

# New Town Primary School

## Year Three Curriculum Overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Maths Year 3</b>	Number and place value Addition and subtraction	Number- multiplication and division	Number- multiplication and division Money Statistics	Measurement- length and perimeter Number- fractions	Number- fractions Time	Geometry- shape Measurement- Mass and capacity
<b>English Reading Year 3</b>	<p><b><u>Class reader:</u></b> Planet Omar – Accidental trouble magnet Planet Omar – unexpected super spy Planet Omar – Incredible rescue mission</p> <p><b><u>Books to teach reading</u></b> Stone Age Boy Satoshi Kitamura</p> <p>The Secrets of Stonehenge - Mick Manning &amp; Brita Granström</p>	<p><b><u>Class reader:</u></b> The Nothing To See Here Hotel - Steven Butler and Steven Lenton</p> <p><b><u>Books to teach reading</u></b> The Emperor’s New Clothes - Hans Christian Anderson</p> <p>What’s The Matter? by Tom McGowen</p> <p>Ottoline and the Yellow Cat - Chris Riddell</p> <p>Malala’s magic pencil – Malala Yousafzai</p>	<p><b><u>Class reader:</u></b> Alice’s adventures in wonderland</p> <p><b><u>Books to teach reading</u></b> The Heart Scarab - Saviour Pirotta</p> <p>Grow: A first guide to plants and how to grow them by Rizanino Reyes and Sara Boccacini Meadows</p> <p>Topsy Turvy World (poem) William Brighty Rands</p> <p>The Rhythm of the Rain - Grahame Baker-Smith</p>	<p><b><u>Class reader:</u></b> The legend of Podkin one ear</p> <p><b><u>Books to teach reading:</u></b> Secrets of a sun king by Emma Carroll</p> <p>Peter Pan J.M. Barrie</p> <p>Winnie-the-Pooh - A.A. Milne</p> <p>Walking with My Iguana - Brian Moses</p> <p>Cinderella of the Nile by Beverley Naidoo and Marjan Vafaeian</p>	<p><b><u>Class reader:</u></b> Amelia Fang and the Barbaric Ball</p> <p><b><u>Books to teach reading:</u></b> Revolting Rhymes</p> <p>Great women: Mary Anning - Kate Pankhurst</p> <p>The Pebble in my Pocket: A History of Our Earth - Meredith Hooper &amp; Chris Coady</p> <p>How the Camel got his Hump - Rudyard Kipling</p>	<p><b><u>Class reader:</u></b> Up the faraway tree (Stretching to Magic faraway tree collection)</p> <p><b><u>Books to teach reading:</u></b> Anisha Accidental Detective - Serena Patel</p> <p>The Legend of Podkin One Ear - Kieran Larwood</p> <p>My Shadow - Robert Louis Stevenson – poem</p> <p>Harry Potter And The Philosopher’s Stone by JK Rowling</p>

	<p>Planet Omar – Accidental trouble magnet</p> <p>The Wolves in The Walls - Neil Gaiman</p> <p>Gut-wrenching Gravity and Other Fatal Forces (Disgusting and Dreadful Science) - Anna Claybourne</p> <p>Sam Wu is not afraid of Zombis by Katie and Kevin Tsang</p>	<p>Stone Age to Iron Age by Claire Hibbert</p>		<p>Interview with a shark – Andy Seed</p>	<p>The True Story of the Three Little Pigs – Jon Scieszka and Lane Smith</p> <p>Expedition diaries: African Savannah by Simon Chapman</p>	<p>Lila and the Secret of Rain - David Conway &amp; Jude Daly</p>
<p><b>English Writing Year 3</b></p>	<p>Text one: Stone Age Boy <b>Outcome: Narrative</b></p> <p>Text two: Autumn Is Here <b>Outcome: poetry</b></p>	<p>Text one: The gardener <b>Outcome: letter</b></p> <p>Text two: Skeletons and Muscles <b>Outcome: Write own Non-Chronological report</b></p>	<p>Text one: Wolves in the Walls <b>Outcome: narrative</b></p> <p>Text two: Secrets of a Sun King by Emma Carroll <b>Outcome: diary</b></p>	<p>Text one: The colour collector <b>Outcome: poetry</b></p> <p>Text two: School trip <b>Outcome: recount</b></p>	<p>Text One: The street beneath my feet <b>Outcome: explanation</b></p> <p>Text two: My Strong Mind <b>Outcome: instructions</b></p>	<p>Text one: Star in the jar <b>Outcome: narrative</b></p> <p>Text two: Earthquakes <b>Outcome: Non-chronological report</b></p>

<b>Science Year 3</b>	<p>During this term, we will compare how things move on different surfaces. We will learn that some forces need contact between two objects, but magnetic forces can act at a distance. We will observe how magnets attract or repel each other and attract some materials and not others. We will learn that magnets have two poles.</p>	<p>During this term, we will identify that humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. We will identify that humans have skeletons and muscles for support, protection and movement.</p>	<p>During this term, we will identify and describe the functions of different parts of flowering plants. We will explore the requirements of plants for life and growth and how they vary from plant to plant. We will investigate the way in which water is transported within plants. We will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>During this term, we will identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. We will identify that animals have skeletons and muscles for support, protection and movement.</p>	<p>During this term, we will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. We will describe in simple terms how fossils are formed when things that have lived are trapped within rock. We will recognise that soils are made from rocks and organic matter.</p>	<p>During this term, we will recognise that we need light in order to see things and that dark is the absence of light. We will learn that light is reflected from surfaces. We will learn that light from the sun can be dangerous and that there are ways to protect our eyes. We will investigate shadows and learn that shadows are formed when the light from a light source is blocked by an opaque object.</p>
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<b>Curriculum Theme</b>	<u><a href="#">Stone Age to Iron Age</a></u>	<u><a href="#">Nile River/Water Cycle</a></u>	<u><a href="#">Ancient Egypt</a></u>	<u><a href="#">Africa - Biomes</a></u>	<u><a href="#">Africa/UK – Food farming</a></u>
<b>A memorable experience</b>	<b>Stone Age extravaganza</b>	<b>A trip to the Cinema</b>		<b>African dance and drumming</b>	
<b>An innovative challenge</b>	<b>Make a 3D model of an Iron Age roundhouse</b>	<b>Make a 3D model of an Egyptian Pyramid</b>		<b>Make a 3D model of a chosen African biome</b>	

<b>A book to read</b>	<b>Stone Age to Iron Age by Claire Hibbert</b>	<b>The Rhythm of Rain by Grahame Baker-Smith</b> <b>The Heart Scarab by Savior Pirotta</b>	<b>Geographics: Biomes by Izzi Howell</b>
<b>Something to investigate</b>	<b>What was the largest Stone Age settlement? What were some of its characteristics?</b>	<b>How long did it take to construct the largest pyramid in Egypt?</b>	<b>What is the most common biome across the world?</b>
<b>Parental engagement</b>	<b>Harvest festival and carols by candlelight</b>	<b>World book week reading drop ins</b>	<b>Sports day</b>

<b>Geography</b>	No Geography this term	During this term we will learn all about the water cycle. We will learn the different stages of the water cycle and where we can see the water cycle in action. We will study how rainfall is different in different climate zones and investigate what causes extreme weather.	During this term we will describe and understand the key aspects of climate zones, vegetation belts and biomes. We will study about the equator and the tropics, look at what a rainforest is like. We will also look at if anything can survive in a desert and what a savannah, grasslands, woodlands and tundra are?	During this term we will describe and understand key aspects of land use and the distribution of natural resources including food in the UK. We will look at where our food comes from and how land use patterns have changed over time and compare these with Kenya. We will learn what fair trading is.
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<b>History</b>	<p>During this term, we will study how people lived during the the Stone Age, Bronze Age and Iron Age. We will learn about the key changes over the Stone Age, how life and community developed during the Broze age and how the discovery of iron changed Britain. As a whole, we will look at the key changes in Britain from the Stone age to the Iron age.</p>	<p>During this term we will study who the Ancient Egyptians were. We will explore who and how the Ancient Egyptians worshipped. We will learn about the death rituals of Angient Egyptians and the importance of hieroglyphics. Will will learn all about the mummification process and understand the importance of pyramids.</p>	<p>No History this term</p>
<b>Art</b>	<p><b>Painting and Mixed Media- Prehistoric painting</b> We will be discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. We will create a collaborative class piece of prehistoric inspired art.</p>	<p><b>Craft and Design – Ancient Egypt Scrolls</b> We will be developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</p>	<p><b>Drawing</b> We will be developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p>
<b>DT</b>	<p><b>Simple circuits and switches</b> We will be investigate and disassemble battery powered products with key questions in mind. We will construct a simple circuit and will have the opportunity to explore a variety of different switches and be able to identify the best switch to choose for a given purpose. We will design, make and evaluate a diva lamp with a working simple circuit.</p>	<p><b>Pneumatics -Mechanical systems</b> We will be investigate a variety of products that use air to make them work with key questions in mind. We will construct a simple pneumatic system using a balloon and tubing. Following this, we will drawe and assemble a more complex pneumatic system. We will design, make and evaluate a useful pneumatic system to open an Egyptian tomb.</p>	<p><b>Structures</b> We will be investigate a variety of shell structures with key questions in mind. We will learn how shell structures are strengthen and the shapes of different shell structures. We will practice making nets for 3D shapes out of card. We will design, make and evaluate a shell structure of a Mosque.</p>

<b>PE</b>	<b>Gymnastics</b> We will develop balancing, rolling and jumping. We will use these skills individually and in combination. We will develop our sequence work by collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. We will develop our confidence to perform, considering the quality and control of their actions.		<b>Dance</b> We will create dances in relation to an idea. We will work individually, with a partner and in small groups, sharing our ideas. We will develop our use of counting and rhythm. We will learn to use canon, unison, formation and levels in our dances. We will be given the opportunity to perform to others and provide feedback using key terminology.		<b>Yoga</b> We will learn about mindfulness and body awareness. We will learn yoga poses and techniques that will help them to connect our mind and body. We will improve wellbeing by building strength, flexibility and balance. We will practice breathing and meditation. We will work independently and with others to create our own yoga flows.	<b>Fitness</b> We will take part in a range of activities that explore and develop different areas of our health and fitness. We will be given opportunities to work at our maximum and improve our fitness levels, recognising how the activities make us feel. We will learn to persevere when we get tired or when we find a challenge hard, and are encouraged to support others to do the same. We will learn to recognise areas for improvement and suggest activities that could be done to do this.
	<b>Tennis</b> We will develop our understanding of the principles of net	<b>Tag Rugby</b> We will develop their understanding of the attacking and	<b>Hockey</b> We will develop our understanding of the attacking and	<b>Athletics</b> We will develop basic running, jumping and	<b>Netball</b> We will develop our understanding of the attacking and	<b>Rounders</b> We will explore our understanding of the principles of

	<p>and wall games. We will have to think about how we use skills, strategies and tactics to outwit the opposition. We will learn key skills such as racket control, hitting a ball and how to score points. We will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules.</p>	<p>defending principles of invasion games. We will learn to think about how we use skills, strategies and tactics to outwit the opposition. We will learn we need to maintain possession and aim to move the ball towards the try line to score. We will develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating our own and others' performances.</p>	<p>defending principles of invasion games. In all games activities, we will have to think about how they use skills, strategies and tactics to outwit the opposition. We will learn we need to maintain possession and aim to move the ball towards the goal to score. We will develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating our own and others' performances.</p>	<p>throwing techniques. We will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, we will be taught to think about how to achieve our greatest possible speed, distance or accuracy and learn how to persevere to achieve our own personal best. We will also be given opportunities to measure, time and record scores.</p>	<p>defending principles of invasion games. In all games activities, we will have to think about how they use skills, strategies and tactics to outwit the opposition. We will learn we need to maintain possession and aim to move the ball towards the goal to score. We will develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating our own and others' performances.</p>	<p>striking and fielding. We will learn how to score points by striking a ball into space and running around cones or bases. When fielding, we will learn how to play in different fielding roles. We will focus on developing throwing, catching and batting skills. In all games activities, we will have to think about how they use skills, strategies and tactics to outwit the opposition. We will be given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people we play with and against.</p>
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<p><b>RE</b></p>	<p><b><u>For each religion taught, the following will be covered:</u></b></p> <p><b>God</b> Who is God? What is the name of the God in each religion?</p> <p><b>Special Places (Place of Worship)</b> What is your special place? What are the special places of worship for each religion? What is the Holy book of the religion called?</p> <p><b>Symbols and Meanings</b> What is a symbol? What are the special symbols for each religion? Do the symbols have a significant meaning?</p> <p><b>Special Festivals and celebrations</b> What is a festival? What festivals do you celebrate? What festivals are celebrated in the religion?</p>				
	<p><u>Hinduism</u></p>	<p><u>Christianity</u></p>	<p><u>Islam</u></p>		
<p><b>Computing</b></p>	<p><b>Online Safety</b> We will learn about what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. We will gain an understanding of how the internet can be used to help us to communicate effectively.</p>	<p><b>Touch Typing</b> We will learn the correct way to sit at the keyboard and how to use the home, top and bottom row keys. We will practice and improve typing for home, bottom, and top rows. We will practice the keys typed with the left hand, as well as the</p>	<p><b>Email</b> We will learn about different methods of communication. We will learn to open and respond to an email and to write an email to someone, and include attachments, from an address book. We will gain an understanding of how to use email safely.</p>	<p><b>Spreadsheets</b> We will learn to add and edit data in a table layout and to find out how spreadsheet programs can automatically create graphs from data. We will become familiar with a range of tools including: 'more than', 'less than' and 'equals'</p>	<p><b>Databases</b> We will learn to sort objects using just YES/NO questions. We will complete a branching database as well as create a branching database of our own choice.</p>



	<p>We will learn about the meaning of age restrictions symbols on digital media and devices and discuss why PEGI restrictions exist. We will learn about where to turn for help if we see inappropriate content or have appropriate contact from others.</p>	<p>keys typed with the right hand.</p>			<p>tools, as well as the 'spin' tool.</p>	
<p><b>Life Skills</b></p>	<p>Thinking of others We will be learning about belonging to different groups and the responsibilities that come with it. We will consider how we make school and class a safe</p>	<p>Keeping safe, fit and healthy We will be learning about healthy choices that should make in regard to food and drink. We will learn about keeping safe online</p>	<p>Respect and Tolerance We will be learning about how to be kind and appreciate acts of kindness. We will learn about self-esteem and confidence and how this may rise and fall depending on</p>	<p>Morals Choices Rights and Democracy We will be learning about how and why rules and laws are made. We will learn that we have different kinds of responsibilities to ourselves, our</p>	<p>Living and Growing We will be learning about different types of families including LGBT, foster families and adoptive families and how families support each other. We will learn how femal mammals</p>	<p>Moving on We will be learning to identify our own strengths and weaknesses and how we could apply these to our life, for example, clubs that we join. We will</p>

	place. We will learn about being tolerant of views and opinions. We will learn about how change can make people feel. We will recognise that some relationships may be unhealthy and lead to unhappiness. We will learn about the needs of others and how to recognise when someone is in need.	and how to identify danger.	circumstances. We will learn ways to minimise distractions as being distracted can seem like a lack of respect.	friends, families, etc. We will gain an understanding of local democracy – in our school and local councils.	give birth and how the creation of life requires both a male and a female.	learn about the world of work and different types of work.
<b>Music</b>	The above will be learnt through Charanga: <u>Exploring Simple Patterns</u>	The above will be learnt through Charanga: <u>Focus on Tempo and Dynamics</u>	The above will be learnt through Charanga: <u>Exploring Feelings Through Music</u>	The above will be learnt through Charanga: <u>Investing a Musical Story</u>	The above will be learnt through Charanga: <u>Music that Makes You Dance</u>	The above will be learnt through Charanga: <u>Exploring Improvisation</u>