**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 assessment  Sentence structure  Nouns and adjectives  Sentence structure  Verbs and adjectives  Sentence structure  An or a  Changing 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 unjoined  To increase the eligibility, consistency and quality of their handwriting  (See school handwriting policy) | **Fiction: Iron Man by Ted Hughes**  **Writing Genres:**  Persuasive letter  Poetry  Recount  Diary Entry  To 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 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  **SPAG**  Exclamation and question marks  Use commas to mark questions  Conjunctions  Using commas after fronted adverbials  Speech 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 unjoined  To increase the eligibility, consistency and quality of their handwriting  (See school handwriting policy) | **Fiction: Krindlekrax by Philip Ridley**  **Writing Genres:**  Narrative - dilemma  Instructions  Newspaper report  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  Using commas after fronted adverbials.  **SPAG**  Conjunctions  Fronted 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 unjoined  To 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 ending  Explanation text  Play script  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  Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading  Indicating possession by using the possessive apostrophe with plural nouns.  **SPAG**  ‘an’ and ‘a’  Word families  Speech 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 unjoined  To 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 setting  Instructions  Poetry  Debate  Narrative from a fantasy setting  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)  Adverbs and prepositions  Use and understand the grammatical terminology accurately and appropriately when discussing writing and reading  **SPAG**  Sentence structures – Conjunctions (time, place and cause)  Sentence structures – Adverbs  Sentence 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 unjoined  To increase the eligibility, consistency and quality of their handwriting  (See school handwriting policy) | **Fiction: Jemmy Button**  **By Valerio Vidali**  **Writing Genres:**  Letter writing  Descriptive narrative  Poetry  Debate  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  **SPAG**  Text – paragraphs  Text – Headings and Subheadings  Text – 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 unjoined  To increase the eligibility, consistency and quality of their handwriting  (See school handwriting policy) |
| **Maths** | Number and Place Value:  Addition and Subtraction:  Measurement  Money:  Geometry- properties of shape  Statistics:  Consolidation and assessment | Addition and Subtraction:  Multiplication, Division, Fractions  Measurement  Assess & Review | Number and Place value:  Addition and Subtraction:  Measurement:  Money  Geometry-Properties of shapes  Statistics: | Addition and Subtraction  Multiplication and Division  Fractions  Measurement  Assess & Review | Number and Place Value  Addition and Subtraction  Measurement  Money  Geometry  Statistics | Addition and Subtraction:  Multiplication, Division  Fractions  Measurement  Statistics |
| **Science** | **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  note: 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 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  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. | **Plants**  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 | **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 change |
| **History** | Be able to give some  reasons for particular  events and changes in  prehistoric time  Be able to use their knowledge and understanding to answers simple questions about the prehistoric past and changes  Understand 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 empire  Be 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 Stonehenge  To research what it might have been like to live in Britain during this period of Skara Brae  Understand that the past can be considered in terms of different time periods such as the Neolithic period |
| **Geography** | Be able to gather information from texts  Understand the importance of gathering scientific information  Know about processes and conditions that have an effect on dinosaurs  Know that living things are supported by different environments and are suited to different environments  Be able to classify dinosaurs according to their features  Be able to find and use stored information about dinosaurs from a variety of sources  Make 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 cities  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  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)  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 geography  Describe 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 sources  Which rainforest products we use in our everyday lives  About the lives of rainforest people and how they compare with our own  How and why the rainforest is being destroyed  Discovering the ways that people are trying to save the rainforest  Be able to express views on the features of an environment and the way it is being harmed or improved  Understand 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 information  Understand 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 task  To improve mastery of art and design techniques, including sculpting  Be able to use simple tools and equipment with some accuracy  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select 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 subject  Be 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 smoothies  To improve mastery of art and design techniques, including drawing  understand and apply the principles of a healthy and varied diet  understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Artist:** Robert T. McCall  Art: 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:** Chocolate  Be able to suggest improvements to products in everyday use  understand and apply the principles of a healthy and varied diet  understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Artist:** Jackson Pollock  Modern art and his skills related to volcanoes.  **End product:** 3D volcano  To improve mastery of art and design techniques, including paint  Be able to make and use labelled sketches as designs  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  apply 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 opinions  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| **PE** | **PE**  **Gymnastics**  Modify actions independently using different pathways, directions and shapes  Consolidate and improve the quality of movements and gymnastic actions  Relate 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 sequences  Develop body management over a range of floor exercises  Attempt to bring explosive moves into floor work through jumps and leaps  Show increasing flexibility in shapes and balances | **PE**  **Dance**  Practice different sections of a dance aiming to put together a performance  Perform using facial expressions  Perform with a prop | **PE**  **Basketball**  To perform some basic basketball skills, throwing, catching and dribbling  To build attacking/offensive play  To implement some basic rules of basketball | **PE**  **Cricket**  To be able to adhere to some of the basic rules of cricket  To develop a range of skills to use in isolation and a competitive context  To use basic skills with more consistency including striking a bowled ball | **PE**  **Athletics**  Control movements and body actions in response to specific instructions  Demonstrate agility and speed  Jump for height and distance with control and balance  Throw 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 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 | | | | | |
| **Spanish** | See the yearly overview for Spanish | | | | | |
| **PRE** | See the yearly overview for PRE | | | | | |