

Year 3 Curriculum Overview 2017 to 2018 **DRAFT**

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	<p><b><u>Phase 5/6 Letters and Sounds</u></b>                      -Reinforce understanding of the 'ed' suffix for the past tense and 'ing' for the present tense.</p> <p><b><u>Spelling /Grammar/ Punctuation</u></b>                      -Use of the forms 'a' or 'an'.                      -Expressing time, place and cause using conjunctions.                      -Expressing time, place and cause using adverbs.</p>	<p><b><u>Spelling /Grammar/ Punctuation</u></b></p> <p>-Expressing time, place and cause using prepositions.                      -Proper and Common Nouns                      -Dictionary skills.                      -Paragraphs as a way to group related material.                      -Identify main ideas from more than one paragraph and summarise these.</p>	<p><b><u>Spelling/ Grammar/ Punctuation</u></b></p> <p>-Express time, place and cause using adverbs and prepositions.                      -Words with the 'k' sound spelt 'ch'.                      -Words with the 'ei' sound.                      -The ^ sound spelt 'ou'</p>	<p><b><u>Spelling / Grammar/ Punctuation</u></b></p> <p>-Words with the 'sh' sound spelt 'ch'.                      -Words ending with the 'g' sound.</p>	<p><b><u>Spelling / Grammar / Punctuation</u></b></p> <p>-Formation of nouns using the prefixes super, anti and auto.                      -Word endings- sure, ture, cher.</p>	<p><b><u>Spelling/ Grammar/ Punctuation</u></b></p> <p>- Homonyms                      - Homophones or near homophones.</p>

	<p><u><a href="#">The Twits- Roald Dahl</a></u></p> <ul style="list-style-type: none"> <li>-Sensory and figurative language</li> <li>-Debate</li> <li>-Character description</li> <li>-Letter writing</li> <li>-Creative writing</li> </ul>	<p><u><a href="#">Lost and Found- Oliver Jeffree</a></u></p> <ul style="list-style-type: none"> <li>-Use conventions of letter writing</li> <li>-Focus on setting and description.</li> <li>- Descriptive writing describing the north pole.</li> </ul>	<p><u><a href="#">Olivia Goes to Venice-Ian Falconer</a></u></p> <ul style="list-style-type: none"> <li>-Interviews and hot seating.</li> <li>-Postcards</li> </ul> <p><u><a href="#">Shape Poetry</a></u></p> <p>Shape poetry based on famous Italian landmarks, explore effects created. Explore key features of shape poems.</p>	<p><u><a href="#">An Adventure in Venice</a></u></p> <ul style="list-style-type: none"> <li>-Diary entries</li> <li>-Tourist guide to Venice</li> </ul> <p><u><a href="#">Non-Chronological Reports</a></u></p> <p>Mountains and Volcanoes reports and presentations. Explore key features of non-chronological reports.</p>	<p><u><a href="#">The Iron Man by Ted Hughes</a></u></p> <p>Analyse the features of a good story opening, creating atmosphere and the use of tension to build up character description.</p>	<p><u><a href="#">There Are Wolves in the Walls by Neil Gaiman</a></u></p> <ul style="list-style-type: none"> <li>-Play scripts and role play.</li> <li>-Explore key features of play scripts.</li> <li>-Link to Romulus and Remus.</li> <li>-Wolves in literature.</li> </ul> <p><u><a href="#">Recount of class trip. Explore key features of recounts.</a></u></p>
<p><b>Maths</b></p>	<p><u>Number Work</u></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Number work</li> <li>• Addition and Subtraction</li> <li>• Multiplication and division.</li> </ul>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Counting in tenths</li> <li>• Equivalent fractions</li> <li>• Fractions of amounts.</li> <li>• Problem solving.</li> </ul>	<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>• Comparing and measuring length</li> <li>• Comparing and measuring mass.</li> <li>• Calculations with volume</li> </ul>	<p><u>Geometry</u></p> <ul style="list-style-type: none"> <li>• Angles</li> <li>• Lines</li> <li>• Shapes</li> <li>• 2D and 3D shapes</li> <li>• Making 3D shapes and nets.</li> </ul>	<p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>• Tables</li> <li>• Bar graphs</li> <li>• Pictograms</li> <li>• Problems solving.</li> </ul>	<p><u>Number Work</u></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Number work</li> <li>• Addition and Subtraction</li> <li>• Multiplication and division.</li> </ul>

<p>Science</p>	<p><b><u>Rocks and fossils</u></b>          Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties recognise that soils are made from rocks and organic matter.</p>	<p><b><u>Rocks and fossils</u></b>          Describe in simple terms how fossils are formed when things that have lived are trapped within rock          The work of Mary Anning and its importance to science and history.</p>	<p><b><u>Forces and Magnets</u></b>          -Notice that some forces need contact between two objects, but magnetic forces can act at a distance          -Observe how magnets attract or repel each other and attract some materials and not others          -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          - Describe magnets as having two poles          - Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b><u>Plants</u></b>          -Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers          -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          -Investigate the way in which water is transported within plants          -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b><u>Animals including Humans</u></b>          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          □ Identify that humans and some animals have skeletons and muscles for support, protection and movement.          Investigation- Do children with the longest legs jump further?</p>	<p><b><u>Light</u></b>          -Notice that light is reflected from surfaces          -Find patterns that determine the size of shadows.          -Recognise that we need light in order to see things and that dark is the absence of light.          -Recognise that light from the sun can be dangerous and that there are ways to protect the eyes.          -Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>
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			Investigation- Battle of the magnets			
<b>Geography</b>	<p><b>The UK</b> -Be able to locate and name the countries making up the British Isles, with their capital cities. Settlement during the Stone Age-Iron Age.</p> <p><b>Europe</b> -To be able to locate the main countries of Europe (including Russia) and identify capital cities of Europe.</p>	<p><b>European Country-Italy</b> -Be able to identify Italy on a map. -To identify key physical and human characteristic and major cities. -Focus on Venice.</p> <p><b>Mountains and Volcanoes</b> What is a mountain environment? Where are mountain environments found? What are these places like? What is a volcano? Where are volcanoes found? How are they formed? Identify the highest mountains in the world and compare with the UK.</p>	<p><b>The Wider World</b> -Be able to identify the 7 continents of the world and the 5 Oceans. -Identify the position and significance of the Equator, N and S Hemisphere, Tropics of Cancer and Capricorn.</p>			
<b>History</b>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>Be able to place the. Time periods chronologically. Learn about key aspects of life in the Stone Age using a variety of resources. Explore changes in Britain including late Neolithic hunter-gatherers and early farmers, Bronze age religion, technology and travel and Iron</p>		<p><b>The Romans</b></p> <p>Explore why people move between different areas. Be able to place Roman periods in chronological order. Know that the Romans invaded Britain and that the period of conquest was followed by a period of settlement. Learn about aspects of life in Roman Britain using a variety of sources. Explore trade links.</p>			
<b>PE</b>	<p><b>Multi-skills</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games modified where appropriate.</p>	<p><b>Gymnastics</b> Explore combinations of floor, mats and apparatus and find different ways of using a shape, balance or travel.</p>	<p><b>Dance</b> Perform dances using a range of movement patterns. Explore imaginative responses to different stimuli. Be able to</p>	<p><b>Health and Fitness related exercise</b> Develop strength and stamina. Develop general fitness. Compare their own</p>	<p><b>Maypole Dancing</b></p> <p><b>Cricket</b> Use running, jumping, throwing and catching in isolation and in</p>	<p><b>Athletics</b> Recognise and practice different styles of running, jumping and throwing and recognise that you need to choose the best for a</p>

	Develop technique, control, agility and co-ordination.	Show control, accuracy and fluency of movement when performing actions. Devise and perform a gymnastic sequence showing a clear beginning, middle and end. Understand that strength and suppleness are important parts of fitness. Develop flexibility, strength, control and balance.	incorporate different qualities and dynamics into their movement. Link actions to make dance phrases. Perform short dances with expression, showing an awareness of others when moving. Sustain their effort in their dances. Develop flexibility, control and balance.	performances with previous ones and demonstrate improvement to achieve their personal best. Understand why it is important to warm up and cool down and discuss what happens to the body during exercise.	combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop control, technique, agility and co-ordination.	particular challenge. Watch and describe and practise specific aspects of running, jumping and throwing styles. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop technique and control.
					<b>Swimming</b>	
PHSE/Citizenship and British Values	<b>Relationships</b> Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain them. To be aware of different types of relationship e.g. between relatives and friends. Recognise ways in which a relationship can be unhealthy and who to talk to if they need	<b>Living in the wider world</b> Learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Know that there are different kinds of responsibilities,	<b>Living in the wider world</b> Learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To discuss what being part of a community means. To think about the lives of people living in other places, and people with different values and customs.		<b>Health and Wellbeing-</b> How to make informed choices including the benefits of eating a balanced diet-link to Science.	

	<p>support. Recognise and respond appropriately to a wider range of feelings in others. Understand that their actions affect themselves and others.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>Listen to and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings.</p>	<p>rights and duties at home, at school, in the community and towards the environment.</p> <p>To discuss what being part of a community means.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p>	<p><b>Healthy mind, emotions and goals- Rising Stars Champions</b></p>	
<p><b>Computing</b></p>	<p><b>Text Processing and Multimedia</b></p> <ul style="list-style-type: none"> <li>-Use different font sizes, colour and effects to communicate meaning for a given audience.</li> <li>-Use page setup to select different page sizes and orientation.</li> <li>-Use cut, copy and paste to refine and reorder content.</li> <li>-Select suitable text, sounds and graphics and use it appropriately in their own work.</li> </ul>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>-Follow a simple search to find specific information from a website.</li> <li>-Develop key questions and key words to search for specific information.</li> <li>-Use found information purposefully to complete specific tasks.</li> <li>-Use search engines for different media.</li> </ul>	<p><b>Simple programming</b></p> <ul style="list-style-type: none"> <li>-Use sequence, selection and repetition in programs.</li> <li>-Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts.</li> </ul>	

	<p>-Recognise key features of layout and use design features such as text boxes, columns and borders.</p> <p><b>-E-Safety (link to PSHE)</b></p>		<p><b>-E-Safety (link to PSHE)</b></p>		<p><b>-E-Safety (link to PSHE)</b></p>	
RE	<p><b>Agreed Syllabus</b>  <u>Unit 1 - Does taking bread and wine show that someone is a Christian?</u>          Explore the ritual of communion and other ways of belonging to the church.          Does participating in worship help people to feel closer to God and their faith community?          Is religion the most important influence and inspiration in everyone's life?</p>	<p><b>Agreed Syllabus</b>  <u>Unit 2 - Is light a good symbol for celebration?</u>          Understand the significance of light as a symbol of belief.          Is religion the most important thing in everyone's life?          Can the arts help communicate religious belief?</p>	<p><b>Agreed Syllabus</b>  <u>Unit 3 - Is a Jewish child free to choose how to live?</u>          Explore the impact of Jewish beliefs on a child.          Does living out parent's religious beliefs/traditions take away someone's freedom or add to his/her sense of identity?</p>	<p><b>Agreed Syllabus</b>  <u>Unit 4 - Does Easter make sense without Passover?</u>          Explore the connections between Easter and Passover, particularly the Last Supper.          Do sacred texts have to be true to help people understand their religion?          Is religion the most important influence and inspiration in everyone's life?</p>	<p><b>Agreed Syllabus</b>  <u>Unit 5 - Does Jesus have authority for everyone?</u>          Explore the life of Jesus from the perspective of his authority.          Is religion the most important influence and inspiration in everyone's life?          Do all religious beliefs influence people to behave well towards others?</p>	<p><u>Unit 6 - Can made up stories tell the truth?</u>          Explore how Jesus taught truths through story.          Do sacred texts have to be true to help people understand their religion?          Do all religious beliefs influence people to behave well towards others?</p>
Art and Design	<p><b>Cave Paintings</b>          -To be able to explore Stone Age- Iron Age cave paintings, recording observations,          -To design and draw own cave paintings based on historical examples.</p> <p><b>Link to History</b></p>		<p><b>Venetian Masks</b>          -To understand the historical and cultural development of Venetian Masks.          -To design and make own Venetian Mask.          -To evaluate own and others' work.</p> <p><b>Italian Artist-Leonardo Da Vinci</b>  <b>The Mona Lisa- The Last Supper</b>  <b>Link to Geography</b></p>		<p><b>Mosaic Printing</b>          To explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders. To explore and develop different border patterns. To develop and practise the technique of printing individual small squares using a printing stick.  <b>Link to History</b></p>	
Music	Planned and Taught by Miss Soden					

French	Planned and Taught by Mrs Richards
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