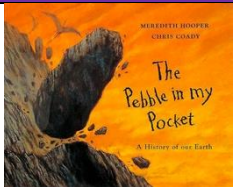
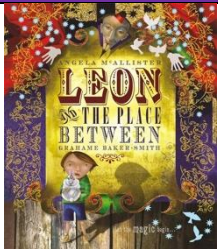
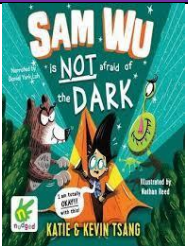
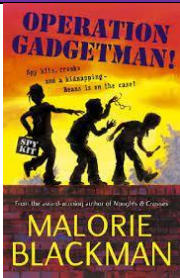
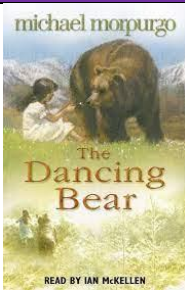
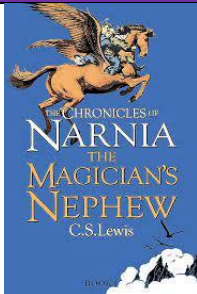




## Curriculum Overview -

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
<b>Reading</b>						
<b>English</b>	<p><u>Poetry on a theme (emotions)</u></p> <p>First person narrative descriptions Non-chronological reports</p> <p><i>Direct speech, use of a/an, formation of nouns using prefixes, expressing time, place and cause using conjunctions</i></p>	<p><u>Formal letter to complain</u></p> <p>Dialogue through narrative (historical stories) Performance poetry</p> <p><i>Direct speech, use of a/an, formation of nouns using prefixes, expressing time, place and cause using conjunctions</i></p>	<p><u>Third person narrative (animal stories)</u></p> <p><u>Non-chronological report</u></p> <p><i>Word families, expressing time place and cause using adverbs</i></p>	<p><u>Non-chronological report</u></p> <p>Advanced instructional writing First person narrative descriptions Performance poetry</p> <p><i>Word families, expressing time place and cause using adverbs</i></p>	<p><u>Third person narrative (animal stories)</u></p> <p>Formal letter to complain</p> <p><i>Recap grammar from previous term</i></p>	<p><u>Dialogue through narrative (historical stories)</u></p> <p><u>Poetry on a theme (emotions)</u></p> <p>Advanced instructional writing</p> <p><i>Recap grammar from previous term</i></p>
<b>Mathematics</b>	<p><u>Place Value</u></p> <p>Represent numbers to 100 Partition numbers to 100</p>	<p><u>Addition and subtraction continued</u></p> <p>Add two numbers (across a 10)</p>	<p><u>Multiplication and Division continued</u></p> <p>Multiples of 10 Related calculations</p>	<p><u>Fractions</u></p> <p>Understand the denominators of unit fractions</p>	<p><u>Fractions continued</u></p> <p>Add fractions Subtract fractions Partition the whole</p>	<p><u>Time continued</u></p> <p>Hours and minutes - use durations Minutes and seconds Units of time</p>



	<p>Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Small steps Find 1, 10 or 100 more or less Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s</p> <p><u>Addition and subtraction</u> Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s</p>	<p>Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations Make decisions</p> <p><u>Multiplication and Division</u> Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8</p>	<p>Reasoning about multiplication Multiply a 2-digit number by a 1-digit number – no exchange Multiply a 2-digit number by a 1-digit number – with exchange Link multiplication and division Divide a 2-digit number by a 1-digit number – no exchange Divide a 2-digit number by a 1-digit number – flexible partitioning Divide a 2-digit number by a 1-digit number – with remainders Scaling How many ways?</p> <p><u>Length and perimeter</u> Measure in metres and centimetres Measure in millimetres Measure in centimetres and millimetres Metres, centimetres and millimetres</p>	<p>Compare and order unit fractions Understand the numerators of non-unit fractions Understand the whole Compare and order non-unit fractions Fractions and scales Fractions on a number line Count in fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models</p> <p><u>Mass and capacity</u> Use scales Measure mass in grams Measure mass in kilograms and grams Equivalent masses (kilograms and grams) Compare mass Add and subtract mass</p>	<p>Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount</p> <p><u>Money</u> Pounds and pence Convert pounds and pence Add money Subtract money Find change</p> <p><u>Time</u> Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use am and pm Years, months and days Days and hours Hours and minutes – use start and end times</p>	<p>Solve problems with time</p> <p><u>Shape</u> Turns and angles Right angles Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Draw polygons Recognise and describe 3-D shapes Make 3-D shapes</p> <p><u>Statistics</u> Interpret pictograms Draw pictograms Interpret bar charts Draw bar charts Collect and represent data Two-way tables</p>
--	---	---	--	--	---	--



	<p>Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange)</p>	<p>Divide by 8 The 8 times-table The 2, 4 and 8 times-tables</p>	<p>Equivalent lengths (metres and centimetres) Equivalent lengths (centimetres and millimetres) Compare lengths Add lengths Subtract lengths What is perimeter? Measure perimeter Calculate perimeter</p>	<p>Measure capacity and volume in millilitres Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume</p>		
<b>Science</b>	<p><u>Rocks</u> Types of rocks Changes of rocks Soil Fossils</p>	<p><u>Animals, including humans</u> Effects of food Skeleton Muscles</p>	<p><u>Revisit Rocks</u> Types of rocks Changes of rocks Soil Fossils</p>	<p><u>Forces and Magnets</u> Force and friction Contact forces Surfaces Non-contact force Attraction and repelling Magnetic materials</p>	<p><u>Plants</u> Flowering plants Parts of flowering plants Food and survival Leaves making food Water movement Flower function</p>	<p><u>Light</u> Seeing Shadows Changing variables</p>
<b>History</b>	<p><u>Changes in Britain from the Stone Age to the Iron Age</u> Settlement, Belief, Conflict, Trade, Trade routes, Migration</p>		<p><u>The Roman Empire and its impact on Britain</u> Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>		<p><u>The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age?</u></p>	



	<p>Introduce the three periods of time in the Stone Age. What were Palaeolithic times like?</p> <p>What were Mesolithic times like? What were Neolithic times like? When was the Bronze Age? What was the Bronze Age like? How was the Bronze Age different to the Stone Age? When was the Iron Age? What was the Iron Age like? How do we know?</p>	<p>People and belief</p> <p>Who were the Romans? What was it like to live in Rome?</p>	<p>When did the Romans invade Britain? Who resisted the Roman invasion?</p> <p>How did Britain change under Roman rule? How did Britain change under Roman rule?</p> <p>What was the impact of the Roman Empire on Britain?</p>	
<p><b>Geography</b></p>	<p><u>Map and fieldwork skills</u></p> <p>What are the eight points on the compass? Where are the human and physical features in this place? What physical features can you identify in the UK?</p>	<p><u>United Kingdom Study</u></p> <p>What are the regions and countries in the UK? Can you name and locate cities and countries of the UK? Identify geographical regions by physical and human landmarks.</p>	<p><u>OS maps and scale</u></p> <p>What is an Ordnance Survey (OS) map? How does scale change the way we describe a place? What's the area like just beyond the school? What's the area like beyond our region?</p>	<p><u>Revisit UK Study including human and physical features</u></p> <p>Summarise, present and explain regions, countries, cities and landmarks of the UK.</p>



		<p>What are the topical patterns in the UK?</p> <p>What can I see hear?</p>		
<b>Art</b>	<p><u>Drawing and Painting</u></p> <p>Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of toning and graffiti</p> <p>Know that there are lines and patterns in natural objects and that a range of effects can be made with paint</p> <p>Be able to identify lines and patterns in nature and use</p>	<p><u>Printmaking</u></p> <p>Create monoprints and explore mark making and pattern with printing tools</p> <p>Know how to use a printing slab and roller</p> <p>Know how to create different printing blocks</p>	<p><u>Textiles &amp; Collage</u></p> <p>Explore pattern and colour combinations</p> <p>Use collagraph and Plasticine blocks and tie dye</p> <p>Explore positive and negative space</p> <p>Explore line and shape and create paper collage</p> <p>Know a mandala means circle in Sanskrit</p> <p>Know mandalas are designs used in Hinduism and Buddhism</p> <p>Know quilting is a way of conveying a message</p> <p>Be able to create collaged patterns within concentric circles</p> <p>Be able to tell a story using textiles and collage</p>	
<b>DT</b>	<p><u>Textiles</u></p> <p>Stiffening and strengthen fabric How can you make a box out of cloth? Know fabric can be stiffened Know stiffened fabric can hold a form Be able to select and apply solutions to stiffen fabric</p>	<p><u>Mechanism</u></p> <p>Levers and linkages – Mechanical advantage How can you do a lot of work with little effort? Know types of levers and linkages Know key terminology relating to levers and linkages Be able to design and make simplistic lever and linkage products</p>	<p><u>Systems</u></p> <p>How things are powered? Know different types of energy Know why designers need to carefully consider energy sources Be able to identify how things are powered Be able to suggest appropriate energy sources for design problems</p>	



<b>Spanish</b>	<p>Over the year, children will be learning and focusing on:</p> <ul style="list-style-type: none"> <li>• GREET OTHERS WITH CONFIDENCE.</li> <li>• NAME PEOPLE</li> <li>• NUMBER 1-20</li> <li>• SPEAK IN SENTENCES.</li> <li>• DESCRIBE PEOPLE</li> <li>• BODY PARTS AND COLOURS</li> </ul> <p>ADJECTIVES</p>		
<b>Music</b>	<p>Children will be able to: sing songs in a variety of musical styles with accuracy and control and incorporate actions Use instruments appropriately Layer body percussion and untuned percussion to create a composition Perform a ballad using actions and awareness of style Write a verse with rhyming words which tell part of a story. Recognise notation by sight (minims, crochets, and quavers) after transferring knowledge from graphic scores Perform accurately from layering to create a composition.</p>	<p>Children will be able to: match movements to the music learn that the pentatonic scale is a five-note scale, play the scale and pentatonic melodies play part in a group composition confidently.</p>	<p>Children will learn about: traditional Indian instruments and music (those with knowledge can lead, where appropriate), including key aspects of the tal and rag read and play given notes and use to improvise a rag in the style of traditional Indian music build on composition, using a drone learn and perform a traditional Indian song using the knowledge and skills they have built throughout the topic.</p>
<b>Computing</b>	<p><u>Computer Science</u></p> <p>Design, write and debug programs that accomplish specific goals. Controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts.</p>	<p><u>Digital Literacy</u></p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour.</p>	<p><u>Information Technology</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices.</p>



	<p>Use sequence, selection and repetition in programs; work with variables.</p> <p>Work with various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet.</p> <p>Understand how networks can provide multiple services, such as the world wide web.</p>	<p>Know a range of ways to report concerns and inappropriate behaviour.</p> <p>Be discerning in evaluating digital content.</p> <p>Understand the opportunities networks offer for communication and collaboration.</p>	<p>Design and create a range of programs, systems and content that accomplish given goals.</p> <p>Collecting, analysing, evaluating and presenting data and information.</p> <p>Use search technologies effectively.</p> <p>Appreciate how search results are selected and ranked.</p>			
<b>PE</b>	<p><b>Football</b></p> <p>Dribbling</p> <p>Passing</p> <p>Receiving</p> <p>Shooting,</p> <p>Tackling.</p> <p>Matches.</p>	<p><b>Handball</b></p> <p>Catching and throwing skills.</p> <p>Moving with the 3-step rule.</p> <p>Defending positions.</p> <p>Attacking positions and movement.</p> <p>Using tactics to build the attack.</p>	<p><b>Gymnastics &amp; Dance</b></p> <p>Different types of rolls.</p> <p>Exits from rolls.</p> <p>Actions and contrasting body shapes.</p> <p>Using body language and facial expressions to express emotions.</p> <p>Creating sequences.</p>	<p><b>Hockey</b></p> <p>Control</p> <p>Passing.</p> <p>Defensive body Position.</p> <p>Receiving skills.</p> <p>Foot rules.</p> <p>Matches.</p>	<p><b>Athletics</b></p> <p>Awareness of time, reactions, and speed.</p> <p>Long distance running techniques.</p> <p>Using stride lengths when approaching obstacles.</p> <p>Taking off and landing.</p> <p>Triple jump technique.</p> <p>Throwing for distance an accuracy.</p>	<p><b>Cricket</b></p> <p>Underarm bowling.</p> <p>Overarm bowling.</p> <p>Close and deep catching.</p> <p>Batting accuracy.</p> <p>Combine skills.</p> <p>Matches.</p>



<b>Sanskrit</b>	Consonant and Short vowel combinations 'Places' topic	Consonant and Short vowel combinations 'Places' topic	Consonant and Long vowel combinations 'Body parts' topic	Consonant and Long vowel combinations 'Body parts' topic	Consonant and Diphthong vowel combinations 'Colours' topic	Consonant and Diphthong vowel combinations 'Colours' topic
<b>Yoga</b>	Will introduce Pranayama; Will be learning the 12 steps of Sun-salutations. In Asana practice, will be focussing on standing postures and inversions. Will also introduce yoga mudras this term. One minute silent meditation practice.					
<b>PRE</b>	<u>Self &amp; world: Don't worry, be happy</u>  Know and analyse the meaning of happiness, as relevant to them. Understand the difference between what is meant by 'spiritual happiness' and 'material happiness'. Explore the similarities and differences between material and spiritual happiness. Consider how kind relationships contribute to individual and community happiness.	<u>Self &amp; God: Communicating with the divine</u>  Understand the nature and motivation of meditation or processes of self realisation and learning about the Divine. Explore what constitutes a prayer and reflect on their own practice of prayer and/or meditation. Know what is meant and understood by Deities and deity worship. Understand, analyse and evaluate comparative views	<u>God &amp; World: Krishna's Avatars</u>  Know and understand the concept of the Avatar and have a basic understanding of chronology in the appearance of the Avatars, with a focus on the Dasa-avatar and Sri Chaitanya. Know and recall the Avatars of Krishna and retell the stories in their own words. Know and understand how Krishna is the source of all Avatars. Can evaluate and give evidence/reasons of the importance of Krishna's appearance	<u>Self &amp; World: Charity</u>  Know and understand the significance of charity as understood from the Vaishnava tradition and how this compares with the Islamic perspective. Evaluate the positive benefits of developing a charitable approach in life and begin exploring the notion of Karma. Understand the difference between free will and predetermined destiny/fate and know that we have choice and free will	<u>Self &amp; World: Justice</u>  Know, understand the meaning of Karma and can express this to others, illustrated with examples drawing from scriptural stories and apply this understanding to modern scenarios. Evaluate and compare Karma with other religious and non-religious views of suffering and injustice. Understand and articulate the links between Karma, free will, destiny, personal responsibility and the role of Krishna.	<u>Critical &amp; philosophical thinking: Philosophers &amp; their questions</u>  Understand, evaluate and debate key arguments for and against the existence of God. Understand and apply how to disagree respectfully. Understand and explain in their own words the different sources of authority, their relative strengths and weaknesses, with particular attention to the sources of authority for knowledge about God.





	<p>Understand how different religious communities celebrate events in their faith.</p>	<p>on the nature of prayer and mantra. Understand and explain how we can know if Krishna listens to our prayers. Can compare and contrast how different people demonstrate their commitment to their beliefs through prayer and meditative practice</p>	<p>on earth at different times. Understand and can apply their knowledge of Krishna-lila (stories about Krishna) as messages for their own conduct in school and at home. Know and understand how an authentic Avatar can be recognised. Evaluate Krishna's personality, and his unconditional love of us all, through the reasons for his descending to this world.</p>	<p>to make our own Karma. Demonstrate the behaviours of acting in a charitable way through a lived experience. Create, organize, deliver and evaluate a charitable event in school.</p>		<p>Retell the story of Chaitanya drawing out the most important moments of his life and his key teachings.</p>
<b>PSHE</b>	<p><u>Me and my Relationships</u></p> <p>Rules and their purpose Cooperation Friendship (including respectful relationships)</p>	<p><u>Valuing Difference</u></p> <p>Recognising and respecting diversity Being respectful and tolerant My community</p>	<p><u>Keeping Safe</u></p> <p>Managing risk Decision-making skills Drugs and their risks Staying safe online</p>	<p><u>Rights and Respect</u></p> <p>Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</p>	<p><u>Being my Best</u></p> <p>Keeping myself healthy and well Celebrating and developing my skills Developing empathy</p>	<p><u>Growing and Changing</u></p> <p>Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets</p>



**KRISHNA AVANTI**  
PRIMARY SCHOOL, CROYDON

	Coping with loss					
--	------------------	--	--	--	--	--