modelling materials
Describe angles as a turn and as property of shapes, identify right angles and know that a right angle is exactly 90°

Spring Term

Unit 5: Measures, number sense and fractions (tenths)
Represent, read, write, compare numbers to 750 then to 1000
Compare and measure mass in kg and g
Present and interpret data in bar charts
Recognise tenths as a whole divided into ten equal parts (less than a whole-divide gaps between whole numbers into ten equal parts)

Unit 6: Addition and subtraction
Add three digit numbers using written algorithm
Continue building on decimal place value (e.g. mm and cm) and money
Estimation and inverse to check
Solve problems with m/cm/mm and kg/g
Solve problems, justifying choice of operation

Unit 7: Number sense and fractions (including calculating with common denominators)
Count up and down in tenths, represent as a whole divided into 10 equal parts
Compare fractions with the same denominator and different unit fractions
Add and subtract fractions with the same denominator up to 1 whole

Unit 8: Multiplication and division
2s, 4s and 8s, 3s and 6s times tables facts
Multiply TO x O using grid method
Solve scaling problems using multiplication to scale up and division to scale down

Unit 9: Properties of 2D and 3D shapes
Angles as a turn and property of shape (visualise angles as a swinging door or hands on a clock face)
Describe lines as parallel or perpendicular (building on seeing right angles)

Summer Term

Unit 10: Number sense and measures (including time, Roman numerals and statistics)
Read time to the nearest minute on 12-hour clocks: analogue clocks, Roman numerals
Calculate duration of events
Know days in each month, year, leap year
Solve problems about time presented in bar charts or tables

Unit 11: Addition and subtraction (including measures, time and statistics)
Estimation and inverse
Present data and problem solve using bar charts, tables and pictograms including measurements of perimeter as data source
Solve problems with m/cm/mm and kg/g and money

Unit 12: Equivalent fractions
Use diagrams to show families of equivalent fractions with denominators up to tenths
Add and subtract fractions with the same denominator up to 1 whole

Unit 13: Multiplication and division
Written algorithm for short multiplication
Written method for short division within known times tables and without regrouping
Scaling problems using multiplication to scale up and division to scale down (represent as a fraction, e.g. 1/5 means divide by 5)

Thematic

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Into The Darkness **Science – classifying reflectivity, opaqueness, transparency and translucency as a property of materials.** Explain that dark is the absence of light. Find patterns in the ways that shadows change size. Design and Technology – making shadow puppets Drama – putting on a shadow puppet performance	**Cave of Wonders** **History** – Stone Age. Explain how Stone Age families were structured and how the rise agriculture changed social organisation and influenced belief systems. Geography – explain the pattern of settlement, land use and daily activity around Star Carr (Mesolithic site), Skara Brae (Neolithic) and Stonehenge. Examine aerial photographs of Stonehenge and patches found during drought to locate archaeological remains. Art – mixing natural pigments to make cave paintings	**Science Rocks** **Science** – a study of how rocks are formed classify of rocks by their properties (igneous, sedimentary, metamorphic). Name layers of the Earth. Explain the process of fossilisation.
Festival of Lights **RE** – Hinduism and Diwali. Explain the symbolism of light in religion and meaning of "incarnation". Art – wax resist fireworks	**The Tribe** **History** – Bronze Age to Iron Age. Explain why the White Horse at Uffington is evidence of the Bronze Age we can still see. Study of Old Sarum hill fort near Stonehenge as an example of Iron Age life. How was life in Old Sarum different from the lives of the people who built Stonehenge? Explain how Battersea shield is an example of Iron Age skilled crafts.	**The Highest Heights** **Art** – landscape paintings of mountains, including the Snowdon, Scafell, Ben Nevis, the Matterhorn, and Mount Fuji. Study style of Hokusai and Group of Seven Geography – use maps and atlases to locate Snowdown, Scafell, Ben Nevis, the Matternhorn, Mount Fuji, the Andes and the Rocky Mountains Explain how movement of tectonic plates of the Earth's crust creates mountains (apply knowledge of Earth's layers from Science Rocks)
Map it Out **Geography** – using atlases to find information about European physical and human geography. Locate European countries and capital cities. Explain why most capital cities are located on major rivers.	**Let It Grow** **Science** – functions of parts of a flower. Investigate the way water and nutrients are transported within a plant. Do all plants need to live in soil?	**Force Factor** **Science** – study magnetism as an example of a force. Explain what a magnetic field is and describe magnets as having two poles. How do we know what a magnetic field looks like? Explain how circulation of the outer core's liquid iron creates the Earth's magnetic field (apply knowledge of Earth's layers from Science Rocks) and how this protects us from solar radiation.
I like to move it **Science** – Explain how bones, ligaments, muscles, and tendons combine to create movement. Name major bones and muscle groups of the human musculoskeletal system. Explain how para-athletes use prosthetics and other devices to move.	**Mix It Up** **Art** – mixing primary colours, making shades of colours, using paintbrushes Science-explain how white light is made up of all colours of the visible spectrum.	**Explorers** **Geography** – using map skills and globes to study the equator, Arctic and Antarctic Circles. Name the Northern and Southern hemispheres. History – biography of famous explorers: Robert Scott, Roald Amundsen, Ernest Shackleton Geography and Maths – read a four-point compass and plot directions on a map, read

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Visits/ Events	Indian Workshop Day – Bollywood dance Year 3 Christmas concert	Science off the page– rock workshop visit to school Year 3 swimming	Legoland – LEGO Atlas workshop
Computing	**e-Safety -** Protect personal information, Use safety features of websites, know how to report **Programming -** Introduction to 2code and logical thinking **Multimedia -** Paint program to alter an image, creating e-book **Technology in our lives -** WWW as part of Internet, different search engines **,** using filters for search results, image copyright	**e-Safety -** Downloading files and games, **g**ood choices about time online, post positive comments online **Programming -** Introduction to Scratch, programming a game **Handling Data -** Generate questions, **i**nputting data and presenting in different ways, using datalogger to collect data **Multimedia -** Creating art in the style of a famous artist, create a piece of music, green screening travelling to different worlds	**e-Safety -** Secure passwords, protect personal information **Programming** - Build and program robots using Scratch **Handling Data -** Branching database to investigate and share information , use 2Investigate to create a simple database **Technology in our lives** - Use search tools, save and retrieve work online and local device **Multimedia -** Use Photostory to publish a story
PE	**Social and Personal focus** **Dynamic balance with agility** - jumping and landing on one and both feet with 180° turns (Maths link with two quarter and half-turns) **Co-ordination** –floor movement, hopscotch and skip in a variety of directions **Games** – gymnastics, multi-skills, basketball	**Cognitive and Creative focus** **Dynamic balance** - marching forward and backward with heel to toe landings **Co-ordination** –handling equipment, throwing and catching with alternate hands **Games** – dance, badminton and tag rugby or basketball	**Health and Physical focus** **Swimming** - floating and swimming challenges related to speed, distance and personal survival **Games** - athletics, cricket and orienteering (applying map reading skills learned in Explorers Thematic unit)
PSHE	**Being Me In My World –** I can recognise my worth and identify positive things about myself and my achievements. I can face new challenges positively, make responsible choices and ask for help when I need it. I can recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions. **Celebrating Difference -** I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	**Dreams and Goals** - I can evaluate my own learning process and identify how it can be better next time (metacognitive thinking). I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest. **Healthy Me -** I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	**Relationships** I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices. **Changing Me -** I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.

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RE	**Hinduism – Pilgrimage to the River Ganges** Why do Hindus see the River Ganges as religiously important? How can other people appreciate the religious importance of the Ganges to Hindus? **Christianity – Christmas** What is the religious meaning of Christmas? How does this compare to the way we celebrate Christmas as a cultural holiday?	**Christianity – Jesus' miracle** What is a "miracle"? What are some of the miracles Jesus performed? Why does the Bible tell of the miracles Jesus performed? **Christianity – Easter Beliefs** **Explain the main events of the Easter story.** What is 'good' about Good Friday? Explain how this represents hope for Christians.	**Sikhism – Sharing and Community** Explain why Sikhs view everyone as equal. Why do Sikhs value sharing? How is this similar to other religions?
Music	**Exploring Keyboards** – Children learn how to operate the basic functions of the keyboards and play simple melodies including Beethoven's Ode To Joy and Twinkle, Twinkle Little Star. They begin to explore how to use fingers correctly to cover the notes needed on the keyboard and how to read from simple music notation. Children are introduced to the octave as a basic grouping in musical notation. **Play It Again I** – In this unit children develop their ability to create simple rhythmic patterns and perform them rhythmically using notation as a support.	**Indian Classical Music –** Children learn about the instruments used in Indian Classical Music. They explore raga and drones through improvisation. Playing stringed instruments, they learn that tighter string vibrate at higher frequencies, producing a higher pitch **Animal Magic –** This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements, and words.	**The Class Orchestra** – This unit develops children's ability to create, combine, and perform rhythmic and melodic material as part of a class performance of a song. **Dragon Scales –** This unit develops children's ability to recognise and use pentatonic scales and create short melodies and accompaniments.