



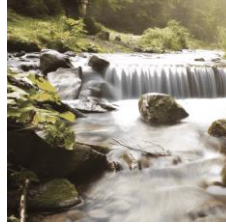





Year 3 Curriculum Overview 2023/2024

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| <u>Topic</u> | <u>Tribal Tales</u>  | <u>Mighty Metals</u>  | <u>Scrumdiddlyumptious!</u>  | <u>Gods and Mortals</u>  | <u>Flow</u>  | <u>Tremors</u>  |
| English book titles and genres | Stone Age Boy UG: Boy Genius of the Stone Age | The Iron Man | Charlie and the Chocolate Factory | Who let the Gods out | The Boy at the back of the Class | The Pebble in my Pocket Escape from Pompeii |
| Writing opportunities (Genre focus) SPAG focus | Narrative Recount (Diary entry) Instructions Speech Using a thesaurus Coordinating conjunctions Adverbials Procedural language | Poetry Formal Letter Newspaper report Paragraphs Direct speech Indirect speech Headings and subheadings | Argument Description Diary entry Non-chronological report Subordinating conjunctions Adverbs Inverted commas Adverbials | Advertisement Letter writing Report writing Diary Description Inverted commas Noun phrases Perfect present tense Imperative verbs | Poster Poetry Letter writing News report Non-fiction (information) Similes Determiners Prefixes and suffixes | Poetry Narrative Poster Recount Description First person Possessive apostrophes Direct speech |
| Maths | Number- Adding and Subtracting across a 10 | | Geometry- right angles | | Fractions- unit fractions | |

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| | Number- Place value- numbers to 1000 Number- Addition and Subtraction- numbers to 1000 Measurement- length, mass, volume | | Number- mental calculations Number- column addition Number- Multiplication and Division- 2, 3, 4 and 8 times tables Number- column subtraction Measurement- money | | Fractions- non-unit fractions Geometry- parallel and perpendicular lines (including shape) Time Statistics | |
| RE | Domestic Church – Homes Baptism - Promises | Baptism - Promises Advent/Christmas - Visitors | Local Church – Journeys Reconciliation – Choices | Eucharist – Listening and Sharing Lent/Easter – Giving all | Pentecost – Energy Eucharist – Listening and Sharing | World Religions – special places Universal Church |
| PSHCE | Me and my Relationships -Cooperation Friendship | Valuing Differences -Recognising and respecting diversity -Being respectful and tolerant | Keeping Myself Safe -Managing risk Drugs and their risks -Staying safe online | Rights and Responsibilities -Skills we need to develop as we grow up -Helping and being helped | Being my Best -Keeping myself healthy -Celebrating and developing my skills | RSE: Life to the Full |
| Science | Working scientifically | Forces and magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. | Animals including humans 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. | Light Recognise that they need light in order to see things and that dark is the absence of Light. Notice that light is reflected from surfaces. | Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants | Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are |

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| | | <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 having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</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>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 formation and seed dispersal.</p> | <p>formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rock and organic matter</p> |
| <p>History</p> <p><i>Skill</i></p> <p><i>Knowledge</i></p> | <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p><i>Describe the everyday lives of people from past historical periods.</i></p> <p><i>To know how to define the Stone Age, Bronze Age and Iron Age.</i></p> | | | <p>Ancient Greece: Study of Greek life and achievements & their influence on the Western World.</p> <p><i>Describe the achievements and influence of the ancient Greeks on the wider world.</i></p> | | <p>History of Pompei</p> <p><i>Make deductions and draw conclusions about the reliability of a historical source or artefact.</i></p> <p><i>To know about a range of historical source materials and to know</i></p> |

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| | | | | To know the achievements and influences of the ancient Greeks on the wider world. | | that some are more reliable than others. |
| Geography | Maps/ Compass/ Grids | | Food miles and Fairtrade. | | Human and physical geography - Rivers, maps, countries and cities: | Human and physical geography - Volcanoes & Earthquakes |
| Skill | Use four-figure grid references to describe the location of objects and places on a simple map. | | Maps, globes and digital mapping tools can help to locate and describe significant geographical features. | | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. | Name and locate significant volcanoes and plate boundaries and explain why they are important. |
| Knowledge | To know how to use a four-figure grid reference. | | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. | | Maps, globes and digital mapping tools can help to locate and describe significant geographical features. | Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions |

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| | | | | | | happen along the Ring of Fire. |
| Art and Design Skill Knowledge | DRAWING Charcoal Acc Pathway and Bury. Artists - Laura McKendry and Edgar Degas, Stone Age art. Study and respond to contemporary artists Smudging, erasing and mark making can be used to create movement, emotion, tonal gradients and texture. Stone Age drawings record the world around. Influence of cave drawings throughout history. Explore different types of charcoal as a drawing material. | | PAINTING Yr 3 Plan Bury Artist Study - Monet, Alfred Sisley, Berthe Morrisot Explore the impressionist movement. Short, quick brushstrokes and unblended colours are used to create Impressionist Paintings Know how to create texture by layering and thickening paint. Use different colours to create shades of light and dark in skies and water reflections. Use a grid method to scale objects in a picture | SCULPTURE Gods and Mortals Greek Clay, Pots Bury Artists - Getty Museum, Greek Artists. Michael Cardew, Andrea Moon Explore the work of Greek potters and the use of the coiling method. Explore different features used in a design such as handles and rims. Learn how to shape, mould coils. Know how to score and make a slip to attach pieces of clay. Use different tools and paints to create a pattern on them | ARCHITECTS Bury Architects - The ancient architects Iktinos and Callicrates The work of significant architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Study building that use the different types of column. Identify types of column on modern buildings that are influenced by classical architecture Know the terms: column; | PRINTING Yr3 Plan Artists: William Morris Use sketch books to record observations and use them to revisit and review ideas. Learn about the work of the artist William Morris from the Victorian time period. Select from and use a wide range of materials, tools and equipment to perform practical tasks accurately. Know how to create tone and tints within colour. Know the relief printing technique. Create a block print board. |

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| | <p>Understand what Chiaroscuro is and how I can use it.</p> <p>Use light and dark tonal values to create a sense of drama</p> | | <p>Work in the style of a significant artist.</p> <p>Pupils explore the work of artists using a variety of marks and paints by deconstructing their work and recording the different marks that they can see</p> | <p>inspired by Greek and other artists</p> | <p>pediment, cornice, frieze, architrave, colonnade.</p> <p>Sketch buildings in the city that use the columns.</p> <p>Design their own Classical influenced building</p> | <p>Use block printing and inks to complete a wallpaper design in the style of William Morris.</p> |
| <p>Design and Technology</p> <p>Skill Knowledge</p> | | <p>Iron Man Project</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Lever consists of a rigid bar that rotates around a fixed point, called a fulcrum. They reduce the amount of work needed to lift a heavy object. Sliders move from side to side or up and down, and are often used to make moving parts in books. Axles are shafts on which wheels can rotate to make a moving vehicle. Cams are devices that can convert</p> | <p>Food technology</p> <p>Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).</p> <p>There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as</p> | <p>Greek designer: Archimedes.</p> | | <p>Volcanoes</p> <p>Create shell or frame structures using diagonal struts to strengthen them.</p> <p>Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure.</p> |

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| | | <i>circular motion into up-and-down motion.</i> | <i>part of a healthy, balanced diet.</i> | | | |
| Cookery Corner | Stone Age Stew | | Chocolate-coated flapjacks | | Fishcakes | |
| Music | Recorder Play tuned instruments musically | Recorder Play tuned instruments musically | Recorder Play tuned instruments musically | Recorder Play tuned instruments musically | Recorder Play tuned instruments musically | Recorder Play tuned instruments musically |
| Computing Procedural knowledge Propositional knowledge | Connecting Computers Use search engines effectively and safely Understand how to keep information private and how to report concerns. Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks Understand how to use the internet, in particular social media sites safely. Understand how to use search engines safely. | Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story To create a simple presentation on a topic, including animations and sounds. | Sequencing Sounds Creating sequences in a block-based programming language to make music Understand how to build a complex series of instructions. Understand how to use instructions to control devices. | Branching Databases Building and using branching databases to group objects using yes/no questions. | Desktop Publishing Creating documents by modifying text, images and page layouts for a specified purpose Choose a programme to create documents that are fit for purpose. Use appropriate programmes such as, paint, 2simple and digital devices to record pictures, diagrams, melodies and sound files to suit a purpose. | Events and Actions in Programs Writing algorithms and programs that use a range of events to trigger sequences of actions Understand how to build a complex series of instructions. Understand how to use instructions to control devices. |

| French | Salutations Greetings | Les bases The basics | Dans mon sac In my school bag | Quelle famille ! What a family! | À l'animalerie At the pet shop | Drapeaux du monde Flags of the world |
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| <p>PE</p> <p><i>Skill Knowledge</i></p> | <p>Games Fundamental skills- Improving Speed, Agility, Quickness, Balance, Co- Ordination, Reactions. Outdoor games, invasion games</p> | <p>Fitness, Fundamental Movements, Handball/Dodgeball/Ten nis Hand-eye coordination games</p> <p><i>Compete in a team game, communicating with others and using tactics.</i></p> <p><i>To know what competing means. To compete effectively as a team.</i></p> | <p>Gymnastics- Rolling, travelling, jumping, balancing in sequences and routines</p> <p><i>Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance. To know that different levels can be created using the body or apparatus.</i></p> <p>Dance Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.</p> <p><i>To know how to improvise and create a range of feelings that can be shown through movement.</i></p> | <p>Net and Wall games</p> <p><i>Compete in a team game, communicating with others and using tactics.</i></p> <p><i>To know what competing means. To compete effectively as a team.</i></p> | <p>Striking Games</p> | <p>Athletics- Running, Jumping, Landing.</p> <p><i>Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</i></p> <p><i>To know how to use a range of techniques with increasing accuracy and competence.</i></p> <p>Commando Joe</p> |
| <p>Life Skills/Cultural Capital</p> | <p>Road Safety Financial Skills</p> | <p>Library Visit</p> | <p>Nutrition Food Hygiene</p> | | <p>River Visit</p> | <p>First Aid</p> |

