



## Year 3 Curriculum Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value</b>	<b>Empathy</b>	<b>Self-discipline</b>	<b>Respect</b>	<b>Integrity</b>	<b>Courage</b>	<b>Gratitude</b>
<b>Main Theme</b>	<b>Footprints From The Past</b>	<b>Shaping Up</b>	<b>Saving The World</b>	<b>Chocolate</b>	<b>Active Planets</b>	<b>Let's go back an age!</b>
<b>Educational Visits</b>	<b>Natural History Museum</b>	<b>Synagogue</b>	<b>Wildlife Safari Park: Workshop in School</b>	<b>Chocolate Museum: Workshop in School</b>	<b>Science Museum</b>	<b>British Museum</b>
<b>Safeguarding Awareness</b>	<ul style="list-style-type: none"> <li>- Trips - Stranger danger, terror attacks, use of escalators</li> <li>- Comparing safety from then to now</li> <li>-E-Safety linked to Music and Computing learning</li> <li>-How to be safe around the school</li> <li>-Use of scissors: awareness of how to handle equipment safely</li> <li>-Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure</li> <li>-PE safety – handling benches and mats safely and using the equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>- Trips - Stranger danger, terror attacks, use of escalators</li> <li>- Comparing safety from then to now</li> <li>-E-Safety linked to Music and Computing learning</li> <li>-How to be safe around the school</li> <li>-Use of scissors: awareness of how to handle equipment safely</li> <li>-Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure</li> <li>-PE safety – handling benches and mats safely and using the equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>- Trips - Stranger danger, terror attacks, use of escalators</li> <li>- Comparing safety from then to now</li> <li>-E-Safety linked to Music and Computing learning</li> <li>-How to be safe around the school</li> <li>-Use of scissors: awareness of how to handle equipment safely</li> <li>-Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure</li> <li>-Food allergies, how can we make sure that we do not eat chocolate that has not been given to us?</li> </ul>	<ul style="list-style-type: none"> <li>- Trips - Stranger danger, terror attacks, use of escalators</li> <li>- Comparing safety from then to now</li> <li>-E-Safety linked to Music and Computing learning</li> <li>-How to be safe around the school</li> <li>-Use of scissors: awareness of how to handle equipment safely</li> <li>-Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure</li> </ul>	<ul style="list-style-type: none"> <li>- Trips - Stranger danger, terror attacks, use of escalators</li> <li>- Comparing safety from then to now</li> <li>-E-Safety linked to Music and Computing learning</li> <li>-How to be safe around the school</li> <li>-Use of scissors: awareness of how to handle equipment safely</li> <li>-Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure</li> <li>- Science Experiments: volcanic explosions</li> </ul>	<ul style="list-style-type: none"> <li>- Trips - Stranger danger, terror attacks, use of escalators</li> <li>- Comparing safety from then to now</li> <li>-E-Safety linked to Music and Computing learning</li> <li>-How to be safe around the school</li> <li>-Use of scissors: awareness of how to handle equipment safely</li> <li>-Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure</li> </ul>



	-Using art resources safely, making sure the clay, paint and charcoal,	-Home learning projects: safely cutting card, cardboard, sticking.	-Government laws and how they are set to protect us -PE safety – handling benches and mats safely and using the equipment properly	- 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	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	-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
<b>English</b> <b>(Spoken Language, Reading, Writing, Handwriting)</b>	<b>Stone Girl, Bone Girl By Laurence Anholt</b>  <b>Writing Genres:</b> Diary writing Newspapers reports  Extend range of sentences with more than one clause by using wider range of conjunctions, adverbs and prepositions.	<b>Fiction: Iron Man by Ted Hughes</b>  <b>Writing Genres:</b> 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,	<b>Fiction: Krindlekrax by Philip Ridley</b>  <b>Writing Genres:</b> 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.	<b>Fiction: Charlie &amp; The Chocolate Factory by Roald Dahl/ The Chocolate Tree</b>  <b>Writing Genres:</b> Narrative – alternative ending Explanation text Play script  To understand the features of an explanation text- to plan and write an	<b>Fiction: The Lost Thing by Shaun Tan</b> <b>Fly Eagle Fly by Christopher Gregorowski</b>  <b>Dhruv's story</b> <b>Story about a boy who didn't fit in and how he showed courage and self-discipline</b>  <b>Writing Genres:</b>	<b>Fiction: Jemmy Button By Valerio Vidali</b>  <b>Writing Genres:</b> Letter writing Descriptive narrative Poetry Debate  Evaluate and proof read their writing. To plan and write instructions/ letters/ fact files and to evaluate.



	<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><b>SPAG</b> 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><b>Handwriting</b></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>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><b>SPAG</b> Exclamation and question marks Use commas to mark questions Conjunctions Using commas after fronted adverbials</p> <p>Speech marks</p> <p><b>Handwriting</b></p> <p>Pupils should be taught the diagonal and horizontal strokes that are needed to join letters and understand which</p>	<p>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><b>SPAG</b> Conjunctions Fronted Adverbials</p> <p><b>Handwriting</b></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>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><b>SPAG</b> 'an' and 'a' Word families Speech marks</p> <p><b>Handwriting</b></p> <p>Pupils should be taught the diagonal</p>	<p>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><b>SPAG</b></p>	<p>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><b>SPAG</b> Text – paragraphs Text – Headings and Subheadings Text – Present perfect not simple past</p> <p><b>Handwriting</b></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>
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	<p>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>	<p>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>To increase the eligibility, consistency and quality of their handwriting</p> <p>(See school handwriting policy)</p>	<p>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 – Conjunctions (time, place and cause) Sentence structures – Adverbs Sentence structures - prepositions</p> <p><b>Handwriting</b></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>
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<b>Maths</b>	<p>Number and Place Value: Addition and Subtraction: Measurement Money: Geometry- properties of shape Statistics: Consolidation and assessment</p>	<p>Addition and Subtraction: Multiplication, Division, Fractions Measurement Assess &amp; Review</p>	<p>Number and Place value: Addition and Subtraction: Measurement: Money Geometry-Properties of shapes Statistics:</p>	<p>Addition and Subtraction Multiplication and Division Fractions Measurement Assess &amp; Review</p>	<p>Number and Place Value Addition and Subtraction Measurement Money Geometry Statistics</p>	<p>Addition and Subtraction: Multiplication, Division Fractions Measurement Statistics</p>
<b>Science</b>	<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p><b>Animals including humans</b> 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</p>	<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how</p>	<p><b>Plants</b> Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</p>	<p><b>Forces and Magnets</b> Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces</p>	<p><b>Light</b> Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be</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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>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>formation and seed dispersal</p>	<p>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>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><b>History</b></p>	<p>Be able to give some reasons for particular events and changes in prehistoric time</p>	<p>Geography based topic</p>	<p>Geography based topic</p>	<p>Know about the main events, dates and characteristics</p>	<p>To be able to give some reasons for particular events and changes such</p>	<p>To gain an overview of the major changes from the Stone Age to the Iron Age</p>



	<p>Be able to use their knowledge and understanding to answer simple questions about the prehistoric past and changes</p> <p>Understand that the past can be considered in terms of different time periods</p>			<p>of the past societies they have studied</p> <p>Know about the lives of people in those periods (in reference to the 16<sup>th</sup> Century exploration)</p> <p>Be able to give some reasons for particular events and changes in relation to the Aztec empire</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 16<sup>th</sup> Century</p>	<p>as Pompeii and the eruption of Mount Vesuvius 79 AD</p>	<p>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>Understand that the past can be considered in terms of different time periods such as the Neolithic period</p>
<p><b>Geography</b></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</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>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</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>Describe and understand including: volcanoes</p> <p>Types of settlement and land use, economic activity including trade</p>	<p>(History based topic)</p>



	<p>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>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 within North or South America Human and physical geography</p>	<p>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>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>links, around volcanoes</p>	
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		<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>				
<b>Art</b>	<b>Art:</b>	<b>Art:</b>	<b>Art: Exploring prehistoric art</b>  Children are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing  To learn how prehistoric man-made art and to reflect this style in their work	<b>Art: Craft</b>  To create a mood board  To create tie-dyed materials  To learn what paper weaving is and create a piece of art using this method  To develop painting skills	<b>Art: Formal elements of Art</b>  To recognise and draw simple geometric shapes found in everyday objects  To recognise and apply geometry when drawing	<b>Art: Art ad Design Skills</b>  To draw cartoon characters, inspired by the style of other artists  To understand how to create tint and shade of a colour



			<p>To understand how to create tint and shade of a colour.</p> <p>To experiment with the pigments in natural products to make different colours</p> <p>To develop painting skills</p> <p>To collaborate in small or large groups to create a joint piece of artwork</p>	<p>To sew designs onto a t-shirt to personalise it</p>	<p>To create and form shapes using soft modelling wire</p> <p>To apply even layers of pencil tone when shading</p> <p>To show tone by shading</p>	<p>To draw from observation</p> <p>To use different materials to make a three-dimensional artwork</p> <p>To use different materials to make a three-dimensional artwork</p> <p>To use different materials to make a three-dimensional artwork</p>
<b>DT</b>	<p><b>DT: Structures: Constructing a castle</b></p> <p>To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.</p> <p>To design a castle</p> <p>To construct 3D nets</p> <p>To construct and evaluate my final product</p>	<p><b>DT: Electrical Systems: Static electricity</b></p> <p>To understand static electricity</p> <p>To design a game aimed at a target audience</p> <p>To make and test game designs</p> <p>To evaluate my game</p>	<p><b>DT: Textiles: cushions</b></p> <p>To learn how to sew cross-stitch and appliqué</p> <p>To design a product and its template</p> <p>To decorate fabric using appliqué and cross stitch</p> <p>To assemble your cushion</p>	<p><b>DT: Mechanical systems: Pneumatic toys</b></p> <p>Understanding how pneumatic systems work</p> <p>To design a toy which uses a pneumatic system</p> <p>To create a pneumatic system</p> <p>To test and finalise ideas against design criteria</p>	<p><b>DT: Electrical systems: Electric Poster</b></p> <p>To understand the purpose of information design.</p> <p>To research a set topic to develop a range of initial ideas</p>	<p><b>DT: Food: Eating Seasonally</b></p> <p>To know that climate affects food growth</p> <p>To know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK</p> <p>To create a recipe that is healthy and</p>



					<p>To develop an initial idea into a final design</p> <p>To assemble my final product and incorporate a simple circuit</p>	<p>nutritious using seasonal vegetables</p> <p>To safely follow a recipe when cooking</p>
<b>PE</b>	<p><b>PE Gymnastics</b> Modify actions independently using different pathways, directions and shapes</p> <p>Consolidate and improve the quality of movements and gymnastic actions</p> <p>Relate strength and flexibility to the actions and movements they are performing</p> <p>To use basic compositional ideas to improve sequence work- unison</p>	<p><b>PE Gymnastics</b> Identify similarities and differences in sequences</p> <p>Develop body management over a range of floor exercises</p> <p>Attempt to bring explosive moves into floor work through jumps and leaps</p> <p>Show increasing flexibility in shapes and balances</p>	<p><b>PE Dance</b> Practice different sections of a dance aiming to put together a performance</p> <p>Perform using facial expressions</p> <p>Perform with a prop</p>	<p><b>PE Basketball</b> To perform some basic basketball skills, throwing, catching and dribbling</p> <p>To build attacking/offensive play</p> <p>To implement some basic rules of basketball</p>	<p><b>PE Cricket</b> To be able to adhere to some of the basic rules of cricket</p> <p>To develop a range of skills to use in isolation and a competitive context</p> <p>To use basic skills with more consistency including striking a bowled ball</p>	<p><b>PE Athletics</b> Control movements and body actions in response to specific instructions</p> <p>Demonstrate agility and speed</p> <p>Jump for height and distance with control and balance</p> <p>Throw with speed and power and apply appropriate force</p>
<b>Computing</b>	<p><b>isafety – staying safe online</b> Unit to introduce children to concept of being safe</p>	<p><b>iProgramming –</b> Games and animation development</p>	<p><b>iProgramming -</b> Use sequences, selection and repetition in programs; work with variables and various</p>	<p><b>iAlgorithms –</b> Sorting and splitting. How problems can be solved more easily</p>	<p><b>iconnect –</b> To understand computer networks</p>	<p><b>idata –</b> Introduction to data representation</p>



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	online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices.	To design, write and debug programs that accomplish specific goals including controlling or stimulating systems.	forms of input and output. Making shapes and navigating mazes	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	including using web browsers and search engines safely and effectively	
<b>Music</b>	See the yearly overview for Music					
<b>Yoga</b>	See the yearly overview for Yoga					
<b>Sanskrit</b>	See the yearly overview for Sanskrit					
<b>PSHE/RSHE</b>	See the yearly overview for PSHE					
<b>Spanish</b>	See the yearly overview for Spanish					
<b>PRE</b>	See the yearly overview for PRE					