

## Year 3 - Curriculum Overview

	Autumn Term 1 Tribal Tales History focus (12 weeks)	Autumn Term 2 Vive la France! Geography focus (3 weeks)	Spring Term 1 & 2 Walk like an Egyptian History focus	Summer Term 1 Come to the movies Science/technology focus?	Summer Term 2 Flow Geography focus
English	<p><b>Stone Age Boy- missing poster (character description)</b> How to wash a woolly mammoth (instructional writing) <b>The Croods (character/setting description)</b> Expanded noun phrases Effective of vocabulary Use of a thesaurus Planning and drafting Edit and improve Conjunctions Prepositional phrases and adverbial phrases</p> <p>SMSC - Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane Share stories about a wide range of relationships eg. friendships, families, gangs, school</p> <p><b>Recount - Creswell Crags</b> Time conjunctions Chronological Order Paragraphs Planning and drafting</p> <p><b>Poetry - Stone Age poetry (Twinkl)</b> Emotive language</p>	<p><b>France - non chronological report (persuade to visit)</b> Writing for a purpose Structure Fronted adverbials Language use Paragraphs Planning and drafting</p> <p>SMSC - Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane Share stories about a wide range of relationships eg. friendships, families, gangs, school Share novels/stories and poems from a variety of cultures and traditions</p> <p><b>Homework- presentation about France</b></p>	<p><b>Instructions - Mummification</b> Use of engaging vocabulary Adverbs including suffix -ly Descriptive Writing for a purpose Technical language Planning and drafting</p> <p><b>Suspense - Indiana Jones</b> Cliffhanger Use of punctuation and language for effect including Sentence openers ie suddenly Subordinate clause Planning and drafting Speech punctuation SMSC - Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane</p> <p><b>Narrative - comparison of characters (Cinderella from Egypt and from UK)</b> Character viewpoint Tense focus Subordinate clause Planning and drafting</p> <p><b>Non-chronological Report - Ancient Egyptians</b> Structure - heading, sub-heading, captions etc. Paragraphs Word processing Planning and drafting</p>	<p><b>Twisted fairy tales/Narrative - Cinderella/Cinderella is so annoying!</b> Comparison of various versions of a story Character viewpoint Alteration of original story Complex sentence structure including subordination and fronts adverbials Paragraphs Planning and drafting SMSC - Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane Read stories with moral themes eg 'good over evil, weak over strong, wise over foolish' Share stories about a wide range of relationships eg. friendships, families, gangs, school</p> <p><b>Information Powerpoint - Disney Parks</b> Structure - Headings, subheadings etc Research and note taking Presentation skills Planning and drafting</p> <ul style="list-style-type: none"> <li>• Uses some structures,</li> </ul>	<p><b>Postcard - Perfect present tense</b> Perfect present tense Complex sentence structure Planning and drafting</p> <p><b>Persuasive - River pollution</b> Emotive language Complex sentence structure Descriptive language Planning and drafting</p> <p>SMSC - Follow units of work around 'dilemmas' which allow children to think morally about their choice of actions and this is developed and explored further in particular texts</p> <p><b>Home learning</b> <b>Looking glass river - poetry</b> Poem structures ie Haiku, shape poem etc. Rhyme and rhythm Performance Planning and drafting</p> <p><b>Journey of a rain drop - science process explanation</b> Use of scientific language Writing for a purpose Planning and drafting</p> <ul style="list-style-type: none"> <li>• Uses some structures, vocabulary and grammar</li> </ul>

## Year 3 - Curriculum Overview

	<p>Characterisation Literary Devices - similes etc. Planning and drafting</p> <ul style="list-style-type: none"> <li>• Uses some structures, vocabulary and grammar from texts studied, in their own writing</li> <li>• Able to discuss record and orally rehearse their ideas before writing</li> <li>• Beginning to use paragraphs to structure writing around a theme</li> <li>• Beginning to evaluate the effectiveness of their own and others' writing</li> <li>• Beginning to identify some spelling and punctuation errors and can edit their work, making changes to grammar and vocabulary</li> <li>• Reads their writing aloud using expression</li> <li>• Chooses nouns or pronouns avoiding repetition</li> </ul>		<ul style="list-style-type: none"> <li>• Uses some structures, vocabulary and grammar from texts studied, in their own writing</li> <li>• Able to discuss record and orally rehearse their ideas before writing</li> <li>• Beginning to use paragraphs to structure writing around a theme</li> <li>• Beginning to evaluate the effectiveness of their own and others' writing</li> <li>• Beginning to identify some spelling and punctuation errors and can edit their work, making changes to grammar and vocabulary</li> <li>• Starting to use and punctuate direct speech correctly.</li> <li>• Extends range of sentences using a wider range of conjunctions (other than and, but, so - Eg: when, if, because, although)</li> <li>• Narratives- can describe setting, characters with a clear plot</li> <li>• Non narrative- uses simple organisational devices (Eg: headings &amp; sub-headings)</li> </ul>	<p>vocabulary and grammar from texts studied, in their own writing</p> <ul style="list-style-type: none"> <li>• Able to discuss record and orally rehearse their ideas before writing</li> <li>• Beginning to use paragraphs to structure writing around a theme</li> <li>• Beginning to evaluate the effectiveness of their own and others' writing</li> <li>• Beginning to identify some spelling and punctuation errors and can edit their work, making changes to grammar and vocabulary</li> <li>• Starting to use and punctuate direct speech correctly.</li> <li>• Extends range of sentences using a wider range of conjunctions (other than and, but, so - Eg: when, if, because, although)</li> <li>• Narratives- can describe setting, characters with a clear plot</li> <li>• Non narrative- uses simple organisational devices (Eg: headings &amp; sub-headings)</li> </ul>	<p>from texts studied, in their own writing</p> <ul style="list-style-type: none"> <li>• Able to discuss record and orally rehearse their ideas before writing</li> <li>• Beginning to use paragraphs to structure writing around a theme</li> <li>• Beginning to evaluate the effectiveness of their own and others' writing</li> <li>• Beginning to identify some spelling and punctuation errors and can edit their work, making changes to grammar and vocabulary</li> <li>• Starting to use and punctuate direct speech correctly.</li> <li>• Extends range of sentences using a wider range of conjunctions (other than and, but, so - Eg: when, if, because, although)</li> <li>• Non narrative- uses simple organisational devices (Eg: headings &amp; sub-headings)</li> <li>• Some use of the present perfect form of verbs in contrast to the past tense</li> </ul>
<p><b>Maths</b></p>	<p><b>Place value</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100</li> <li>• Find 10 or 100 more or less than a given number</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• Solve number problems and practical problems involving</li> </ul>	<p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• Writes and calculates mathematical statements for multiplication and division using the <math>\times</math></li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognises and shows, using diagrams, equivalent fractions with small denominations.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Tells and writes the time from an analogue clock and 12 hour and 24 hour clocks</li> </ul>		

## Year 3 - Curriculum Overview

	<p>these ideas.</p> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"><li>• Add and subtract numbers mentally - a three-digit number and ones</li><li>• Add and subtract numbers mentally - a three-digit number and tens</li><li>• Add and subtract numbers mentally - a three-digit number and hundreds</li><li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li></ul> <p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"><li>• Recalls and uses multiplication and division facts for the 3 x table</li><li>• Recalls and uses multiplication and division facts for the 4 x table</li><li>• Recalls and uses multiplication and division facts for the 8 x table</li></ul>	<p>tables that are known including for 2 digit numbers x 1 digit numbers, using mental and progressing to formal written methods.</p> <p><b>Money</b></p> <ul style="list-style-type: none"><li>• Adds and subtracts amounts of money to give change, using both £ and p in practical contexts</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Interprets and presents data using bar charts, pictograms and tables.</li></ul> <p><b>Length &amp; Perimeter</b></p> <ul style="list-style-type: none"><li>• Measures, compares, adds and subtracts lengths</li></ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>• Counts up and down in tenths;</li><li>• Recognises that tenths arise from dividing an object into ten equal parts and in dividing 1 digit numbers or quantities by ten.</li><li>• Recognises, finds and writes fractions of a discrete set of objects; unit fractions</li><li>• Recognises, finds and writes fractions of a discrete set of objects; non unit fractions with small denominators</li></ul>	<p><b>Properties of shape</b></p> <ul style="list-style-type: none"><li>• Identifies right angles, recognises that 2 right angles make a half turn, 3 make a three quarter turn and 4 a complete turn;</li><li>• Identify whether angles are greater than or less than a right angle.</li></ul> <p><b>Mass &amp; Capacity</b></p> <ul style="list-style-type: none"><li>• Measures, compares, adds and subtracts volume and capacity</li><li>• Measures, compares, adds and subtracts mass</li></ul>
--	---	---	--

## Year 3 - Curriculum Overview

<p><b>History</b></p>	<ul style="list-style-type: none"> <li>To know the key changes in Britain from Stone Age to Iron Age</li> <li>Compare life today</li> <li>Recognise some of the key features of periods in the past</li> <li>Start to use sources to make simple deductions about the past</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Look at representations of the period - museum, cartoons etc</li> <li>Use a range of sources to find out about a period Observe small details - artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Make use of a broad chronological framework to locate events</li> <li>Start to identify some of the key dates of the periods studied</li> </ul> <p>3D art- using clay to create a model of Stonehenge</p> <p>SMSC – To explore ways of life in different periods of time</p> <p>To reflect on the spiritual, religious and moral issues in topics, eg. religious beliefs in the Middle Ages</p> <p>To experience a sense of</p>	<ul style="list-style-type: none"> <li>Understand why people may have wanted to do something (Christmas celebrations in France)</li> <li>Start to use sources to make simple deductions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions</li> <li>Recognise some of the key features of periods in the past</li> <li>Identify some of the similarities and differences between different periods in the past</li> <li>Start to use sources to make simple deductions about the past</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period - museum, cartoons etc</li> <li>Use a range of sources to find out about a period Observe small details - artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Make use of a broad chronological framework to locate events</li> <li>Start to identify some of the key dates of the periods studied</li> </ul> <p>SMSC - To explore ways of</p>	<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions</li> <li>Select and record information relevant to the study</li> </ul>	
-----------------------	--	---	---	---	--

## Year 3 - Curriculum Overview

	<p>wonder by contact with the past (visits, artefacts) To become aware of the concept of time-past present, future and our part in it</p> <p>To look at what we mean by truth in history - studying primary sources</p> <p>To develop empathy through learning to see things from other perspectives To learn how past societies were organised and functioned</p>		<p>life in different periods of time. To reflect on the spiritual, religious and moral issues in topics, eg. religious beliefs in the Middle Ages To experience a sense of wonder by contact with the past (visits, artefacts) To become aware of the concept of time-past, present, future and our part in it</p> <p>To look at what we mean by truth in history - studying primary sources</p> <p>To develop empathy through learning to see things from other perspectives To learn how past societies were organised and functioned</p> <p>To explore how other civilisations (eg Greeks, Romans) have contributed to their own culture</p>		
Science	<p style="text-align: center;"><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their simple physical properties</li> <li>Relate the simple</li> </ul>	<p style="text-align: center;"><b>Animals incl. humans</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get</li> </ul>	<p style="text-align: center;"><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>Notice that some forces need contact between two objects and some forces act at a distance</li> <li>Observe how magnets attract or repel each</li> </ul>	<p style="text-align: center;"><b>Light</b></p> <ul style="list-style-type: none"> <li>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light</li> </ul>	<p style="text-align: center;"><b>Plants Changing to states of matter</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</li> </ul>

## Year 3 - Curriculum Overview

	<p>physical properties of some rocks to their formation (igneous or sedimentary)</p> <ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>to make predictions about what will happen;</li> <li>to think about how to collect sufficient evidence in some contexts;</li> <li>to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>to make observations and comparisons;</li> <li>to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To develop a sense of awe and wonder at the complexity and pattern in natural phenomena</p>	<p>nutrition from what they eat</p> <ul style="list-style-type: none"> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>to make predictions about what will happen;</li> <li>to think about how to collect sufficient evidence in some contexts;</li> <li>to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>to make observations and comparisons;</li> <li>to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To consider the</p>	<p>other and attract some materials and not others</p> <ul style="list-style-type: none"> <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>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>to make predictions about what will happen;</li> <li>to think about how to collect sufficient evidence in some contexts;</li> <li>to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>to make observations and comparisons;</li> <li>to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To develop the scientific skills of making predictions, observing and</p>	<p>travels from them to our eyes</p> <ul style="list-style-type: none"> <li>Notice that light is reflected from surfaces</li> <li>Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.</li> <li>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>to make predictions about what will happen;</li> <li>to think about how to collect sufficient evidence in some contexts;</li> <li>to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>to make observations and comparisons;</li> <li>to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To develop the scientific skills of making predictions, observing and</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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>to make predictions about what will happen;</li> <li>to think about how to collect sufficient evidence in some contexts;</li> <li>to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>to make observations and comparisons;</li> <li>to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>to present results in</li> </ul>
--	---	---	---	--	--

## Year 3 - Curriculum Overview

	<p>To develop the scientific skills of making predictions, observing and drawing conclusion</p> <p>Encourage children to work in small groups during science investigations.</p>	<p>fact of life, growth, decay and death and how different organisms are dependent upon each other</p> <p>To develop the scientific skills of making predictions, observing and drawing conclusion</p> <p>Encourage children to work in small groups during science investigations.</p>	<p>drawing conclusion</p> <p>Encourage children to work in small groups during science investigations.</p>	<p>drawing conclusion</p> <p>Encourage children to work in small groups during science investigations.</p>	<p>drawings, bar charts and tables</p> <ul style="list-style-type: none"> <li>• Use everyday standard and non-standard units occasionally</li> <li>• Count up to 100 eg. for a traffic survey they cross number on a hundred square for each vehicle.</li> <li>• Begin to organise recordings.</li> </ul> <p>SMSC - To consider the fact of life, growth, decay and death and how different organisms are dependent upon each other</p> <p>To value and respect all forms of life</p> <p>To develop the scientific skills of making predictions, observing and drawing conclusion</p> <p>Encourage children to work in small groups during science investigations.</p>
<p><b>Art and Design</b></p>	<p style="text-align: center;"><b>Drawing</b> <b>Cave Art</b> <b>3D Art- Stonehenge</b> <b>Clay</b></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with different grades of pencil and other implements to create</li> </ul>		<p style="text-align: center;"><b>Printing</b> <b>Cartouche</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns</li> <li>• Print with two colour overlays</li> </ul> <p>SMSC - To use senses as inspiration for creativity</p> <p>To express feelings through a variety of art media</p>	<p style="text-align: center;"><b>3-D Form</b> <b>Disney Character</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Create surface patterns and textures in a malleable material</li> <li>• Use papier mache to create a simple 3D object.</li> </ul> <p>SMSC - To appreciate the</p>	<p style="text-align: center;"><b>Digital Media/Collage</b> <b>River Scene</b></p> <ul style="list-style-type: none"> <li>• Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint.</li> <li>• Use a graphics package to create images and effects with; Lines by controlling the brush</li> </ul>

## Year 3 - Curriculum Overview

	<p><b>lines and marks</b></p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</li> <li>• Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</li> </ul> <p>SMSC - To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity</p>		<p>To study the work of great artists as a source of inspiration and creativity</p>	<p>way an artist has given expression in their work To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity</p>	<p>tool with increased precision, Changing the type of brush to an appropriate style e.g. charcoal.</p> <ul style="list-style-type: none"> <li>• Create shapes by making selections to cut, duplicate and repeat.</li> <li>• Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul> <p>SMSC - To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity To use the environment as a source of inspiration</p>
--	---	--	---	---	---

## Year 3 - Curriculum Overview

<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use.</li> <li>To explore settlements</li> <li>Types of settlements and land use, natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Locate France, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities</li> <li>Locate places on larger scale maps</li> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - England and a region within Europe</li> <li>Describe key features of France</li> <li>Investigate places and themes at more than one scale</li> <li>Begin to collect and record evidence aided</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> <li>Use maps, atlases, and globes to locate countries and describe features studied</li> </ul> <p>SMSC - To reflect on the awe and wonder in the natural world</p>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Locate places on larger scale maps</li> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help</li> </ul> <p>SMSC - To reflect on a variety of landscapes and locations</p> <p>To explore different ways of life in different countries</p>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> <li>Locate places on larger scale maps</li> </ul> <p>SMSC - To reflect on a variety of landscapes and locations</p>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> <li>Locate places on larger scale maps</li> <li>Follow a route on a map with some accuracy. (e.g. orienteering)</li> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places and themes at more than one scale</li> <li>Describe and understand key aspects of: Physical geography, including: rivers, mountains, and the water cycle</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area</li> <li>Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with</li> </ul>
-------------------------	---	---	--	---	--

## Year 3 - Curriculum Overview

		<p>To reflect on a variety of landscapes and locations</p> <p>To explore settlements</p> <p>To explore the achievements of the built environment, eg urban architecture or civil engineering, and raising questions about ambiguous designs, eg. the pyramids</p> <p>To study our own locality and its relationship to the wider world</p>			<p>help</p> <p><b>MAP SKILLS</b></p> <p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p> <p>make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p> <p>Begin to match boundaries</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps A,B and C</p> <p>SMSC - To reflect on the awe and wonder in the natural world;</p> <p>To reflect on a variety of landscapes and locations</p> <p>To develop own beliefs and values in relation to environmental issues and considering the moral and practical issues of pollution, conservation and sustainability;</p> <p>To evaluate the effects of human actions on their environment, including their own e.g. litter</p>
<p><b>Music</b></p>	<p><b>Let your spirit fly</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other</li> </ul>	<p><b>Recorders Stage 1</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other</li> </ul>	<p><b>Three little birds</b></p> <p><b>The dragon song</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with</li> </ul>	<p><b>Bringing us together</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other</li> </ul>	<p><b>Reflect, rewind and replay</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with</li> </ul>

## Year 3 - Curriculum Overview

	<p>performers</p> <ul style="list-style-type: none"> <li>• sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children</li> <li>• independently, make up a singing game with words and actions, and perform it to other children</li> </ul> <p>SMSC - To experience joy, satisfaction, creativity, use of imagination in creating and performing music To listen to music from a wide variety of cultures</p>	<p>performers</p> <ul style="list-style-type: none"> <li>• perform with control of pulse and awareness of what others are playing by listening</li> <li>• put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>• compose and perform simple melodies and songs independently</li> </ul> <p>SMSC - To experience joy, satisfaction, creativity, use of imagination in creating and performing music Encourage the children to work cooperatively through collaboration and composition. To listen to music from a wide variety of cultures</p>	<p>awareness of other performers</p> <ul style="list-style-type: none"> <li>• use tuned and untuned percussion instruments with some accuracy</li> <li>• perform with control of pulse and awareness of what others are playing by listening</li> <li>• put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>• compose and perform simple melodies and songs independently</li> <li>• recognise how musical elements can be used together to compose descriptive music</li> <li>• recognise some descriptive uses of the elements; create descriptive music, eg based on animals, that uses a sequence of sounds (often sound effects), movement and words</li> <li>• recognise and create repeated patterns;</li> <li>• put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> </ul> <p>SMSC - To experience the physical and emotional dimensions of music;</p>	<p>performers</p> <ul style="list-style-type: none"> <li>• use tuned and untuned percussion instruments with some accuracy</li> <li>• perform with control of pulse and awareness of what others are playing by listening</li> <li>• put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>• compose and perform simple melodies and songs independently</li> <li>• compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence</li> <li>• carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images</li> <li>• describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images</li> </ul> <p>SMSC - To experience the physical and emotional</p>	<p>awareness of other performers</p> <ul style="list-style-type: none"> <li>• use tuned and untuned percussion instruments with some accuracy</li> <li>• perform with control of pulse and awareness of what others are playing by listening combine sounds with movement and narrative.</li> <li>• recognise some descriptive uses of the elements; create descriptive music, eg based on animals, that uses a sequence of sounds (often sound effects), movement and words</li> <li>• put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>• compose and perform simple melodies and songs independently</li> <li>• compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence</li> <li>• carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to</li> </ul>
--	--	---	---	---	---

## Year 3 - Curriculum Overview

			<p>Encourage the children to work cooperatively through collaboration and composition. To listen to music from a wide variety of cultures</p>	<p>dimensions of music; Encourage the children to work cooperatively through collaboration and composition. To listen to music from a wide variety of cultures</p>	<p>create more abstract images</p> <ul style="list-style-type: none"> <li>describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images</li> </ul> <p>SMSC - To experience joy, satisfaction, creativity, use of imagination in creating and performing music Encourage the children to work cooperatively through collaboration and composition. To look at how music can be a powerful tool to bind groups together eg School Production To listen to music from a wide variety of cultures</p>
ICT	<p><b>Used studio code to practise coding skills</b> <b>We are programmers</b></p> <p>Use logical reasoning to explain how some simple algorithms work Use sequence, selection and repetition in programs, working with variables and various forms of input and output. Use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Use a simulation to make and explore predictions</li> </ul>	<p><b>Used studio code to practise coding skills</b> <b>We are bug fixers</b></p> <p>Use logical reasoning to explain how some simple algorithms work Use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Use a simulation to make and explore predictions and to identify patterns.</li> <li>Use Logo to make and explore predictions and to identify patterns e.g. that you need a space,</li> </ul>	<p><b>We are presenters- adobe spark video and keynote</b></p> <p>Select, use and combine a variety of software on a range of digital devices. Use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Locate and record sounds, compare ways of recording and storing sounds.</li> <li>Understand how musical phrases can be organised and re-</li> </ul>	<p><b>We are communicators</b></p> <p>Use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact.</p> <ul style="list-style-type: none"> <li>Read and respond to e-mails.</li> <li>Send annotated replies to e-mails.</li> <li>Send e-mails.</li> <li>Attach files to e-mails.</li> <li>Use the shift key to type characters, such as question marks.</li> </ul>	<p><b>We are opinion pollsters</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Alter font type, size and colour for emphasis and effect.</li> <li>Amend text and save changes</li> <li>Amend text using the</li> </ul>

## Year 3 - Curriculum Overview

	<p><b>and to identify patterns.</b></p> <ul style="list-style-type: none"> <li>Use Logo to make and explore predictions and to identify patterns e.g. that you need a space, that the number relates to steps or degrees, that the bigger the number the bigger the turn.</li> <li>Demonstrate to others and/or prepare a list of instructions for others to use.</li> <li>Enter data into a computer simulation i.e. make a choice.</li> <li>Solve an adventure game or similar and describe or show in diagrams how this was achieved.</li> </ul> <p>Demonstrate a more planned approach to solving problems rather than a random choice of options.</p>	<p>that the number relates to steps or degrees, that the bigger the number the bigger the turn.</p> <ul style="list-style-type: none"> <li>Demonstrate to others and/or prepare a list of instructions for others to use.</li> <li>Enter data into a computer simulation i.e. make a choice.</li> <li>Solve an adventure game or similar and describe or show in diagrams how this was achieved.</li> </ul> <p>Demonstrate a more planned approach to solving problems rather than a random choice of options.</p>	<p><b>organised using icons.</b></p> <ul style="list-style-type: none"> <li>Use ICT to create, organise and reorganise sounds.</li> </ul> <p><b>We are network engineers</b></p> <p>Use logical reasoning to explain how some simple algorithms work</p> <ul style="list-style-type: none"> <li>Use a simulation to make and explore predictions and to identify patterns.</li> <li>Use Logo to make and explore predictions and to identify patterns e.g. that you need a space, that the number relates to steps or degrees, that the bigger the number the bigger the turn.</li> <li>Demonstrate to others and/or prepare a list of instructions for others to use.</li> <li>Enter data into a computer simulation i.e. make a choice.</li> <li>Solve an adventure game or similar and describe or show in diagrams how this was achieved.</li> <li>Demonstrate a more planned approach to solving problems rather than a random choice of options.</li> </ul>	<ul style="list-style-type: none"> <li>Alter font type, size and colour for emphasis and effect.</li> <li>Amend text and save changes</li> <li>Amend text using the correct key combinations.</li> <li>Create and amend tunes using compositional software</li> </ul>	<p>correct key combinations.</p> <ul style="list-style-type: none"> <li>Create and amend tunes using compositional software <u>RESEARCH</u></li> <li>Use a database to generate bar charts and interpret data.</li> <li>Use the database to answer simple questions by sorting a field.</li> <li>Use the database to answer simple questions by using search criteria.</li> </ul> <p><u>WORKING WITH DATA</u></p> <ul style="list-style-type: none"> <li>Add a record to a file in a computer database.</li> </ul>
P.E.	<p><b>Quicksticks/Real P.E.</b></p> <ul style="list-style-type: none"> <li>consolidate and improve the quality of their techniques and their</li> </ul>	<p><b>Netball/Gymnastics</b></p> <ul style="list-style-type: none"> <li>consolidate and improve the quality of their techniques and their</li> </ul>	<p><b>Swimming/Dance</b></p> <ul style="list-style-type: none"> <li>improvise freely on their own and with a partner, translating</li> </ul>	<p><b>Athletics/Real P.E.</b></p> <ul style="list-style-type: none"> <li>consolidate the quality and the range of techniques they use for</li> </ul>	<p><b>Tennis/Self-defence</b></p> <ul style="list-style-type: none"> <li>consolidate and improve the quality of their techniques and their</li> </ul>

## Year 3 - Curriculum Overview

	<p>ability to link movements</p> <ul style="list-style-type: none"> <li>develop the range and consistency of their skills in all games</li> <li>improve their ability to choose and use simple tactics and strategies</li> <li>keep, adapt and make rules for striking and fielding and net games</li> <li>know and describe the short-term effects of different exercise activities on the body</li> <li>know how to improve stamina</li> <li>begin to understand the importance of warming up</li> <li>recognise good performance and identify the parts of a performance that need improving</li> <li>use what they have learned to improve their work</li> </ul> <p>SMSC - To develop the qualities of self-discipline, commitment, perseverance and self-confidence in achieving success in PE; To gain a sense of achievement</p> <p>Have competitive sports that model to children the quality of relationships and the principles they wish to promote; interactions inside and outside the classroom</p>	<p>ability to link movements</p> <ul style="list-style-type: none"> <li>develop the range and consistency of their skills in all games</li> <li>improve their ability to choose and use simple tactics and strategies</li> <li>keep, adapt and make rules for striking and fielding and net games</li> <li>know and describe the short-term effects of different exercise activities on the body</li> <li>know how to improve stamina</li> <li>begin to understand the importance of warming up</li> <li>recognise good performance and identify the parts of a performance that need improving</li> <li>use what they have learned to improve their work</li> </ul> <p><b>Gym</b></p> <ul style="list-style-type: none"> <li>consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</li> <li>Improve their ability to select appropriate actions and use simple compositional ideas</li> <li>recognise and describe the short term effects</li> </ul>	<p>ideas from a stimulus into movement</p> <ul style="list-style-type: none"> <li>create and link dance phrases using a simple dance structure or motif</li> <li>perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</li> <li>keep up activity over a period of time and know they need to warm up and cool down for dance</li> <li>describe and evaluate some of the compositional features of dances performed with a partner and in a group</li> <li>talk about how they might improve their dances</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills</li> <li>improve linking movements and actions</li> <li>choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges</li> <li>know and describe the</li> </ul>	<p>particular activities</p> <ul style="list-style-type: none"> <li>develop their ability to choose and use simple tactics and strategies in different situations</li> <li>know, measure and describe the short-term effects of exercise on the body</li> <li>describe the effectiveness of performances, and begin to recognise aspects of performances that need improving</li> </ul> <p>SMSC - To develop the qualities of self-discipline, commitment, perseverance and self-confidence in achieving success in PE; To gain a sense of achievement</p>	<p>ability to link movements</p> <ul style="list-style-type: none"> <li>develop the range and consistency of their skills in all games</li> <li>improve their ability to choose and use simple tactics and strategies</li> <li>keep, adapt and make rules for striking and fielding and net games</li> <li>know and describe the short-term effects of different exercise activities on the body</li> <li>know how to improve stamina</li> <li>begin to understand the importance of warming up</li> <li>recognise good performance and identify the parts of a performance that need improving</li> <li>use what they have learned to improve their work</li> </ul> <p><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></p> <ul style="list-style-type: none"> <li>follow simple routes and trails, orientating themselves successfully</li> <li>solve simple challenges and problems successfully</li> <li>recognise and describe how their body feels during exercise</li> </ul>
--	---	---	--	--	--

## Year 3 - Curriculum Overview

	<p>develop co-operation, thoughtfulness and positive communication</p>	<p>of exercise on the body during different activities</p> <ul style="list-style-type: none"> <li>know the importance of suppleness and strength</li> <li>describe and evaluate the effectiveness and quality of a performance</li> <li>recognise how their own performance has improved</li> <li>recognise their own space</li> <li>explore finding different places</li> </ul> <p>SMSC - To gain a sense of achievement</p> <p>Have competitive sports that model to children the quality of relationships and the principles they wish to promote: interactions inside and outside the classroom</p> <p>develop co-operation, thoughtfulness and positive communication</p>	<p>short-term effects of exercise on the body and how it reacts to different types of activity</p> <ul style="list-style-type: none"> <li>describe and evaluate the quality of swimming and recognise what needs improving</li> </ul> <p>SMSC - To gain a sense of achievement</p>		<ul style="list-style-type: none"> <li>observe what they and others have done and use their observations to improve their performance</li> </ul> <p>SMSC - To gain a sense of achievement</p>
<p>R.E.</p>	<p><b>UCC - Creation</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> </ul>	<p><b>UCC - Incarnation</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> </ul>	<p><b>IP - Hinduism (believer) Salvation</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>begin to understand a</li> </ul>	<p><b>UCC - People of God</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>begin to understand a range of religious words;</li> <li>identify and retell in detail a range of religious</li> </ul>	<p><b>IP - Hinduism (inspirational people)</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>begin to understand a range of religious words;</li> </ul>

## Year 3 - Curriculum Overview

	<ul style="list-style-type: none"> <li>• describe significant (key) elements of Christian teaching;</li> <li>• begin to understand a range of religious words;</li> <li>• use a simple sources to retrieve information;</li> <li>• be aware of his/her responsibilities for the world in which he/she lives;</li> <li>• ask religious questions;</li> <li>• empathise with the experiences of others and express his/her own thoughts;</li> <li>• acknowledge and describe a range of emotions in him/herself and others</li> <li>• empathise with the experiences of others and express his/her own thoughts;</li> </ul> <p>SMSC - To explore beliefs and values, through stories, celebrations, rituals and practices</p> <p>To investigate examples set by characters in religious stories</p>	<ul style="list-style-type: none"> <li>• describe significant (key) elements of Christian teaching;</li> <li>• begin to understand a range of religious words;</li> <li>• use a simple sources to retrieve information;</li> <li>• be aware of his/her responsibilities for the world in which he/she lives;</li> <li>• ask religious questions;</li> <li>• empathise with the experiences of others and express his/her own thoughts;</li> <li>• acknowledge and describe a range of emotions in him/herself and others</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> </ul> <p>SMSC - To explore beliefs and values, through stories, celebrations, rituals and practices</p> <p>To investigate examples set by characters in religious stories</p> <p>To explore events eg ceremonies and festivals, which bring communities together</p>	<p>range of religious words;</p> <ul style="list-style-type: none"> <li>• identify and retell in detail a range of religious stories and identify their sources;</li> <li>• describe some people of faith and their actions;</li> <li>• use a simple sources to retrieve information;</li> <li>• be aware of his/her responsibilities for the world in which he/she lives;</li> <li>• ask religious questions;</li> <li>• empathise with the experiences of others and express his/her own thoughts;</li> <li>• acknowledge and describe a range of emotions in him/herself and others.</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> </ul> <p>SMSC - To explore the insights, beliefs and teaching of faith traditions</p> <p>To investigate examples set by characters in religious stories</p> <p>To explore events eg ceremonies and festivals, which bring communities together</p>	<p>stories and identify their sources;</p> <ul style="list-style-type: none"> <li>• describe significant (key) elements of Christian teaching;</li> <li>• describe some people of faith and their actions;</li> <li>• use a simple sources to retrieve information;</li> <li>• be aware of his/her responsibilities for the world in which he/she lives;</li> <li>• ask religious questions;</li> <li>• empathise with the experiences of others and express his/her own thoughts;</li> <li>• acknowledge and describe a range of emotions in him/herself and others.</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> </ul> <p>SMSC - To explore beliefs and values, through stories, celebrations, rituals and practices</p> <p>To investigate examples set by characters in religious stories</p>	<ul style="list-style-type: none"> <li>• identify and retell in detail a range of religious stories and identify their sources;</li> <li>• describe some people of faith and their actions;</li> <li>• use a simple sources to retrieve information;</li> <li>• be aware of his/her responsibilities for the world in which he/she lives;</li> <li>• ask religious questions;</li> <li>• empathise with the experiences of others and express his/her own thoughts;</li> <li>• acknowledge and describe a range of emotions in him/herself and others.</li> <li>• empathise with the experiences of others and express his/her own thoughts;</li> </ul> <p>SMSC - To explore the insights, beliefs and teaching of faith traditions</p> <p>To investigate examples set by characters in religious stories</p> <p>To explore events eg ceremonies and festivals, which bring communities together</p>
--	---	--	---	--	--

Year 3 - Curriculum Overview

STEM/D&T	<p><b>STEM project</b> Machine to move rocks (pneumatics)</p>	<p><b>D&amp;T = Mechanical systems</b>-Levers and linkages France tourist booklet- pop up-made a waving flag</p> <p><i>Understand and use mechanical systems in their products [for example levers and linkages]</i></p> <p><b>SHEET MATERIAL</b></p> <ul style="list-style-type: none"> <li>• Cut slots</li> <li>• Use lolly sticks/card to make levers and linkages</li> <li>• Use linkages to make movement larger or more varied.</li> </ul>	<p><b>D&amp;T = Packaging</b> Shell structures Canopic Jar/ coffin for mummy</p> <p><b>STEM project</b> Marble runs</p> <p><b>CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Create shell or frame structures, strengthen frames with diagonal struts</li> <li>• Make structures more stable by giving them a wide base</li> <li>• Measure and mark square selection, strip and dowel accordingly to 1cm</li> </ul> <p>Key skills used: Potential use of Nets to extend learning.</p>	<p><b>D&amp;T = Textiles</b> 2D shape to 3D product Design and make tote bags</p> <p><i>use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</i></p> <p><i>Use a range of materials and components, including construction materials and textiles.</i></p> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>• Join fabrics using running stitch, over sewing, back stitch</li> <li>• Explore fastenings</li> <li>• Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)</li> <li>• Create a simple pattern</li> </ul>	<p><b>STEM project</b> Wind power (Theo Jansen)</p>
MFL	<p><b>Greetings</b> My name is... <b>Classroom commands</b> Numbers to 10</p>	<p><b>Classroom objects</b> <b>Colours</b> Age Christmas</p>	<p><b>Fête de Rois</b> <b>Food (fruit)</b> <b>Days of the week</b> Hungry Caterpillar Parts of the body Describing yourself Easter</p>	<p><b>Animals</b> <b>Using J'ai</b> <b>Numbers to 20</b></p>	<p><b>Months of the year</b> <b>Celebrations</b> La Bastille</p>
PSHE	<p><b>Being Me in My World</b></p>	<p><b>Celebrating Difference</b></p>	<p><b>Dreams and goals</b> <b>Relationships</b></p>	<p><b>Healthy Me</b></p>	<p><b>Changing me</b></p>

## Year 3 - Curriculum Overview

Wider Enrichment Opportunities	Creswell Crags Trip Artefact box	France- French pastry Cooking - Palmiers	Egyptian Dress-up day Artefact box	Disney Afternoon - dress-up and movie	Severn Trent Visitor Canal & River Trust visit
--------------------------------	-------------------------------------	---	---------------------------------------	--	--