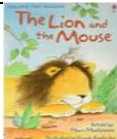
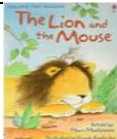
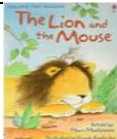


Year 3

Curriculum Overview 2024-25

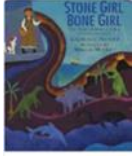
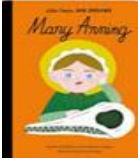
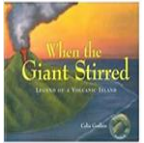
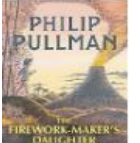
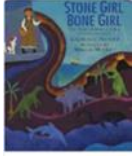
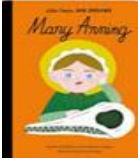
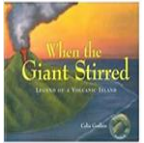
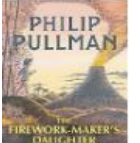
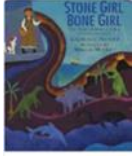
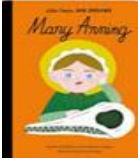
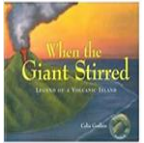
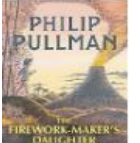


AUTUMN TERM															
Writing:	Maths:	Reading:	Science:												
The following books will be used as a stimulus for writing <table><tr><td></td><td></td><td></td></tr><tr><td>The Lion and the Mouse</td><td>The Hare and the Tortoise</td><td>The Incredible Book Eating Boy</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Stone Age Boy</td><td>Cave Baby</td><td>How to Wash a Woolly Mammoth</td></tr></table> Genres of writing taught: • Retells • Diary • Poetry • Instructions • Non-chronological Report Skills we will be focusing on: Describing characters and settings. Experimenting with different tenses. Using paragraphs for new events. Using adverbs as openers. Revising use of commas in list for nouns. Writing question, statement, exclamatory and command sentences. Using a range of subordinating and co-ordinating conjunctions at the start and in the middle of sentences.				The Lion and the Mouse	The Hare and the Tortoise	The Incredible Book Eating Boy				Stone Age Boy	Cave Baby	How to Wash a Woolly Mammoth	Number: <i>Place value</i> (representing and partitioning numbers to 1000, finding 1/10/100 more/less, estimating, comparing, and ordering to 1000) <i>Addition and subtraction</i> (number bonds to 10, add and subtract 1s/10s/100s, adding and subtracting crossing 10s and 100s, adding and subtracting no exchange, add/subtract 2-digit numbers, estimating and inverse) Multiplication and division (using arrays, multiples of 2,5,10, sharing and grouping, multiply and divide by 3, 4 and 8. Consolidate times tables 2,3,4,5,8)	Books we will be enjoying:  Skills we will be focusing on: <i>Word reading</i> (using root words to understand meaning, prefixes, and suffixes) <i>Vocabulary</i> (to check the meaning of words and discuss words that have captured their interest) <i>Explaining choice and viewpoint</i> (discuss features of a wide range of text types) <i>Retrieval</i> (using the contents page and subheadings) <i>Interpret and infer</i> (studying character’s thoughts, feelings, and motivations) <i>Predict</i> (justifying using evidence) <i>Sequence/summarise</i> (summarising main points) <i>Perform</i> (using appropriate tone)	 Animal nutrition and the skeletal system This biology project teaches pupils about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeletons.
															
The Lion and the Mouse	The Hare and the Tortoise	The Incredible Book Eating Boy													
															
Stone Age Boy	Cave Baby	How to Wash a Woolly Mammoth													

Using adverbs of manner as openers. Using apostrophes for contractions. Using similes to add description to my writing. Understanding word classes. Using verb tenses correctly. Changing the place of the adverb in the sentence. Focussing on letter joins, size and orientation. Using 'Show Not Tell' to convey character's emotions. Using genre specific features.			
Geography:	History:	RE & PSHE:	PE:
Hills & Settlements To describe different types of settlements and their features. To understand the term settlement and explore reasons why people settle To understand how to use maps, atlases, globes and aerial photographs to gain information about land use. To use maps to identify and describe the human and physical features of a place To use symbols and keys when reading maps. To identify areas of flat/steep land on a map. To understand and interpret contour lines. To create a map using OS symbols.	Pre-History - Stone Age To identify different ways the past can be represented. To explain how tools developed through the ages. To understand and explore specific characteristics of the time in history being studied (Hunter gatherers) To explain how characteristics of a time in history have changed over time (The Neolithic Period) To explore changes that happened following an event (The Bronze Age) To explore continuity and change (The Iron Age) To present conclusions.	PSHE There are 2 topics we will be exploring from the 'Health and Wellbeing' and 'Relationships' strands this term: • How can we be a good friend? How friendships support wellbeing How to recognise loneliness and how to support each other How to build good friendships How to manage difficulties and resolve disputes • What keeps us safe? How to recognise hazards How to keep ourselves safe What to do in an emergency RE: Pupils will be learning about world religions and their teachings via the following dispositions: • Sharing and being generous	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: • Dance (practice and put together a performance, perform with facial expressions/a prop) • Handball (show basic passing and catching skills, learn basic defensive techniques, implement the rules of handball) In the second half term, our topics will be: • Dance (building basic creative choreography skills in travelling, dynamics and partner work) Fitness (basic control skills, send the ball with accuracy, implement basic rules of football)

To understand what hills are and how they are used by humans.		• Caring for others, animals, and the environment • Creating unity and harmony • Participating and being willing to lead	
Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: • Connecting computers • Stop-frame animation	Pupils will be completing one Charanga music unit this term: Let your spirit fly Glockenspiel stage 1	Painting – John Dyer Children will paint, adding black and white to primary and secondary colours. They will create and experiment with a palette of colours. Children to explore the different brush strokes in Dyer's work and how these are used for different effects. Children will then experiment with a variety of brush strokes. Pupils to create a final landscape piece in the style of John Dyer	Structures -Shell Structures Explore a range of shell structures. Use methods to stiffen and strengthen structures (e.g. corrugating, laminating etc) Measure materials. Use appropriate tools for cutting and scoring materials. Join materials using a range of joining skills. To develop and use knowledge of nets of cubes and cuboids to create a product. To model ideas using computer aided design Work in order when making a structure.

SPRING TERM

Writing:	Maths:	Reading:	Science:								
Books we will be studying: <table border="1"> <tr> <td> Invisible</td><td> Stone Girl Bone Girl</td><td> Mary Anning</td><td> The Iron Man</td></tr> <tr> <td> When the Giant Stirred</td><td> Ratty's Big Adventure</td><td> The Firework-Maker's Daughter</td><td></td></tr> </table> Genres of writing taught: • Retells • Biographies • Character Descriptions • Non-Chronological reports • Explanation texts • Poetry Skills we will be focusing on: Using similes. Using fronted adverbials for place and manner. Using powerful adjectives and powerful verbs. Using paragraphs to organise writing. Including simple speech with inverted commas. Writing detailed description of character and setting. Including simple speech with inverted commas.	 Invisible	 Stone Girl Bone Girl	 Mary Anning	 The Iron Man	 When the Giant Stirred	 Ratty's Big Adventure	 The Firework-Maker's Daughter		We follow the Maths No Problem scheme of learning: This term, pupils' learning will focus on: Number: • Multiplication and division (multiplies of 10, reasoning, 2d x 1d no exchange, multiply with exchange, divide 2d by 1d with remainders, Fractions • Compare and order unit fractions, numerators, and denominators, comparing and ordering, equivalent fractions on number lines and bar models) Measurement • Using scales to measure mass in g/kg • Volume and capacity (measuring in ml/l, equivalents, adding) Measurement • Length in mm, cm, and m, comparing and adding lengths,	Books we will be enjoying:  Skills we will be focusing on: • Word reading (using tone, intonation and volume when reading aloud, reading independently) • Vocabulary (identify how language choices help to build meaning) • Explaining choice and viewpoint (identify how language, structure and presentation contribute to meaning) • Retrieval (using skimming and scanning) • Interpret and infer (ask and answer inference questions) • Predict (using prior knowledge to inform predictions) • Sequence/summarise (identifying themes from a range of texts) • Perform (using appropriate tone and volume)	 Forces and magnets This physics project teaches pupils about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials.
 Invisible	 Stone Girl Bone Girl	 Mary Anning	 The Iron Man								
 When the Giant Stirred	 Ratty's Big Adventure	 The Firework-Maker's Daughter									

Including genre specific textual features. Starting a new paragraph to show a change in time in narrative writing. Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'. Using conjunctions for cause (because, as, so). Using short sentences to make key points in non-fiction writing. Changing the place of the adverb in the sentence. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence e.g. before, after, while, as (+ Year 2 conjunctions.) Focussing on letter formation, size, orientation and joins. Changing the place of the adverb in the sentence. Using prepositions and prepositional openers. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence: before, after, while, as plus year 2 conjunctions.	• Perimeter – measuring and calculation • Money (£, p, adding and subtracting amounts, finding change) • Time (Roman numerals, telling the time to the minute, converting past and to the hour, am/pm, years, months, and days, problem-solving with time)		
Geography:	History:	RE & PSHE:	PE:
To understand climate and that different places have different climates. To be able to explain how a countries climate is affected depending on which hemisphere it fits in and how close it is to the equator. To locate the position of Northern and Southern Hemisphere. To be able to describe what places are like, using a wide range of geographical terms. To name and locate significant rivers in the UK and around the World. To be able to identify the parts of a river and understand how land	LO: To identify and select the most relevant information SC: I can choose a reliable source -I can choose relevant information -I can summarise my finding LO: To use a timeline to order key events from world History SC: I can identify key dates and events from world history -I can talk about significant people -I can order key events LO: To identify and understand the main events from a specific period of time SC: I can use a range of secondary sources to learn about main events in history	PSHE There are 2 topics we will be exploring this half term from our 'Relationships' and 'Living in the wider world' strands: • What are families like? How families differ from each other How people in families should care for each other How to ask for help or advice • What makes a community? How we belong to different groups and communities What is meant by a diverse community How communities make everyone feel included How to be respectful RE:	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: • Gymnastics (directions and shapes, relate strength and flexibility to actions, to use basic compositional ideas) • Cricket (adhere to some basic rules of cricket, strike a bowled ball) In the second half term, our topics will be: • Gymnastics (similarities and differences in sequences, explosive moves in floor work,

use is different along the river's course. To identify and explain how land use has changed. To make comparisons between localities in the same country.	-I can identify key dates and events -I can use subject specific vocabulary to talk about key events LO: To explore beliefs and attitudes from a period in history SC: I know what beliefs and attitudes are -I can identify the different beliefs and attitudes -I can discuss the influences on people's beliefs and attitudes LO: To give reasons as to why events happened SC: I can use secondary sources to learn about events in the past -I can use subject specific vocabulary -I can explain reasons as to why events happened LO: To use a range of vocabulary related to time SC: I can identify subject specific vocabulary related to time -I can use time related vocabulary to talk about life in the past and present	Pupils will be learning about world religions and their teachings via the following dispositions: • Being fair and just • Being accountable and living with integrity • Remembering roots • Being loyal and steadfast	increasingly flexibility in balances and shapes) • Netball (passing and catching using recognised throws, basic rules of netball)
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Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: • Sequencing sounds • Branching databases	During music lessons this term, pupils will complete two units from Charanga. • Three little birds • The dragon song During each unit, pupils will be using their voices, recorders, glockenspiels, and keyboards. They will compose, improvise, and perform their pieces.	<u>Drawing – Lamiaa Ameen</u> Understanding of the artist and her style. Understanding of how different lines are created and how/why they are used. Children will know and understand that there are different grades of pencil and why this is. Children will have experimented with creating tone as a raw skill and within a sketch. Children will understand what cross-hatching and hatching are and will have tried both. They will then have used both to create tone and texture. Children will understand how line is used to create stillness/movement. They will have experimented with both – simple images – with a focus on the lines that show movement. Pupils will understand different techniques for shading and how they are created. Children will have practised each in readiness for choices they make in their final piece.	Textiles -2D shape to 3D product Investigate the different properties that textiles have e.g. feel, insulation, texture and waterproof. Thread a needle independently. Select appropriate material for my product. Create and use templates to accurately cut out textile design. Join textiles using a running stitch and back stitch. Leave a seam allowance. Use finishing techniques to achieve a required effect e.g. using buttons, beads, sequins. Combine materials to add strength and visual appeal.

SUMMER TERM

Writing:

Maths:

Reading:

Science:

Books we will be studying:



Omar, the Bee's and Me



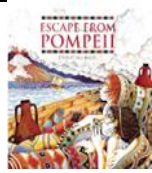
Lin Yi's Lantern



The Tear Thief



The Owl who was Afraid of the Dark



Escape from Pompeii

Genres of writing taught:

- Retells
- Diary
- Instructions
- Letter
- Setting Description
- Poetry

Skills we will be focusing on:

Using paragraphs to organise my writing

Including simple speech with inverted commas.

Writing detailed description of characters and setting.

Writing in the past perfect and present progressive tenses.

We follow the Maths No Problem scheme of learning:

This term, pupils' learning will focus on:

Fractions

- **Reasoning with fractions** (adding, subtracting, unit and non-unit fractions)

Geometry

- **Shape** (comparing angles, right angles in shapes, measuring and drawing accurately, parallel, and perpendicular, recognise and describe 2D and 3D shapes, making 3D shapes)

Statistics

- Pictograms
- Bar charts
- Collecting and representing data
- Two-way tables

Books we will be enjoying:



Skills we will be focusing on:

- **Word reading** (reading with meaning using cues, responding to punctuation)
- **Vocabulary** (finding meaning of words using substitution)
- **Explaining choice and viewpoint** (recognising authorial choice and its purpose)
- **Retrieval** (applying retrieval skills to fiction and non-fiction)
- **Interpret and infer** (make inferences about actions or events)
- **Predict** (using details from the text to form new predictions)
- **Sequence/summarise** (make simple notes from one source of writing)
- **Perform** (using appropriate intonation, tone, volume, and action)



Plant nutrition and reproduction

During this biology project, pupils will learn about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.



Light and shadows

This physics project teaches pupils about light and dark. They investigate the phenomena of

Experimenting with future tense. Organising paragraphs for events. Varying language to convey thoughts and feelings. Using adverbs as openers. Including opinions and facts. Using Informal, chatty language. Including ambitious words to describe people and settings. Using paragraphs to organise events. Including simple speech with inverted commas. Using similes. Using fronted adverbials for place and manner. Using adjectives, and powerful verbs. Writing in the past tense, including future tense. Writing in the present perfect tense. Writing question sentences. Using a wider range of contractions. Considering the audience. Using conjunctions to show when something happened-after, before, while). Starting a new paragraph when the setting changes in narrative writing. Using adverbs of time. Using of a comma for rule of three.			reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.
Geography:	History:	RE & PSHE:	PE:

<u>Greece</u> To use and read maps to explore the continents of the world. To locate countries and significant cities. To locate key cities, towns and population features of a locality To make comparisons between 2 differing localities, looking at the complete geography of each (Earthquake – Greece) To explore how places have changed over time, linked to physical geography and population (Greece) To create maps, using keys and symbols, showing how places have changed over time To create detailed maps (using keys, scales, 6 figure grid reference and compass points)	<u>Ancient Greeks</u> To explain the beginning of the Ancient Greek civilisation. To ask questions about evidence linked to time period. To explore what life was like for different groups of people in the same period of time To identify and explain similarities/differences in life in the past and in life today To explain why changes happened during this time period. To question and explain the validity of a source.	PSHE There are 2 topics we will be exploring this half term from our ‘Health and Wellbeing’ strand: • Why should we eat well and look after our teeth? How to eat a healthy diet How to maintain good oral hygiene How people make choices about what to eat and drink How to ask for advice about health and dental care • Why should we keep active and sleep well? How regular physical activity benefits our bodies How to be active on a daily basis How lack of physical activity can affect wellbeing How to seek support RE: Pupils will be learning about world religions and their teachings via the following dispositions: • Being open, honest, and truthful • Being attentive to the sacred as well as the precious • Being courageous and confident • Being hopeful and visionary	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: • Rounders (play simple rounders games, apply rules to games, using simple rounders skills) • Athletics (demonstrate agility and speed, jump for height and distance, throw with speed and power) In the second half term, our topics will be: • OAA (Outdoor Adventurous Activities) (work with others to solve problems, lead others and be led, differentiate when a task is collaborative and competitive) • Tennis (to identify some rules of tennis, serve to begin a game, explore forehand hitting)
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Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: • <i>Desktop publishing</i> • <i>Events and actions in programs</i>	During music lessons this term, pupils will complete two units from Charanga. • Bringing us together • Reflect, Rewind, Replay	Sculpture – Andy Goldsworthy children will have developed an understanding of the materials available and the best one to use based on its qualities Children will have developed an understanding of the materials available and the best one to use based on its qualities Children will understand the design process and will have created an annotated design for their end product Children will have created their own sculptures, refining and applying their skills from weeks Children will have used additional materials, adding to their sculpture from week 5 to create texture and expression Children will have reviewed their end product in detail, reflecting on specific aspects, techniques and their impact	Food - Healthy and varied diet Identify whether foods are grown (underground, on plants), reared, caught or processed. Describe the properties of ingredients and importance of a varied diet to keep healthy. Use utensils and equipment to prepare and combine food to prepare a dish (mixing, rolling, kneading and baking). Measure or weigh ingredients using scales. To prepare and cook dishes safely and hygienically.