

# 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>Class reader:</b> Planet Omar – Accidental trouble magnet Planet Omar – unexpected super spy Planet Omar – Incredible rescue mission</p> <p><b>Books to teach reading:</b> Stone Age Boy Satoshi Kitamura – <b>complexity of narrator - topic</b></p> <p>The Secrets of Stonehenge - Mick Manning &amp; Brita Granström – <b>Non Fiction - topic</b></p> <p>Planet Omar – Accidental trouble</p>	<p><b>Class reader:</b> The Nothing To See Here Hotel - Steven Butler and Steven Lenton</p> <p><b>Books to teach reading:</b> The Emperor’s New Clothes - Hans Christian Anderson – <b>archaic</b></p> <p>What’s The Matter? by Tom McGowen poem <b>resistant</b></p> <p>Ottoline and the Yellow Cat - Chris Riddell - <b>complexity of plot</b></p> <p>Malala’s magic pencil – Malala Yousafzai</p>	<p><b>Class reader:</b> Alice’s adventures in wonderland</p> <p><b>Books to teach reading:</b> The Heart Scarab - Saviour Pirotta - <b>complexity of plot - topic</b></p> <p>Grow: A first guide to plants and how to grow them by Rizanino Reyes and Sara Boccacini Meadows – <b>Non-fiction</b> (x2 weeks)</p> <p>Topsy Turvy World (poem) William Brighty Rands <b>resistant text</b></p>	<p><b>Class reader:</b> The legend of Podkin one ear</p> <p><b>Books to teach reading:</b> Secrets of a sun king by Emma Carroll– <b>Non fiction</b></p> <p>Peter Pan J.M. Barrie <b>Archaic</b></p> <p>Winnie-the-Pooh - A.A. Milne – <b>archaic</b></p> <p>Walking with My Iguana - Brian Moses – <b>Poetry Resistant</b></p> <p>Cinderella of the Nile by Beverley Naidoo and Marjan Vafaeian</p>	<p><b>Class reader:</b> Amelia Fang and the Barbaric Ball</p> <p><b>Books to teach reading:</b> Revolting Rhymes <b>complexity of plot</b></p> <p>Great women: Mary Anning - Kate Pankhurst – <b>Non Fiction - topic</b></p> <p>The Pebble in my Pocket: A History of Our Earth - Meredith Hooper &amp; Chris Coady - <b>topic</b></p> <p>How the Camel got his Hump - Rudyard Kipling – <b>archaic</b></p>	<p><b>Class reader:</b> Up the faraway tree (Stretching to Magic faraway tree collection)</p> <p><b>Books to teach reading:</b> Anisha Accidental Detective - Serena Patel – <b>complexity of plot</b></p> <p>The Legend of Podkin One Ear - Kieran Larwood – <b>complexity of narrator</b></p> <p>My Shadow - Robert Louis Stevenson – <b>poem resistant text - topic</b></p> <p>Harry Potter And The Philosopher’s Stone by</p>

	<p>magnet - <b>complexity of narrator</b></p> <p>The Wolves in The Walls - Neil Gaiman – <b>complexity of plot</b></p> <p>Gut-wrenching Gravity and Other Fatal Forces (Disgusting and Dreadful Science) - Anna Claybourne – <b>Non Fiction</b></p> <p>Sam Wu is not afraid of Zombis by Katie and Kevin Tsang</p>	<p>Stone Age to Iron Age by Claire Hibbert – <b>non-fiction (x2 weeks)</b></p>	<p>The Rhythm of the Rain - Grahame Baker-Smith – <b>topic</b></p>	<p>Interview with a shark – Andy Seed - <b>Resistant</b></p>	<p>The True Story of the Three Little Pigs – Jon Scieszka and Lane Smith - <b>complexity of narrator</b></p> <p>Expedition diaries: African Savannah by Simon Chapman</p>	<p>JK Rowling – <b>complexity of plot</b></p> <p>Lila and the Secret of Rain - David Conway &amp; Jude Daly</p>
<p><b>English Writing Year 3</b></p>	<p><b>Text One:</b> Leon and the place between Angela McAllister</p> <p><b>Text Two:</b> The First Drawing Mordicai</p>	<p><b>Text One:</b> The BFG Roald Dahl</p> <p><b>Text Two:</b> The Tear Thief Carol Ann Duffy</p>	<p><b>Text One:</b> The Tin Forest Helen Ward</p> <p><b>Text Two:</b> The Last Garden Rachel Ip</p>	<p><b>Text One:</b> Cinderella of the Nile Beverley</p> <p><b>Text Two:</b> Small in the City Sydney Smith</p>	<p><b>Text One:</b> The Mysteries of Harris Burdick Chris Van Allsberg</p> <p><b>Text Two:</b> Flotsam David Wiesner</p>	<p><b>Text One:</b> Jim, A Cautionary Tale Hilaire Belloc</p> <p><b>Text Two:</b> The Day I Swapped my Dad for Two Goldfish Neil Gaiman</p>
<p><b>Science Year 3</b></p>	<p><b>Forces and Magnets</b> During this term, we will compare how things move on different surfaces. We will learn that some</p>	<p><b>Plants</b> During this term, we will identify and describe the functions of different parts of flowering plants. We</p>	<p><b>Animals including Humans</b> We will learn that that humans and some other animals have skeletons and muscles for support, protection and movement. We will learn that animals, including humans, need the right types and amount of nutrition, and that</p>	<p><b>Rocks</b> During this term, we will compare and group together different kinds of rocks on the basis of</p>	<p><b>Light</b> During this term, we will recognise that we need light in order to see things and that dark is the absence of</p>	

	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.	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.	they cannot make their own food; they get nutrition from what they eat.	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.	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.
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Curriculum Theme	<a href="#">Stone Age to Iron Age</a>	<a href="#">Nile River/Water Cycle</a>	<a href="#">Ancient Egypt</a>	<a href="#">Africa - Biomes</a>	<a href="#">Africa/UK – Food farming</a>
A memorable experience	A trip to the Cinema	The lookout		Englefield	
An innovative challenge	Make a 3D model of an Iron Age roundhouse	Make a 3D model of an Egyptian Pyramid		Make a 3D model of a chosen African biome	
A book to read	Stone Age to Iron Age by Claire Hibbert	The Rhythm of Rain by Grahame Baker-Smith The Heart Scarab by Savior Pirotta		Geographics: Biomes by Izzi Howell	
Something to investigate	What was the largest Stone Age settlement? What were some of its characteristics?	How long did it take to construct the largest pyramid in Egypt?		What is the most common biome across the world?	

<b>Parental engagement</b>	<b>Harvest festival and carols by candlelight</b>	<b>World book week reading drop ins</b>	<b>Sports day</b>
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<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 life. 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 landuse patterns have changed over time and compare these with Kenya. We will learn what fairtrading is.
<b>History</b>	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.	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.	No History this term	

<b>Art</b>	<p><b>Focus – Drawing – Gestural drawing with charcoal</b></p> <p>This term, children will discover how to make drawings that capture a sense of drama or performance using charcoal.</p> <p>Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p> <p>Children will be reminded of the beginning of drawing and will experiment with light to create their own cave art.</p>	<p><b>Focus: Anthotypes – painting with natural pigments</b></p> <p>This term, children are introduced to Cyanotypes, and the work of the first female photographer Anna Atkins. They are also introduced to artist Frances Hatch, who finds and makes pigments from the landscape she is drawing.</p> <p>Children then go on to make their own imagery, choosing one or more methods, to make artwork which is rooted in the materials and place in which it was made</p>	<p><b>Focus: Painting &amp; Textiles – cloth, thread, paint</b></p> <p>In this term, children are introduced to artists that combine paint and sewing, art and craft, to make work.</p> <p>Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).</p> <p>Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.</p>	
<b>DT</b>	<p><b>Simple circuits and switches</b></p> <p>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></p> <p>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 draw 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></p> <p>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>	<p><b>Gymnastics</b></p> <p>We will develop balancing, rolling and jumping. We will use these skills individually and in combination. We will</p>	<p><b>Yoga</b></p> <p>We will learn about</p>	<p><b>Dance</b></p> <p>We will create dances in relation to an idea. We will work individually, with a</p>	<p><b>Fitness</b></p> <p>We will take part in a range of</p>

	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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	<p><b>Hockey</b> We will develop our understanding of the attacking and 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><b>Tennis</b> We will develop our understanding of the principles of net 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><b>Sports Day Practice</b> We will develop basic running, jumping and 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><b>Rounders</b> We will explore our understanding of the principles of 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</p>	<p><b>Netball</b> We will develop our understanding of the attacking and 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</p>
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				the rules, as well as being respectful of the people we play with and against.	own and others' performances.
RE	<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>				
	Hinduism	Christianity	Islam		
Computing	<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</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</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</p>



	<p>We will learn about the meaning of age restrictions symbols on digital media and devices and discuss why PEGI restrictions exist.</p> <p>We will learn about where to turn for help if we see inappropriate content or have appropriate contact from others.</p>	<p>top rows. We will practice the keys typed with the left hand, as well as the keys typed with the right hand.</p>			<p>become familiar with a range of tools including: 'more than', 'less than' and 'equals' tools, as well as the 'spin' tool.</p>	<p>database of our own choice.</p>
<b>Life Skills</b>	<p><b>Thinking of others</b> 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 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.</p>	<p><b>Keeping safe, fit and healthy</b> We will be learning about healthy choices that should make in regard to food and drink. We will learn about keeping safe online and how to identify danger.</p>	<p><b>Respect and Tolerance</b> 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 circumstances. We will learn</p>	<p><b>Morals Choices Rights and Democracy</b> 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 friends, families, etc. We will gain an understanding</p>	<p><b>Living and Growing</b> 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 give birth and how the creation of life requires both a male and a female.</p>	<p><b>Moving on</b> 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 learn about the world of work and different types of work.</p>

			ways to minimise distractions as being distracted can seem like a lack of respect.	of local democracy – in our school and local councils.		
<b>Music</b>	Across the year, we will be learning to use and understand staff and other musical notations. We will listen with attention to detail and recall sounds with increasing aural memory. We will play and perform in solo and ensemble contexts, using our voices and playing musical instruments with increasing accuracy, fluency, control and expression. We will improvise and compose music for a range of purposes using the interrelated dimensions of music.					
	<b>Writing down music</b>	<b>Playing in a band</b>	<b>Compose using your imagination</b>	<b>More musical styles</b>	<b>Enjoying improvisation</b>	<b>Composing using your imagination</b>