Year 3 Curriculum Overview

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Famous Five	**A Memorable Experience** A trip to the cinema		**A Memorable Experience**		**A Memorable Experience** A trip to Englefield	
	An Innovative Challenge Make a 3d model of an iron age roundhouse		**An Innovative Challenge** Make a 3d model of an Egyptian pyramid		**An Innovative Challenge** Create a 3d model of a biome in Africa	
	A Book to Read Planet Omar – Accidental trouble magnet by Zanib Mian		**A Book to Read** Sideways Stories from Wayside School by Louis Sachar		**A Book to Read** The Boy who grew dragons by Andy Shepherd	
	Something to Investigate Where was the largest stone age settlement and what did it look like?		**Something to Investigate** How long did it take to construct the largest pyramid in Egypt and how did they do it?		**Something to Investigate** What is the most common biome across the world? Draw a map to show where they are.	
	Parental Involvement Harvest Festival and Carols by Candlelight		**Parental Involvement** World book week drop in		**Parental Involvement** Sports day	
	Maths is taught using White Rose as a basis for lessons. Where possible children learn using concrete resources and practical situations.					
Maths	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
Reading	**Reading is taught using high quality texts which aim to expose the children to a variety of genres and authors. Lessons involve reading and discussion with a strong focus on oracy. Children learn about: retrieval, skimming and scanning, understanding vocabulary and style and inference. Each week children will answer comprehension questions in a written form.**					
	Novels- Planet Omar – Accidental trouble magnet Planet Omar – unexpected super spy Planet Omar – Incredible rescue mission **Extracts to teach reading-** Stone Age Boy By Satoshi Kitamura		**Novels-** Sideways Stories from Wayside School Wayside School Is Falling Down **Extracts to teach reading-** Grow: A first guide to plants and how to grow them		**Novels-** The Boy who grew dragons The Boy Who Lived with Dragons The BFG- Roald Dahl- 224 pages Amelia Fang and the Barbaric Ball Anisha Accidental Detective By Serena Patel	

<table>
<tr><td></td><td colspan="2">The Secrets of Stonehenge
By Mick Manning & Brita Granström
The Emperor's New Clothes
By Hans Christian Anderson
What's The Matter?
by Tom McGowen- Poem
Malala's magic pencil
By Malala Yousafzai
Stone Age to Iron Age
by Claire Hibbert</td><td colspan="2">by Rizanino Reyes and Sara Boccacini
Meadows
Topsy Turvy World
by William Brighty Rands- Poem
The Rhythm of the Rain
By Grahame Baker-Smith
Peter Pan
By J.M. Barrie
Walking with My Iguana
by Brian Moses
Cinderella of the Nile
by Beverley Naidoo and Marjan Vafaeian</td><td colspan="2"><u>Extracts to teach reading-</u>
Revolting Rhymes
By Roald Dahl
Great women: Mary Anning
By Kate Pankhurst
How the Camel got his Hump
By Rudyard Kipling
The True Story of the Three Little Pigs
By Jon Scieszka and Lane Smith
Ottoline and the Yellow Cat
By Chris Riddell
Lila and the Secret of Rain
By David Conway & Jude Daly</td></tr>
<tr><td rowspan="3">Writing</td><td colspan="6">Writing is taught using high-quality texts as the 'root'. Over the year children will study a variety of texts spanning a wide range of genres, providing opportunities for writing in different ways. The unit will culminate in a longer, independent piece of writing.</td></tr>
<tr><td>Leon and the Place Between
By Angela McAllister</td><td>Flotsam
By David Wiesner</td><td>The Tin Forest
By Helen Ward</td><td>Cinderella of the Nile
By Beverly Naidoo</td><td>The Mysteries of Harris Burdick
By Chris Van Allsberg</td><td>Jim, A Cautionary Tale
By Hilaire Belloc</td></tr>
<tr><td>The First Drawing
By Mordicai Gerstein</td><td>The Tear Thief
By Carol Ann Duffy</td><td>The Last Garden
By Rachel Ip</td><td>Small in the City
By Sydney Smith</td><td>The BFG
By Roald Dahl</td><td>The Zebra's Great Escape
By Katherine Rundell</td></tr>
<tr><td></td><td colspan="6">Science is taught using the Plymouth Science Scheme. Children cover all aspects of science and learn about the processes of investigation as well as learning how science, both in the past and in the future are vital for the survival of our planet.</td></tr>
<tr><td>Science</td><td><u>Forces and Magnets</u>
• What are magnets?
• What are the poles on a magnets?
• How do magnets attract or repel each other?</td><td><u>Light</u>
• What is light?
• Why is it important?
• Where does light come from?</td><td><u>Animals</u>
• What kinds of foods do different animals need to survive?
• What types of foods give different</td><td><u>Humans</u>
• What kinds of foods do humans need to survive?
• What types of foods give humans different types of nutrition?</td><td><u>Plants</u>
• What are the different parts of a flowering plant?
• What are their functions?</td><td><u>Rocks</u>
• How could be classify rocks?
• How are fossils formed?
• How is soil made from rocks and organic matter?</td></tr>
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	• What kind of materials are attracted to magnets?	• Why is it important that we have sunlight? • **Why can sunlight be dangerous and how can we protect ourselves?** • How is light reflected from surfaces? • What is a shadow?	animals nutrition? • Why do animals have skeletons? • What are the functions of muscles in different animals?	• What is the skeleton and why do humans need one? • What are muscles and how do they work with the skeleton to allow movement? •	• What do different plants need to live? • Why are flowering plants important in the life cycle of a plant? • What is pollination, seed formation and dispersal? **Why is the environment important for healthy growth of a plant?**	
History	**<u>How did Britain change between the Stone Age and the Iron Age?</u>** • What is prehistory? • How did hunter-gatherers survive in the Paleolithic period? • How did people live in the Mesolithic period? • How do we know what life was like during the Neolithic period? • What were the key changes over the Stone Age? • How did life and community develop during the Broze age? • How did the discovery of iron change Britain?		**<u>Why were the pyramids so important to the Ancient Egyptians?</u>** • Who were the Ancient Egyptians? • How and who did the Ancient Egyptians worship? • What were death rituals like in Ancient Egypt? • Why were the hieroglyphics so important? • What was mummification? • What do the pyramids teach us?		**<u>No history this term</u>**	

	• What do sources tell us about Iron Age Britain? • How did hillforts protect Iron Age villages? • What were the key changes in Britain from the Stone age to the Iron age?			
Geog	**<u>No geography this term</u>**	**<u>Why is water important?</u>** • What is the water cycle? • What are the stages of the water cycle? • Where can we see the water cycle in action? • How is rainfall different in different climate zones? A/M • **What causes extreme weather?** • **Why do we need to conserve water?**	**<u>How do climate zones affect different areas of the world?</u>** • Where is the equator and the tropics? A/M • What is a rainforest like? • Can anything survive in a desert? • What is the savannah like? • What are grasslands? • What are woodlands? • What is the tundra? • **How are the biomes of the world being affected by climate change?**	**<u>Why are farms important for producing food?</u>** • Where does our food come from? • What is a modern farm like? • What do farms in the UK make? • How is land used in the UK compared with Kenya? A/M • **How far does our food travel? F/W** • **What does fairtrade mean?**
Art	**<u>Gestural Drawing with Charcoal</u>** • What are the properties of charcoal and who are the artists who use it in their work? • What different things that can I do with charcoal through gestural mark making?	**<u>Using thread, cloth and paint to create landscapes and oceans</u>** • Can I respond to the work of artists who use thread, cloth, and paint in my sketchbook?	**<u>Using Natural Materials to Make Images</u>** • What can we learn from the work of Frances Hatch? • What can we do to find out about and experiment with, natural pigment?	

	• How can I use charcoal and my hands to make marks on a page? • How can I dynamic, atmospheric gestural drawings with charcoal?	• How can I develop my own mark making vocabulary by looking at how artists use a variety of marks? • Can I use textural marks to explore the theme 'water' / 'land'? • What ideas can I use to create a final piece inspired by African landscapes?	• How can we find out about the discovery of anthotypes? • How do we make an emulsion? • How do we make an anthotype?
DT	**DT is taught using our own projects designed to link with one of the other curriculum subjects. Using creativity and imagination, children will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. A design process will be followed for each project starting with the design brief through to research, initial designs, final design, making and evaluation.**		
	<u>Textiles</u> Design a bag to take school supplies for an ancient visitor from the stone age	**<u>Structures and Mechanisms</u>** Design a sarcophagus which is waterproof	**<u>Food</u>** Design and make a savoury or fruit muffin to be sold in a farm shop
Music	**Music is taught using the Kapow units of study as a starting point. Children learn about Rhythm, tone and pitch and are introduced to musical notation and composition. The are given opportunities to sing, play instruments and to listen to and respond to a broad spectrum of music. Music is enriched during assembles, workshops and visits from professional musicians.**		
Music	**<u>Developing singing techniques and keeping in time: The Vikings</u>** • How can singing promote teamwork in onboard a Viking dragon ship?	**<u>Jazz</u>** • What are the 'Bare Necessities' of jazz music?	**<u>Traditional instruments and Improvisation (India)</u>** • How can a drone create uplifting music in Bollywood?

PE 1	**<u>Gymnastics</u>** • How many balances can I do? • What different shapes can I make when I jump? • What ways can I roll? • How can I best combine movements to create a sequence? • What can I do to link each movement together? • Can I perfect my sequence and then perform it to others?	**<u>Yoga</u>** • Can I link mindfulness to body awareness? • Which yoga poses can I use to connect mind and body? • Is my flexibility and core strength improving? • How would I work with a partner to create a yoga flow?	**<u>Dance</u>** • Can I take an idea and use it to create a dance? • How well can I work on my own or in a group to create a dance by sharing ideas? • How can I use different rhythmical patterns to create a dance? • How would I use canon, unison, formation and levels to create a dance with more interest? • How will I perfect a dance so that it is ready to perform to others?	**<u>Fitness</u>** • Which activities allow us to work as hard as we can? • Why is raising our heart rate important? • How can we improve the time we can spend on

				• Can I give useful feedback to others so that they might improve?		strenuous activities?
PE 2	**<u>Hockey</u>** • How do I attack in a a game of hockey? • How do I defend in a game? • What skills do I need to attack or defend? • What skills do I need to maintain possession? • Why is it important to have rules? • What do we mean by being a good sportsman?		**<u>Tennis</u>** • How do we maintain racquet control? • How do we hit the ball accurately and effectively to score points? • How can we play a game successfully against an opponent?	**<u>Sports Day</u>** • What can we do to improve the distance that we throw a ball? • Can we use similar techniques to throw a javelin? • How can we run more efficiently? • What techniques can we use to improve the outcomes in a long distance race?	**<u>Rounders</u>** • What do we need to do to strike the ball into a space away from the fielding team? • How can we catch a balleven if it is moving away from us or at speed? • What kind of throw should we be using for bowling? • What kind of throw will travel the furthest?	**<u>Netball</u>** • What kind of throw do we use to propel the ball in different ways? • What skills are needed to find a space? • How do we mark a player effectively within the rules? • Why is it important to have rules in the game of netball?
RE	**<u>Islam</u>** • What do Muslims believe about Allah (God) and why? • Who is Prophet Mohammed and why is he important to Muslims?		**<u>Christianity</u>** • What do the biblical names for Jesus tell us about who Christians believe him to be? • How did Jesus teach his followers to show friendship? • Why is Easter important to Christians?		**<u>Sikhism</u>** • What do Sikhs believe about God and why? • What might it look like to live as a Sikh? • What is the Guru Granth Sahib and why is it important to Sikhs? • What role does the Gurdwara play in Sikh life and worship?	
Life Skills	**<u>Thinking of others</u>** • What responsibilities come with belonging to a group?	**<u>Keeping safe, fit and healthy</u>** • What healthy choices should we make in	**<u>Respect and Tolerance</u>** • How can we show kindness?	**<u>Morals Choices Rights and Democracy</u>** • How and why are rules and laws made?	**<u>Living and Growing</u>** • What different types of families are there?	**<u>Moving on</u>** • What are our strengths and weaknesses? • How could we apply these to our life?

	• How do we make school and class a safe place? • How can we best show that we are tolerant of the views and opinions of others? • What feelings might people feel when they undergo change? • Why do some relationships lead to unhappiness? • How might we recognise when someone is in need?	regard to food and drink? • How do we keep safe online and how do we identify danger?	• How can we appreciate acts of kindness? • Why is self-esteem and confidence important for our wellbeing? • Why might our confidence and self-esteem rise and fall depending on circumstances? • What is a 'Protected Characteristic' and what does this protection mean within our society?	• What responsibilities do we have to ourselves, our friends and our families? • What is democracy in our school and local council?	• What are LGBT, foster families and adoptive families? • What is needed for the creation of life in mammals?	• What different types of work do people do and how do these utilise our strengths?
Computing	**Computing is taught in our IT suite using Purple Mash. Children continue to learn to navigate devices using the keyboard and mouse whilst ensuring that they are keeping themselves safe on-line both at home and at school.**					
	<u>Keeping Safe</u> • How do we keep ourselves safe when on-line? • How do we keep our profile secure when on-line? • How do we look after our health, well-being and	**<u>Touch Typing</u>** • Can we type with increasing speed and accuracy?	**<u>Keeping Safe</u>** • What can we do to protect our on-line reputation? • How do we send emails?	**<u>Email</u>** • What are emails used for? • Can we send emails with appropriate content?	**<u>Keeping Safe</u>** • How do we protect our image and identity? • What are spreadsheets? • How can they be useful?	**<u>Databases</u>** • How do we collect information and store it on a database?

	lifestyle whilst on-line?					
French	**French is taught throughout KS2 as our Modern Foreign Language. The Language Angels Scheme is used which allows children to experience a wide range of vocabulary through everyday situations. Role play, repetition and recap ensure that they build a rich bank of vocabulary which they can use in conversations with their peers. French is practised as often as possible in the classroom, outside French lessons, and enrichment days allow children to immerse themselves into French culture.**					