**Year 3 Curriculum Overview 2021-2022**

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|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Value** | **Empathy** | **Self-discipline** | **Respect** | **Integrity** | **Courage** | **Gratitude** |
| **Main Theme** | **Footprints From The Past** | **Shaping Up** | **Saving The World** | **Chocolate** | **Active Planets** | **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** | - 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,  | - 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.  | - 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 | - 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-Home learning project: safely cutting card, cardboard, sticking | - 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 | - 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  |
| **English****(Spoken Language, Reading, Writing, Handwriting)** | **Stone Girl, Bone Girl By Laurence Anholt****Writing Genres:** Diary writing Newspapers reports Extend range of sentences with more than one clause by using wider range of conjunctions, adverbs and prepositions.Use the present perfect form of verbs in contrast to the past tense.Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading**SPAG**Grammar assessmentSentence structureNouns and adjectivesSentence structure Verbs and adjectivesSentence structureAn or aChanging sentences**Handwriting**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 unjoinedTo increase the eligibility, consistency and quality of their handwriting(See school handwriting policy) | **Fiction: Iron Man by Ted Hughes****Writing Genres:**Persuasive letterPoetryRecountDiary EntryTo learn the features of a diary and to plan and write a diary extract. 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.Use commas to markclauses. Exclamationmarks and questionmarks and conjunctionsUse of commas afterFronted adverbials Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading**SPAG**Exclamation and question marksUse commas to mark questionsConjunctionsUsing commas after fronted adverbialsSpeech marks**Handwriting**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 unjoinedTo increase the eligibility, consistency and quality of their handwriting(See school handwriting policy) | **Fiction: Krindlekrax by Philip Ridley****Writing Genres:**Narrative - dilemmaInstructionsNewspaper reportTo 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 readingUsing commas after fronted adverbials.**SPAG**ConjunctionsFronted Adverbials**Handwriting**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 unjoinedTo increase the eligibility, consistency and quality of their handwriting(See school handwriting policy) | **Fiction: Charlie & The Chocolate Factory by Roald Dahl/ The Chocolate Tree****Writing Genres:** Narrative – alternative endingExplanation textPlay scriptTo 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 commasUse and understand the grammatical terminology accurately and appropriately when discussing writing and readingIndicating possession by using the possessive apostrophe with plural nouns.**SPAG**‘an’ and ‘a’Word familiesSpeech marks**Handwriting**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 unjoinedTo increase the eligibility, consistency and quality of their handwriting(See school handwriting policy) | **Fiction: The Lost Thing by Shaun Tan****Fly Eagle Fly by Christopher Gregorowski****Dhruv’s story** **Story about a boy who didn’t fit in and how he showed courage and self-discipline****Writing Genres:** Narrative from a cultural settingInstructions Poetry DebateNarrative from a fantasy settingUse 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 StructureConjunctions - (time,Place and cause)Adverbs and prepositionsUse and understand the grammatical terminology accurately and appropriately when discussing writing and reading**SPAG**Sentence structures – Conjunctions (time, place and cause)Sentence structures – AdverbsSentence structures - prepositions**Handwriting**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 unjoinedTo increase the eligibility, consistency and quality of their handwriting(See school handwriting policy) | **Fiction: Jemmy Button****By Valerio Vidali****Writing Genres:** Letter writing Descriptive narrativePoetry DebateEvaluate and proof read their writing.To plan and write instructions/ letters/ fact files and to evaluate.Sentence structureParagraph, headings subheadingsPresent perfectNot simple pastUse and understand the grammatical terminology accurately and appropriately when discussing writing and reading**SPAG**Text – paragraphsText – Headings and SubheadingsText – Present perfect not simple past**Handwriting**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 unjoinedTo increase the eligibility, consistency and quality of their handwriting(See school handwriting policy) |
| **Maths** | Number and Place Value:Addition and Subtraction:MeasurementMoney:Geometry- properties of shapeStatistics:Consolidation and assessment | Addition and Subtraction:Multiplication, Division, Fractions MeasurementAssess & Review | Number and Place value:Addition and Subtraction:Measurement:MoneyGeometry-Properties of shapesStatistics: | Addition and SubtractionMultiplication and DivisionFractions Measurement Assess & Review | Number and Place ValueAddition and SubtractionMeasurement Money GeometryStatistics  | Addition and Subtraction:Multiplication, DivisionFractions MeasurementStatistics |
| **Science** | **Rocks**Compare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesDescribe in simple terms how fossils are formed when things that have lived are trapped within rockRecognise that soils are made from rocks and organic matternote: add Collins Science for compare and group different kinds of rocks/soils including those in the local environment | **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 eatIdentify 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 flowersExplore 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 plantComparing 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. | **Plants**Investigate the way in which water is transported within plantsExplore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Forces and Magnets** Compare how things move on different surfacesNotice 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 othersCompare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materialsDescribe magnets as having 2 polesPredict 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 lightNotice that light is reflected from surfacesRecognise that light from the sun can be dangerous and that there are ways to protect their eyesRecognise that shadows are formed when the light from a light source is blocked by an opaque objectFind patterns in the way that the size of shadows change |
| **History** | Be able to give somereasons for particularevents and changes in prehistoric timeBe able to use their knowledge and understanding to answers simple questions about the prehistoric past and changesUnderstand that the past can be considered in terms of different time periods | Geography based topic  | Geography based topic  | 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 empireBe able to gather information from simple sources Be able to use their knowledge and understanding to answer simple questions about the 16th Century | To be able to give some reasons for particular events and changes such as Pompeii and the eruption of Mount Vesuvius 79 AD | 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 Looking at Bronze Age religion, technology and travel such as StonehengeTo research what it might have been like to live in Britain during this period of Skara BraeUnderstand that the past can be considered in terms of different time periods such as the Neolithic period |
| **Geography** | Be able to gather information from textsUnderstand the importance of gathering scientific informationKnow about processes and conditions that have an effect on dinosaursKnow that living things are supported by different environments and are suited to different environmentsBe able to classify dinosaurs according to their featuresBe able to find and use stored information about dinosaurs from a variety of sourcesMake choices to gather information and solve problems | 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 citiesName 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 timeIdentify 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)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 within North or South America Human and physical geographyDescribe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 | Locate where rainforests are in the world using secondary sourcesWhich rainforest products we use in our everyday livesAbout the lives of rainforest people and how they compare with our ownHow and why the rainforest is being destroyedDiscovering the ways that people are trying to save the rainforestBe able to express views on the features of an environment and the way it is being harmed or improvedUnderstand geographical similarities and differences through study of geographical regions  | Be able to use geographical terms of where cacao is grown.Able to use maps at a variety of scales to locate the position and geographical features of particular localities Able to use secondary sources to obtain geographical informationUnderstand the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water- Deforestation | Describe and understand including: volcanoes Types of settlement and land use, economic activity including trade links, around volcanoes | (History based topic) |
| **Art & DT** | **Artist:** Henri Rousseau**DT:** Write a detailed report for your chosen dinosaur. Eg. **Triceratops**Introduction: Did you know, Triceratops means ‘three horned face’….Appearance: Triceratops walked on four sturdy legs…Diet: Being a primary consumer, Triceratops ate plants…Habitat: Triceratops are believed to have inhabited upland forests of North America. You can add diagrams, illustrations or photographs to your report. **End product:** 3d – junk modeled, plastecine, fabric or origami.Be able to choose materials and techniques which are appropriate for their taskTo improve mastery of art and design techniques, including sculptingBe able to use simple tools and equipment with some accuracygenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | **Artist:** Kandinsky**End product:** paint pictures with no recognisable subjectBe able to explain their own work in terms of what they have done and why | **Artist:** Michael Chinery**DT:** Design and make a food product- smoothies sing fruits that can be found in a rainforest.**End product:** Design and refine their won facial template (tribe).**DT end product:** fruit smoothiesTo improve mastery of art and design techniques, including drawingunderstand and apply the principles of a healthy and varied dietunderstand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Artist:** Robert T. McCallArt: design their own chocolate wrapper- inspired by Cadburys in the 1900s.**DT:** Chn will design and make their own chocolate using a range of cooking activities- criticising their products with other people.**End product:** ChocolateBe able to suggest improvements to products in everyday useunderstand and apply the principles of a healthy and varied dietunderstand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Artist:** Jackson PollockModern art and his skills related to volcanoes.**End product:** 3D volcanoTo improve mastery of art and design techniques, including paintBe able to make and use labelled sketches as designsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designapply their understanding of how to strengthen, stiffen and reinforce more complex structures | **Artist:** Andy Warholl**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.Chn plan and video their campaigns- links to media.**End product:** Bronze age fort- hill fort.Be able to talk about works of art, giving reasons for their opinionsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designapply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| **PE** | **PE** **Gymnastics**Modify actions independently using different pathways, directions and shapesConsolidate and improve the quality of movements and gymnastic actionsRelate strength and flexibility to the actions and movements they are performing To use basic compositional ideas to improve sequence work- unison | **PE****Gymnastics**Identify similarities and differences in sequencesDevelop body management over a range of floor exercisesAttempt to bring explosive moves into floor work through jumps and leapsShow increasing flexibility in shapes and balances  | **PE****Dance**Practice different sections of a dance aiming to put together a performance Perform using facial expressionsPerform with a prop  | **PE****Basketball**To perform some basic basketball skills, throwing, catching and dribblingTo build attacking/offensive playTo implement some basic rules of basketball | **PE** **Cricket**To be able to adhere to some of the basic rules of cricketTo develop a range of skills to use in isolation and a competitive contextTo use basic skills with more consistency including striking a bowled ball | **PE****Athletics**Control movements and body actions in response to specific instructionsDemonstrate agility and speedJump for height and distance with control and balanceThrow with speed and power and apply appropriate force |
| **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 developmentTo 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 easilyUse 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 |
| **Spanish** | See the yearly overview for Spanish |
| **PRE** | See the yearly overview for PRE |