





Year 3 Curriculum Overview 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Super Stone Age	Wonderful Weather	The Bronze and Iron Age	Where on Earth?	Loved Locality	Cool Coasts!
Educational Visits						
English Core Text	The Boy The Mole The Fox And The Horse (whole school text (2 weeks) The First Drawing	Winter's Child	The Dark	Yasmin's Hammer	The Tin Forest	The Island That Didn't Exist
Core Text Themes to explore	Environments	Staying Safe	Sustainable food and environments	Overcoming Adversity, Poverty. Privilege	Caring for animals Environments	Well being Gratitude Imagination
English Writing	End of Unit Writing Outcome: Sequel writing Writing Opportunities: Researching and reporting about a time in the past Descriptive writing of characters	End of Unit Writing Outcome: Contrasting context Writing Opportunities: Setting descriptions Word choices for effect Recount writing	End of Unit Writing Outcome: Informational booklet – how to overcome fear Writing Opportunities: Instructions	End of Unit Writing Outcome: Balanced Argument Writing Opportunities: Character description Writing in role Fact finding	End of Unit Writing Outcome: Persuasive writing Writing Opportunities: Instructions Discussions Descriptive writing	End of Unit Writing Outcome: Adventure narrative Writing Opportunities: Non- Fiction: letter and Postcards: Letters in different contexts Descriptive setting
SPaG	See SPaG Progression Planning					



<p>Maths (White Rose)</p>	<p>Number: Place Value Number: Addition and Subtraction</p>	<p>Number: Addition and Subtraction Number: Multiplication and Division</p>	<p>Number: Multiplication and Division Measurement: Money Statistics</p>	<p>Measurement: Length and Perimeter Number: Fractions</p>	<p>Number: Fractions Measurement: Time</p>	<p>Geometry : Properties of Shape Measurement: Mass, Capacity</p>
<p>Science</p>	<p>Rocks, Soils and Fossils: Rocks In this topic children work scientifically on a variety of quick investigations and longer tasks to learn about rocks. This topic covers the properties and uses of rocks, the rock family, soils and finally fossils.</p>	<p>How does your garden grow?: Plants Children work scientifically on a variety of quick challenges and longer tasks to learn about plants. They learn about the different parts of plants, what plants need to live, water transportation in plants and pollination.</p>	<p>Light and Shadows Children work scientifically on a variety of quick challenges and longer tasks to learn about the wonders of light, including reflections and shadows.</p>	<p>Forces and Magnets This topic looks at magnets and their uses, and what makes magnetic poles special, along with the idea that some forces such as magnetic force can act without contact – unlike pushes and pulls, which require direct contact</p>	<p>Food and our bodies: Animals, including humans Children work scientifically on a variety of quick challenges and longer tasks to learn about food and their bodies. This topic looks at where animals get food from and why it is important, and skeletons, muscles and joints.</p>	<p>Science in action: The Nappy challenge This topic looks at disposable nappies and provides opportunities for children to ask their own questions and make decisions on how to answer their questions using different scientific enquiry activities.</p>
<p>PRE</p>	<p style="text-align: center;">See PRE Overview</p>					
<p>History</p>	<p>The Stone Age: What was new about the New Stone Age? Changes in Britain from the Stone Age to the Iron Age</p>		<p>The Bronze Age and the Iron Age: Which was more impressive – the Bronze Age or the Iron Age? Changes in Britain from the Stone Age to the Iron Age</p>		<p>Local History: Why should we preserve our locality? Local History Study: A study of a theme in British history that extends knowledge beyond 1066</p>	



Geography		<p>Climate and Weather: Why is climate important?</p> <p>Identify seasonal/daily weather patterns in the UK</p>		<p>Our World: Where on Earth are we?</p> <p>Locate the world's countries using maps</p>		<p>Coasts: Do we like to be beside the seaside?</p> <p>Name geographical regions and their identifying characteristics in the UK</p>
Art & Design Technology	<p>Art</p> <p>Stone age cave drawings using natural mediums like charcoal, mud / clay powder</p>  	<p>Art</p> <p>Monet – Winter artwork</p>	<p>Art</p> <p>Pop Art – Andy Warhol Using a variety of methods in applying paint with exploration of a variety of tools – brushes, combs, sticks etc.</p> <p>Allow children to explore and experiment with a wide choice of materials and techniques. Individual and group work, small scale and large scale.</p>	<p>D&T</p> <p>Baked Mishti Doi – traditional Bengali desert.</p>	<p>D&T</p> <p>Planes Making paper aeroplanes - design 3 aeroplanes, make 3 aeroplanes and evaluate them</p>	<p>D&T</p> <p>Vehicles Design a moving water vehicle – side, top, front and back view designed.</p>
PE	<p>See PE scheme taught by outside agency</p>					



<p>Computing</p>	<p>We are programmers: Computer Science: Coding</p> <p>Programming an animation</p>	<p>We are bug fixers: Computer Science: Computational thinking</p> <p>Finding and correcting bugs</p>	<p>We are presenters: Information Technology: Media</p> <p>Videoing a presentation against a green screen</p>	<p>We are who we are: Digital Literacy: Online safety</p> <p>Creating presentations about ourselves</p>	<p>We are co-authors: Information Technology: Media</p> <p>Producing a wiki</p>	<p>We are opinion pollsters: Information Technology: Data</p> <p>Collecting and analysing data</p>
<p>PSHE</p>	<p>Healthy Lifestyles</p> <p>To learn: about what makes a 'balanced lifestyle'</p> <p>about making choices in relation to health</p> <p>about what makes up a balanced diet</p> <p>about opportunities they have to make their own choices about food</p> <p>about what influences their choices about food that images in the media do not necessarily reflect reality</p> <p>about what is meant by a habit</p> <p>how habits can be hard to change</p> <p>Growing and Changing</p>	<p>Keeping Safe:</p> <p>To learn: about the kinds of change that happen in life and the feelings associated with this</p> <p>about managing risk in familiar situations and keeping safe</p> <p>that simple hygiene routines can prevent the spread of bacteria and viruses</p> <p>about feeling negative pressure and how to manage this</p> <p>about the importance of school rules for health and safety</p> <p>about how to get help in an emergency</p> <p>about drugs that are common in everyday life (medicines, caffeine, alcohol and</p>	<p>Rights and Responsibilities</p> <p>To learn: to discuss and debate issues concerning health and wellbeing</p> <p>about the ways in which rules and laws keep people safe</p> <p>to take part in making and changing rules</p> <p>that everyone has human rights (and that children have their own set of human rights) about the UN declaration on the Rights of the Child</p> <p>what anti-social behaviour is and how it can affect people</p> <p>how to get help or support</p> <p>about their responsibilities, rights and duties (home,</p>	<p>Environment</p> <p>To learn: about their responsibilities, rights and duties (home, school and the environment)</p> <p>about the sustainability of the environment across the world</p> <p>about being part of a community</p> <p>about who works with the local community</p> <p>Money</p> <p>To learn: about the role of money</p> <p>ways of managing money (budgeting and saving)</p> <p>about what is meant by 'interest' and 'loan'</p> <p>What it means to be 'enterprising'</p>	<p>Feelings and Emotions</p> <p>To learn: to recognise a wider range of feelings in others</p> <p>about responding to how others are feeling</p> <p>about the importance of keeping personal boundaries and the right to privacy</p> <p>about the concept of keeping something confidential or secret</p> <p>about when they should or should not agree to keeping a secret</p> <p>to recognise and manage dares</p>	<p>Healthy Relationships and health</p> <p>To Learn: about what makes a positive, healthy relationship, including friendships</p> <p>how to maintain good friendships</p> <p>how actions can affect ourselves and others about the difference between acceptable and unacceptable physical contact</p> <p>how to respond to unacceptable physical contact</p> <p>about working collaboratively toward shared goals</p> <p>about solving disputes and conflict amongst themselves and their peers</p>



	<p>To learn:</p> <p>to recognise their achievements and set personal targets for the future</p> <p>about a wider range of feelings, both good and not so good</p> <p>that people can experience conflicting feelings at the same time</p> <p>about describing their feelings to others</p>	<p>tobacco)</p> <p>about keeping safe in the local environment</p> <p>about keeping safe online</p> <p>about people who help them stay healthy and safe</p>	<p>school and the environment)</p> <p>about resolving differences – agreeing and disagreeing</p> <p>To appreciate difference and diversity (people living in the UK)</p> <p>about the values and customs of people around the world</p> <p>that information presented in the media can be misleading</p>			<p>about the changes that happen at puberty</p> <p>about the importance of keeping personal boundaries and the right to privacy</p> <p>Valuing Difference</p> <p>To learn:</p> <p>how to listen and respond respectfully to a wide range of people</p> <p>about sharing their points of view</p> <p>about differences and similarities between people, but understand everyone is equal</p> <p>about what is meant by 'stereotypes'</p> <p>to recognise bullying</p> <p>how to respond and ask for help</p>
<p>Music</p>	<p>See Music scheme taught by outside agency</p>					