



Curriculum Overview

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Content: to entertain</u> NARRATIVE Fairy Tales The Brothers Grimm	<u>Content: to inform</u> REPORTS	<u>Content: to persuade</u> PERSUASION Adverts/ Posters NARRATIVE Myths and Legends (Sea theme)	<u>Content: to entertain</u> NARRATIVE (cont.) Myths and Legends (Sea theme) POETRY Calligrams	<u>Content: to inform</u> INSTRUCTIONS POETRY Nonsense poems	<u>Content: to entertain</u> NARRATIVE Fantasy stories
<u>Key Skills in Writing for ALL children to master by the end of Year Three</u> -express time, place and cause using conjunctions - subject and verb agreement -grouping information						
	<u>Skills:</u> -read a variety of stories, making inferences and predictions -participate in discussions about stories -orally retell a story -explore and use adventurous vocabulary -discuss ideas for stories -use scaffolding to aid planning -begin to use direct speech -begin to entertain the audience -create simple characters -create simple settings	<u>Skills:</u> -read texts noting organisation -one-sentence summary of main point -retrieve information from non-fiction texts -develop note-taking techniques -use dictionaries to check meanings -create alphabetically-ordered texts -explore and use technical vocabulary -organise ideas around a theme -brief introduction -impersonal language -third person -present tense -starting to use paragraphs	<u>Skills:</u> PERSUASION -use role-play to explore real-life persuasive scenarios (e.g. Can I stay up late?) -read and evaluate a range of adverts -explore and use persuasive vocabulary -use second person -use word play (e.g. alliteration) NARRATIVE -take part in dramatised readings -study stereotypical characters (e.g. the hero) -analyse how characters talk -use direct speech -look at examples of	<u>Skills:</u> NARRATIVE (cont.) -consistent first or third person -begin to build tension/ create suspense -sentence openings -short sentences for effect -use powerful verbs -use adverbs -clearly developed problem and resolution -read aloud own writing with intonation and expression POETRY -read and discuss a variety of calligrams -note form of	<u>Skills:</u> INSTRUCTIONS -read and follow instructions -compare instructions, evaluating effectiveness -identify and use organisational devices (lists, bullet points, diagrams with arrows) -brief introduction -headings/ subheadings -use prepositions -use second person -concluding sentence POETRY -listen to and discuss poems (describe effect and possible interpretations) -note features of nonsense poems -experiment with word play (Inc. alliteration)	<u>Skills:</u> -read several stories, identifying themes, making inferences and predictions - participate in discussions about books -explore adventurous vocabulary and make considered word choices for effect -write settings to create atmosphere -develop characters and relationships -short sentences for effect -use direct speech -use prepositions -use fronted

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	<p>-sentence openings (adverbs)</p> <p>-powerful verbs</p> <p>-clear beginning, middle and end</p>	<p>-make generalisations</p> <p>- headings/ subheadings</p> <p>-concluding sentence</p>	<p>scene changes</p> <p>-write settings to create atmosphere</p>	<p>calligrams</p> <p>-discuss 'sound effects' made through alliteration, rhyme or rhythm</p> <p>-write own calligrams</p>	<p>- powerful verbs</p> <p>- adjectives</p> <p>- borrow a repeated pattern to write own poems</p> <p>-prepare poems to read aloud, using varied volume and pauses for effect</p>	<p>adverbials</p> <p>-use ellipsis</p> <p>- engage the reader (e.g. SHOW NOT TELL)</p> <p>-write well-paced stories</p>
Science	<p><u>Content:</u> ANIMALS INC HUMANS</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Content:</u> FORCES AND MAGNETS</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as</p>	<p><u>Content:</u> PLANTS</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</p>	<p><u>Content:</u> LIGHTS</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><u>Content:</u> SOUND</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>Content:</u> STATE OF MATTER</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with</p>

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		<p>having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>formation and seed dispersal.</p>			<p>temperature.</p>
Computing	<p><u>Content:</u> COMPUTER SCIENCE Understand that algorithms are implemented as programs on digital devices.</p> <p>Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.</p> <p>Use logical reasoning to predict the behaviour of simple programs; make a prediction about what the program will do before pressing return or clicking the button.</p> <p>Debug simple</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Children to use simple database (the structure of which has been set up for them) to enter and save information on a given subject.</p> <p>They follow straight forward lines of enquiry to search their data for their own purposes.</p> <p>They talk about their experiences of using ICT to process data compared with other methods.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY To use simple document tools independently while typing with both hands.</p> <p>Manipulate digital images using a range of tools on appropriate software (Paint).</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feedback.</p>	<p><u>Content:</u> DIGITAL LITERACY Children talk about using ICT to find information/resources noting any frustrations and showing an emerging understanding of internet safety.</p> <p>Show an understanding that their password is the key to accessing a personalised set of resources and files.</p> <p>Show an awareness that not all the resources/tools they use are resident on the device they are using.</p>	<p><u>Content:</u> DIGITAL LITERACY Work independently to send an email to a safe partner within school.</p>

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	programs.					
History	<u>Content:</u> STONE AGE Changes in Britain from the Stone Age to the Iron Age.	<u>Content:</u> STONE AGE	<u>Content:</u> EGYPT The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt.	<u>Content:</u> EGYPT	<u>Content:</u>	<u>Content:</u>
Geography	<u>Content:</u>	<u>Content:</u>	<u>Content:</u> PEAK DISTRICT/SEASIDE Name and locate the continents on a World Map. Name and locate counties and cities of the United Kingdom, geographical regions (National Parks e.g. the Peak District) and their identifying human and physical characteristics. Identify features of coasts. Understand how these features have changed over time. Compare two regions of the UK, e.g. The	<u>Content:</u> PEAK DISTRICT/SEASIDE	<u>Content:</u> RIVERS AND THE WATER CYCLE Name and locate the key topographical, features of rivers in the United Kingdom. Understand how these features have changed over time. Identify land use beside rivers in their different stages. Describe and understand key aspects of: Physical geography: <i>rivers and the water cycle linked with science 'states of matter'</i> Human geography:	<u>Content:</u> RIVERS AND THE WATER CYCLE

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			Peak District with a seaside resort (Llandudno) Describe and understand key aspects of: Human geography: Types of settlements and land use: villages in the Peak district/seaside towns		Reasons for settlement next to rivers. Economic activity including trade links: rivers as trading routes.	
Design and Technology	<u>Content:</u> DESIGN A TOOL FOR A PURPOSE USING DIFFERENT MATERIALS - LINK TO STONE AGE (This content can be taught at any time during the term and linked with art skills)		<u>Content:</u> JOINING MATERIALS, SEWING, GLUEING TO MAKE AN EGYPTIAN HEADDRESS (This content can be taught at any time during the term and linked with art skills) Use contrasting colours in stitching and weaving (art skill)		<u>Content:</u> BRIDGE BUILDING (This content can be taught at any time during the term and linked with art skills)	
Art	<u>Content:</u> SCULPTURES ANIMALS PAINT THE SCULPTURES (LINK WITH DIGITAL) (This content can be taught at any time during the term and linked with DT skills) <u>Suggested artists:</u> Calder - wire sculptures		<u>Content:</u> DRAW EGYPTIAN PATTERNS LINK WITH ROLLER PRINTING WITH INKS		<u>Content:</u> SKETCHES AND PAINTINGS OF RIVERS TIE DYING <u>Suggested artists:</u> Claude Monet - river art	
Religious Education	<u>Content:</u> 2.6a EXPLORING LIVING BY THE RULES	<u>Content:</u> 2.2a RELIGION IN THE HOMES	<u>Content:</u> 2.4d LANDMARKS IN LIFE	<u>Content:</u> 2.2c SHARING FOODS IN RELIGIOUS	<u>Content:</u> 2.3c SYMBOLS OF WORSHIP	<u>Content:</u> 1.5c STORYTELLING THROUGH SACRED

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	(The 10 commandments)	Hinduism - puja ceremony	funerals	FESTIVALS Pesach (Jewish Passover to link to Moses freeing the slaves from Egypt.)	Christian baptism	WRITING (The mustard seed/The rich man and the needle of heaven)
PSHCE	<p><u>Content:</u> NEW BEGINNINGS Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children can talk about how to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>Children can understand that that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view-</p>	<p><u>Content:</u> ANTI-BULLYING Children realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>Introduction to bullying- examples and how it makes people feel.</p> <p>Children to understand the difference between a person who bullies and a bully. - Mrs Shaw visits and engages with the children about bullying.</p> <p>Children to realise the nature and consequences of racism, teasing, bullying and aggressive</p>	<p><u>Content:</u> GETTING ON AND FALLING OUT Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>Children to take part in discussions about friendship tokens.</p> <p>Children to discuss and share feedback on friendship tokens- how they make us feel and why.</p>	<p><u>Content:</u> GOOD TO BE ME Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children can discuss what is meant by 'Good to be me.' Something I am good at.</p> <p>Children learn to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>Children can plan something new into learning- see how it goes.</p> <p>Children explore what it means to worry and</p>	<p><u>Content:</u> GOING FOR GOALS Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children can think of a goal and how to achieve it.</p> <p>Children can recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>Children can discuss what we want to achieve as a class. -Creating goal bookmarks.</p> <p>Children can recognise,</p>	<p><u>Content:</u> RELATIONSHIPS/CHANGES Children can recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way -Children are aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>Children can explore feelings that can make us feel uncomfortable.</p> <p>Children can reflect on spiritual, moral,</p>

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		<p>behaviours, and how to respond to them and ask for help - Difference between telling tales and bullying.</p>		<p>how you can deal with worry.</p> <p>Children can feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take].</p> <p>Children learn how to develop a positive self-image. Reflection- who I am and what I am good at.</p>	<p>as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way of that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>Children know the responsibility for own learning and behaviour.</p> <p>Children can discuss what they have learnt about setting goals.</p>	<p>social, and cultural issues, using imagination to understand other people's experiences- Skills to make a relationship work. -Guilty story- the meaning of guilty</p> <p>Children know how their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. -Activities to discuss/understand 'sticks and stones.'</p> <p>Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society. -Children can discuss what changes they have been through- were they good or bad?</p>

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						<p>- Children can discuss how they would feel about starting a new school.</p> <p>-Children to discuss how they feel about starting Year 4.</p>
Languages	<p><u>Content:</u> Moi! All about me! Children learn about France, how to greet others, ask how someone is and say their name. They will learn numbers 1-10</p>	<p><u>Content:</u> Jeux et Chansons (Games and Songs) Children learn to count from 1-20, using song to help them. They listen and respond to the French version of 'The Farmer's In His Den'. Play familiar games. Understanding simple classroom instructions.</p>	<p><u>Content:</u> _On fait la fête (Let's celebrate!) Children learn months of the year, how to say when their birthday is, how old they are, festival and celebrations language.</p>	<p><u>Content:</u> Portraits</p> <p>Children learn colours, parts of the body and how describe appearance using simple adjectives. They can ask and answer simple questions about appearance.</p>	<p><u>Content:</u> Mon animal (My Pet)</p> <p>Children learn the names of household pets. They learn how to say what pets they have, how to describe them using colours and say what pets they like/dislike.</p>	<p><u>Content:</u> Ça pousse! (It grows!)</p> <p>Children learn the names of vegetables and how to say what they like and dislike. They will use familiar language phrases to understand and act out scenes from the Jack and the Beanstalk story. Role play at a market.</p>
Music	<p><u>Content:</u> PULSE WORK: listen, copy & move to a range music activities.</p> <p>OCARINA: holding, blowing correctly, learn the first notes</p>	<p><u>Content:</u> CHRISTMAS SONGS.</p>	<p><u>Content:</u> OCARINA: learning to play tunes.</p> <p>RHYTHM WORK: listening & copying simple rhythm patterns; improvising short, simple rhythms</p>	<p><u>Content:</u> OCARINA: further notes & rhythms.</p> <p>RHYTHM WORK: playing from rhythmic notation.</p>	<p><u>Content:</u> OCARINA: further notes & rhythms & playing a scale.</p> <p>ENSEMBLE/PLAYING TOGETHER: (Hotaru koi) using percussion instruments to play an</p>	<p><u>Content:</u> OCARINA: further notes & rhythms.</p> <p>RHYTHM WORK: improvisation; reading & combining more rhythms.</p>

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			using insect names for support.		accompaniment.	COMPOSITION: create music which reflects the movement of animals (The Hare & the Tortoise.)