

Year 3 Curriculum Overview 2020-2021 DRAFT						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (spelling, punctuation and grammar will be taught as part of English lesson, and in stand-alone lessons when necessary)	Here we Are by Oliver Jeffers <i>Whole school focus for the first two weeks of term.</i> The True Story of the Three Little Pigs by Jon Scieszka <i>Exploring an alternative version of a tradition fairy tale, written from the wolf's point of view. Writing focus: a 'Three Little Pigs' style fairy tale.</i>	Stone Age Boy by Satoshi Kitamura <i>Following the adventures of a boy who travels back in time to the Stone Age. Writing focus: a time travel adventure using knowledge from our history lessons about the Stone Age, Iron Age and Bronze Age.</i>	The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer <i>A non-fiction text about the interesting features of the earth, deep underground. Writing focus: explanation text about the different layers of the earth.</i> A Kid in My Class by Rachel Rooney <i>Looking at a range of poems from the collection with the final outcome of writing poems about different personalities/characters as well as performing poems.</i>	The Secret of Black Rock <i>Reading the story of a girl who hides away on a boat to uncover a local mystery. Writing focus: an adventure story to find something mysterious.</i>	Flood by Alvaro Villa <i>Following a family who have to leave their home because a flood. Writing focus: a disaster story about extremes in weather.</i>	Escape from Pompeii by Christina Balit <i>Explore a fictional recount of Mount Vesuvius erupting in 79AD. Writing focus: poems about Mount Vesuvius; diary entry based on the events in 79AD.</i>
Reading	Guided Reading lessons will consist of one shorter lesson and one longer lesson each week; lessons will be based on the reading content domains (vocabulary, inference, prediction, explain, retrieve and summarise). Texts will include a range of picture books, novels, poems and non-fiction books, and they will link to topics covered throughout the year.					
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Statistics Length and Perimeter Fractions	Fractions Time	Time Shape Mass and Capacity
Science	Forces and Magnets -compare how things move on different surfaces -notice that some forces need contact between 2 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 2 poles -predict whether 2 magnets will attract or repel each other, depending on which poles are facing	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 -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows changes	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 formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter		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 -identify that humans and some other animals have skeletons and muscles for support, protection and movement	Plants -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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
History	The Stone Age to The Iron Age -changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture					The Roman Empire -the Roman Empire and its impact on Britain -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica -'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Geography	The Wider World 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. (Autumn 2)		Mountains and Volcanoes Learn about how mountains and volcanoes are formed. Locate mountains, mountain ranges and volcanoes on maps. Learn about the process of a volcano erupting. European Country-Italy Identify Italy on a map as well as key cities. Explore key physical and human characteristic and major cities.		The UK Locate and name the countries making up the British Isles, with their capital cities. Europe Locate the main countries of Europe (including Russia) and identify capital cities of Europe.	
RE (following the Understanding Christianity planning scheme)	What is it like to follow God? Explore the story of Noah and the idea of covenant. Make links between the story of Noah and how we live in school and the wider world.	What is the Trinity? Explore texts about baptism and Trinity. Describe how Christians show their beliefs about God the Trinity in worship, and in the way they live.	Is a Jewish/Hindu child free to choose their beliefs? 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?	Does Easter make sense without Passover? 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?	When Jesus left what was the impact of Pentecost? Identify links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	What do Christians learn from the Creation story? Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Describe what Christians do because they believe God is Creator.
PE	Multi Skills Use running, jumping, throwing and catching in isolation and in combination. Develop agility, balance and coordination. Circuits Complete circuits that focus on improving ball skills, developing ability to travel effectively and using coordination. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve their personal best.	Mighty Movers (running) Develop running technique, including balance, coordination and agility. Complete a running bases circuit. Understand how running can raise the heart rate and improve fitness. Throwing and Catching Develop throwing and catching skills in the context of a range of sports. Use throwing and catching in isolation and combination. Develop accuracy and technique.	Calming Pilates Perform basic Pilates movements to music, and to build a simple flowing routine. Develop flexibility, strength, technique, control and balance. Basketball Perform basic basketball skills, including passing, catching and dribbling. Develop technique and control. Compare performances with previous ones and demonstrate improvement. Develop coordination and balance using a ball.	Outdoor Adventures Take part in outdoor and adventurous activity challenges both individually and within a team. Work and communicate effectively in a team. Develop use of accurate directions, and map skills. Dance – Extreme Earth Perform dances using a range of movement patterns. Perform dances with rhythm and expression. Develop flexibility, strength, technique, control and balance – across a range of movements. Respond creatively to stimuli. Develop rhythm, and understanding of timing/tempo.	Gymnastics - Shape Use movements, such as jumping, in isolation and combination. Develop technique, control and balance. Explore different ways of travelling, balancing, and creating shapes. Explore movements/sequences on floor, mats and apparatus. Devise and perform a gymnastic sequence showing a clear beginning, middle and end. Tennis Play competitive games, modified where appropriate. Develop technique and control. Develop their ability to use a variety of shots. Develop agility, in particular their footwork. Compare performances with previous ones and demonstrate improvement to achieve their personal best.	Active Athletics Use running, jumping and throwing in isolation and combination. Develop strength, technique, control and balance. Compare performances with previous ones, and demonstrate improvements. Striking and Fielding Use running, throwing and catching in combination and in isolation. Play competitive games, modified where appropriate. Develop technique and accuracy when fielding. Develop hand-eye coordination when batting and fielding. Compare performances with previous ones and demonstrate improvement to achieve their personal best.
Art/D&T	Art linked to 'Here We Are' project Cave paintings Explore the techniques used to create cave paintings. Look at the themes and motifs drawn. Use charcoal and chalk pastels to create own cave paintings. Art inspired by Stonehenge Creating a Stonehenge silhouette with a watercolour sunset background. Exploring the history of silhouettes, and their different uses. Experiment with blending water colours and making silhouettes.	Bell Beakers Make a clay pot in the style and shape of a Bronze Age Bell Beaker. Design a range of patterns to print on the pot based on Bell Beakers. Draw and design a Bell Beaker with patterns. Make clay beaker and make indentations for patterns.	Venetian Masks Explore traditions in designs of masks. Record observations of patterns. Design and make own venetian mask. Evaluate own ideas, and the work of others.		Roman Shield Explore the style and structure of Roman shields. Design and make a shield based on our research into typical Roman colours and patterns. Be a Baker Learn how bread from around the world can contribute to a healthy, varied diet. Pupils will also learn more about where their food comes from and how different ingredients are produced (e.g. flour) and use research and tasting to design and make a bread safely and hygienically.	Edible Garden Learn where and how a variety of ingredients are grown. Learn how to cook with the ingredients grown, following recipes and using different kitchen equipment. Mosaic Printing 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.
Computing	Internet Research and Online Safety Learn how to effectively search using key words in order to research different topics. Learn how to use the internet safely when searching, as well as communicating. (Autumn 2)		Using Word Learn how to open and save a word document. Practise typing with two hands. Skills to learn and practise: capital letters, basic punctuation; font style and size. Use these skills to type up poems written in English lessons.		Presentation Skills Learn how to use PowerPoint to create a presentation. Animate slides (pictures and text); insert images; change the slide design. Use skills learnt in previous term to change font type, size and use B/I/U.	
PSHE/ Citizenship and British Values	Being Me in My World Identify positive things about ourselves. Learn how we can face new challenges positively and make responsible choices. Understand why rules are needed and how they relate to rights and responsibilities. Recognise how our actions can affect ourselves and others.	Celebrating Difference Understand that everyone's family is different and important. Understand that conflicts may happen among family members. Learn how we can help those being bullied. Recognise that some words can be hurtful, and can affect people's feelings.	Dreams and Goals Learn about others who have faced challenges and achieved success. Identify our ambitions. Develop strategies for achieving goals. Learn to overcome obstacles positively.	Healthy Me Understand the importance of exercise. Develop knowledge about drugs. Identify things, people and places to keep safe from. Understand that, if not used correctly, medicines can cause harm. Understand importance of looking after our bodies.	Relationships Identify roles and responsibilities in families. Identify skills of friendships. Know how we can keep ourselves safe. Explain how the work of others can help and influence our lives. Understand that our needs are the same as children worldwide, and identify how our lives may be different.	Changing Me Understand that lots of changes happen to animals and humans as we grow up. Understand how babies grow and develop. Understand the changes needed so that boys and girls bodies can make babies. Understand changes on the inside and outside of our bodies, and why they are important.
Music	Violin/Cello lessons each week taught by Oxfordshire Music Service					
French	Planned and taught by Mrs Richards					