

Year 3 Curriculum Overview 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Tremors	Shaping Up	Saving The World	Chocolate	Footprints From The Past	Let's go back an age!
Educational Visits	Natural History Museum	Synagogue	Wildlife Safari Park: Workshop in School	Chocolate Museum: Workshop in School	Science Museum	British Museum
Safeguarding Awareness	<ul style="list-style-type: none"> - Trips - Stranger danger, terror attacks, use of escalators - Comparing safety from then to now -E-Safety linked to Music and Computing learning -How to be safe around the school -Use of scissors: awareness of how to handle equipment safely -Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure -PE safety – handling benches and mats safely and using the equipment properly -Using art resources safely, making sure the clay, paint and charcoal, 	<ul style="list-style-type: none"> - Trips - Stranger danger, terror attacks, use of escalators - Comparing safety from then to now -E-Safety linked to Music and Computing learning -How to be safe around the school -Use of scissors: awareness of how to handle equipment safely -Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure -PE safety – handling benches and mats safely and using the equipment properly -Home learning projects: safely cutting card, cardboard, sticking. 	<ul style="list-style-type: none"> - Trips - Stranger danger, terror attacks, use of escalators - Comparing safety from then to now -E-Safety linked to Music and Computing learning -How to be safe around the school -Use of scissors: awareness of how to handle equipment safely -Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure -Food allergies, how can we make sure that we do not eat chocolate that has not been given to us? -Government laws and how they are set to protect us -PE safety – handling benches and mats safely and using the equipment properly 	<ul style="list-style-type: none"> - Trips - Stranger danger, terror attacks, use of escalators - Comparing safety from then to now -E-Safety linked to Music and Computing learning -How to be safe around the school -Use of scissors: awareness of how to handle equipment safely -Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure -Cooking Workshop: how can we make sure that we handle the melted chocolate safely? -Handle plants safely - Science experiments -PE safety – handling benches and mats safely and using the equipment properly 	<ul style="list-style-type: none"> - Trips - Stranger danger, terror attacks, use of escalators - Comparing safety from then to now -E-Safety linked to Music and Computing learning -How to be safe around the school -Use of scissors: awareness of how to handle equipment safely -Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure - Science Experiments: volcanic explosions -Handle science equipment safely -PE safety – handling benches and mats safely and using the equipment properly - Sports Day: stranger danger, sun care - Science Day experiments 	<ul style="list-style-type: none"> - Trips - Stranger danger, terror attacks, use of escalators - Comparing safety from then to now -E-Safety linked to Music and Computing learning -How to be safe around the school -Use of scissors: awareness of how to handle equipment safely -Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure - Science Experiments: volcanic explosions -Handle science equipment safely -PE safety – handling benches and mats safely and using the equipment properly - Science Day experiments

				-Home learning project: safely cutting card, cardboard, sticking		
<p>English (Spoken Language, Reading, Writing, Handwriting)</p>	<p>Fiction: Escape from Pompeii by Cristina Balit</p> <p>Writing Genres: Diary writing Informal letter Recount</p> <p>Extend range of sentences with more than one clause by using wider range of conjunctions, adverbs and prepositions.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading</p> <p>SPAG Grammar assessment Sentence structure</p> <p>Nouns and adjectives</p> <p>Sentence structure</p> <p>Verbs and adjectives</p> <p>Sentence structure</p> <p>An or a</p> <p>Changing sentences</p> <p>Handwriting</p>	<p>Fiction: Iron Man by Ted Hughes</p> <p>Writing Genres: Persuasive letter Poetry Newspaper report</p> <p>To draft and rewrite by organising paragraphs around a theme and in non-narrative material, using simple organisational devices such as headings and sub-headings.</p> <p>Use commas to mark clauses. Exclamation marks and question marks and conjunctions Use of commas after Fronted adverbials Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading</p> <p>SPAG Exclamation and question marks Use commas to mark questions Conjunctions Using commas after fronted adverbials</p> <p>Speech marks</p> <p>Handwriting</p>	<p>Fiction: Krindlekrax by Philip Ridley</p> <p>Writing Genres: Narrative - dilemma Instructions Newspaper report</p> <p>To understand features of a newspaper report and to plan a write a report. Evaluate and proof read their writing. To draft and rewrite by organising paragraphs around a theme. To propose changes to grammar through editing to improve consistency, including accurate use of pronouns in sentences. Conjunctions, word families and fronted adverbials. Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading</p> <p>Using commas after fronted adverbials.</p> <p>SPAG Conjunctions Fronted Adverbials</p> <p>Handwriting</p> <p>Pupils should be taught the diagonal and horizontal strokes that are needed to join letters and</p>	<p>Fiction: Charlie & The Chocolate Factory by Roald Dahl/ The Chocolate Tree</p> <p>Writing Genres: Narrative – alternative ending Explanation text Play script</p> <p>To understand the features of an explanation text- to plan and write an explanation text/ real life events. To plan and write a series of instructions. Evaluate and proof read their writing. To write narrative based on real/ fictional events. Use of the forms ‘a’ and ‘an’ and inverted commas</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>SPAG ‘an’ and ‘a’ Word families Speech marks</p>	<p>Fiction: Dinosaur diaries- Julia Donaldson</p> <p>Writing Genres: Narrative from a cultural setting Instructions Poetry Debate Narrative from a fantasy setting</p> <p>Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Sentence Structure Conjunctions - (time, Place and cause)</p> <p>Adverbs and prepositions Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading</p> <p>SPAG Sentence structures – Conjunctions (time, place and cause)</p>	<p>Fiction: Jemmy Button By Valerio Vidali</p> <p>Writing Genres: Letter writing Descriptive narrative Poetry Debate</p> <p>Evaluate and proof read their writing. To plan and write instructions/ letters/ fact files and to evaluate. Sentence structure Paragraph, headings subheadings Present perfect Not simple past Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading</p> <p>SPAG Text – paragraphs Text – Headings and Subheadings Text – Present perfect not simple past</p> <p>Handwriting</p> <p>Pupils should be taught the diagonal and horizontal strokes that are needed to join letters and understand which letters, when an adjacent to</p>

	<p>Pupils should be taught the diagonal and horizontal strokes that are needed to join letters and understand which letters, when an adjacent to one another, are best left unjoined</p> <p>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>	<p>Pupils should be taught the diagonal and horizontal strokes that are needed to join letters and understand which letters, when an adjacent to one another, are best left unjoined</p> <p>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>	<p>understand which letters, when an adjacent to one another, are best left unjoined</p> <p>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>	<p>Handwriting</p> <p>Pupils should be taught the diagonal and horizontal strokes that are needed to join letters and understand which letters, when an adjacent to one another, are best left unjoined</p> <p>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>	<p>Sentence structures – Adverbs Sentence structures - prepositions</p> <p>Handwriting</p> <p>Pupils should be taught the diagonal and horizontal strokes that are needed to join letters and understand which letters, when an adjacent to one another, are best left unjoined</p> <p>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>	<p>one another, are best left unjoined</p> <p>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>
Maths	<p>Number sense and exploring calculations strategies Place Value</p>	<p>Graphs Addition and Subtraction Lengths and perimeter</p>	<p>Multiplication and division Deriving multiplication and division facts</p>	<p>Time Fractions</p>	<p>Angles and shape Measures</p>	<p>Securing multiplication and division Exploring calculation strategies and place value</p>
Science	<p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>Plants Investigate the way in which water is transported within plants</p>	<p>Forces and Magnets Compare how things move on different surfaces</p>	<p>Light Recognise that they need light in order to see things and that dark is the absence of light</p>

	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter note: add Collins Science for compare and group different kinds of rocks/soils including those in the local environment</p>	<p>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>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>Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Notice that some forces need contact between 2 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 Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</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>History</p>	<p>To be able to give some reasons for particular events and changes such as Pompeii and the eruption of Mount Vesuvius 79 AD</p>	<p>Geography based topic</p>	<p>Geography based topic</p>	<p>Know about the main events, dates and characteristics of the past societies they have studied Know about the lives of people in those periods (in reference to the 16th Century exploration) Be able to give some reasons for particular events and changes in relation to the Aztec empire</p>	<p>Be able to give some reasons for particular events and changes in prehistoric time Be able to use their knowledge and understanding to answer simple questions about the prehistoric past and changes</p>	<p>To gain an overview of the major changes from the Stone Age to the Iron Age To consider how we know about a historical period without written sources</p> <p>Looking at Bronze Age religion, technology and travel such as Stonehenge</p> <p>To research what it might have been like to live in Britain during this period of Skara Brae</p>

				<p>Be able to gather information from simple sources</p> <p>Be able to use their knowledge and understanding to answer simple questions about the 16th Century</p>	<p>Understand that the past can be considered in terms of different time periods</p>	<p>Understand that the past can be considered in terms of different time periods such as the Neolithic period</p>
Geography	<p>Describe and understand including: volcanoes</p> <p>Types of settlement and land use, economic activity including trade links, around volcanoes</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region</p>	<p>Locate where rainforests are in the world using secondary sources</p> <p>Which rainforest products we use in our everyday lives</p> <p>About the lives of rainforest people and how they compare with our own</p> <p>How and why the rainforest is being destroyed</p> <p>Discovering the ways that people are trying to save the rainforest</p> <p>Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>Understand geographical similarities and differences through study of geographical regions</p>	<p>Be able to use geographical terms of where cacao is grown.</p> <p>Able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>Able to use secondary sources to obtain geographical information</p> <p>Understand the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water-Deforestation</p>	<p>Be able to gather information from texts</p> <p>Understand the importance of gathering scientific information</p> <p>Know about processes and conditions that have an effect on dinosaurs</p> <p>Know that living things are supported by different environments and are suited to different environments</p> <p>Be able to classify dinosaurs according to their features</p> <p>Be able to find and use stored information about dinosaurs from a variety of sources</p> <p>Make choices to gather information and solve problems</p>	<p>(History based topic)</p>

		<p>within North or South America Human and physical geography</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>				
<p>Art & DT</p>		<p>Artist: Kandinsky</p> <p>End product: paint pictures with no recognisable subject</p> <p>Be able to explain their own work in terms of what they have done and why</p>	<p>Artist: Michael Chinery</p> <p>DT: Design and make a food product- smoothies using fruits that can be found in a rainforest.</p> <p>End product: Design and refine their own facial template (tribe).</p> <p>DT end product: fruit smoothies</p> <p>To improve mastery of art and design techniques, including drawing</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Artist: Robert T. McCall</p> <p>Art: design their own chocolate wrapper- inspired by Cadburys in the 1900s.</p> <p>DT: Chn will design and make their own chocolate using a range of cooking activities- criticising their products with other people.</p> <p>End product: Chocolate</p> <p>Be able to suggest improvements to products in everyday use</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Artist: Henri Rousseau</p> <p>DT: Write a detailed report for your chosen dinosaur. Eg.</p> <p>Triceratops <u>Introduction:</u> Did you know, Triceratops means 'three horned face'....</p> <p><u>Appearance:</u> Triceratops walked on four sturdy legs...</p> <p><u>Diet:</u> Being a primary consumer, Triceratops ate plants...</p> <p><u>Habitat:</u> Triceratops are believed to have inhabited upland forests of North America. You can add diagrams, illustrations or</p>	<p>Artist: Andy Warhol</p> <p>DT: design and make their bronze age fort. Stone age pictures to add on a film. Describe the features of Iron age art. Describe Iron age artefacts.</p> <p>Chn plan and video their campaigns- links to media.</p> <p>End product: Bronze age fort- hill fort.</p> <p>Be able to talk about works of art, giving reasons for their opinions</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>

					<p>photographs to your report.</p> <p>End product: 3d – junk modeled, plastecine, fabric or origami.</p> <p>Be able to choose materials and techniques which are appropriate for their task</p> <p>To improve mastery of art and design techniques, including sculpting</p> <p>Be able to use simple tools and equipment with some accuracy</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>prototypes, pattern pieces and computer-aided design</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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PE	PE Gymnastics Val Sabin Stretching and curling Unit 1 L	PE Gymnastics Val Sabin Pathways Unit 3 N	PE (Dance) Val Sabin Unit 2 3 The Explorers	PE (Games) Val Sabin Unit 2 Creative Game making	PE (Athletics) Unit 2 Balance	PE (Games) Val Sabin Striking and Fielding games Unit 4
Computing	isafety – staying safe online Unit to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices.	iProgramming – Games and animation development To design, write and debug programs that accomplish specific goals including controlling or stimulating systems.	iProgramming - Use sequences, selection and repetition in programs; work with variables and various forms of input and output. Making shapes and navigating mazes	iAlgorithms – Sorting and splitting. How problems can be solved more easily Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	iconnect – To understand computer networks including using web browsers and search engines safely and effectively	idata – Introduction to data representation
Music	See the yearly overview for Music					
Yoga	See the yearly overview for Yoga					
Sanskrit	See the yearly overview for Sanskrit					
PSHE	See the yearly overview for PSHE					
PRE	See the yearly overview for PRE					