

Year 3: Yearly Curriculum Overview 2018/19

| Subject / Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p>Instructions 2weeks <i>Imperatives, adverbs of time and manner.</i></p> <p>Story with a strong setting. Paragraphing figurative language speech, adverbs of time and manner.</p> | <p>Report Writing: Real live dragons</p> <p>Fantasy story: Frankie and versus the pirate pillagers.</p> | <p>Report writing information text with longer entries: Garden creatures.</p> <p>Writing a story in the first person: The disappearing moon</p> | <p>Writing an explanatory text: How do your senses work.</p> <p>Poetry: The teacher's day in bed</p> | <p>Setting description: Wind in the Willows and a character description.</p> <p>Poetry: The Hippocrump</p> | <p>Writing an instructional text: The stick book.</p> <p>Character description: the Psammead</p> |
| Reading | Our reading scheme is based on the Oxford Reading Tree scheme. It is also supported by appropriate books from Abacus, Lighthouse, Collins Big Cats and Rigby. We also have a selection of pleasure books available to ensure reading remains interesting and fun. | | | | | |
| Maths | <p>Numbers to 1000 Place value Compare and order Addition and subtraction Children will learn mental and written strategies. Some money and measures 3x and 4x tables</p> | <p>Addition and subtraction worded problems Multiplication and sharing children will learn and use 2x 3x 4x and 8x tables and use these to divide and multiply. Doubling Some money and measures</p> | <p>Angles and shapes 3D shapes and angles Number and place value Tenths Adding and subtracting 3 digit numbers.</p> | <p>Writing and using fractions Unit and non unit fractions adding and subtracting fractions. Using multiplication and division facts</p> | <p>Place value with time Addition and subtraction formal column method estimating, checking with the inverse. Solving problems</p> | <p>Representing whole numbers and fractions. Equivalent fractions written multiplication and division. 2D shapes and perimeter</p> |
| Science | <p><u>Rocks and soils</u> Children will learn to: compare and group different rocks using their appearance and physical properties</p> | <p>Food and our bodies Children will learn to: Understand that all animals get nutrition from what they eat: to know what is a healthy diet Children will learn to: make healthy choices about the food they eat.</p> | <p>Opposites attract Children will learn to: know that magnetic force can act at a distance; observe that not all materials are magnetic; describe magnets as having 2 poles</p> | <p>Mirror Mirror Children will learn to: identify different sources of light; know that light can be reflected from surfaces: Know that light from the sun can be dangerous; understand how shadows are formed</p> | <p>How does your garden grow? Children will learn to: identify different parts of flowering plants and explain their functions; know what is needed by plants for life and growth; know how water is transported in plants.</p> | <p>We are astronauts Children will: look at the Moon, how humans have visited it and then plan their own mission by designing a Moon lander, making spacesuits and eating space food!</p> |
| Cross Curricular Links | <p>Art: sketching skills shading Topic linking the origins of rocks to historical periods. English: using descriptive language to describe rocks. Science: sketching skills</p> | <p>English: to explain the function of the different teeth. Spelling: new prefixes - endo exo link to bones</p> | <p>Maths: counting and using a timer ART: English: use features of non-fiction to write about natural phenomena</p> | <p>English: making precise language choices to write definitions. Maths: measuring height and length/comparing numbers</p> | <p>Maths: measuring length Telling the time; calculating periods of time. English: use prepositions</p> | <p>English: use research skills speaking and listening to present results. DT: construction skills</p> |
| Topic; History/Geography | <p>British Prehistory Children will learn to: identify and describe the features of the 3 main periods of prehistory; understand the development of technology through looking at important sites and artefacts.</p> | | <p>Modern Europe Children will learn to: understand geographical similarities and differences of modern Europe and a region of the united Kingdom. They will use maps to locate places and understand how the UK is structured.</p> | | <p>The Romans in Britain Children will learn to: understand where the Romans came from and how and why they came to Britain. Who were the inhabitants at that time and how they resisted invasion; the impact of Roman technology on Britain.</p> | |

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| Cross Curricular Links | Science: learning about the properties of different rocks ART using new techniques and media to explore and reproduce Stone age art and artefacts. | | Maths: estimating and comparing numbers –Use the language of comparison. Estimating distance using Km/m Using data to compare e.g population sizes | | English: report writing. Using description to describe Celtic houses Roman life and achievements. Know and use the features of explanation writing; reading fiction and using comprehension skills to research facts about the Romans. Maths: Measuring shapes/angles when designing a villa. DT making Roman shields. | |
| British Values/SMSC links | Think about the lives of people living in other places and times, and people with different values and customs. Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. | | Talk and write about their opinions, and explain their views, on issues that affect themselves and society. Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. Research, discuss and debate topical issues, problems and events. | | Think about the lives of people living in other places and times, and people with different values and customs. Meet and talk with people. Develop relationships through work and play. | |
| Art/DT | Exploring Colour with Picasso Children will learn to: Recognise primary colours and make secondary colours. Develop their aesthetic taste by experimenting with patterns, shapes and tones. | DT Stone age Children will learn: to make stone Age artefacts and tools including houses through the ages. | Comparing British artists Children will learn to: improve their observational drawing skills, to use shading, line and tone. | Investigating book illustrators Looking at different styles and the importance of illustrations. To work in the style of a well known illustrator | DT The Romans Children will learn to: design and make Roman shields. | Pop up books Children will learn different pop up techniques and create a scene from a well known story. |
| Computing | Research in science/ topic. | Touch typing | PPT (animations Children will learn to: how to make a power point. | Databases Children will learn to: how to record interpret and present data. | E Safety Children will learn to: keep themselves safe on the internet. | Assessment and free choice of further exploration of an earlier topic. |
| Music | Unit Topic/Theme: Singing Games Children will learn to: Learn a range of rhythmic singing/clapping games. Develop their sense of rhythm and pulse when working with others. Become aware of musical elements within each game, their origins and the role that they play in society | Unit Topic/Theme: Winter Celebrations Children will learn to: Learn a range of Winter Celebration song from different cultures. Use their voices confidently with an awareness of pitch. Be aware of more advanced performance expectations | Unit Topic/Theme: Pentatonic Scales: Children will learn to: Play and sing a pentatonic scale. Learn of the different cultures that use pentatonic scales e.g. Chinese, Scottish. Compose and notate melodies using the pentatonic scale. | Unit Topic/Theme: Instruments of the Orchestra Children will learn to: Become more familiar with the instruments of the classical orchestra and know which family group they belong to. Relate the size and material of the instrument to the pitch and sound quality produced. Gain deeper understanding of them through major orchestral works. Eg Peter and The Wolf | Unit Topic/Theme: Descriptive Music: Children will learn to: Analyse short descriptive compositions on a topic. Recognise how sounds can be used to describe different events and characters. Respond to stimulus and make decisions about choice of instrument, pitch, tempo, duration, dynamics and structure to create a short composition. | Unit Topic/Theme: Summer Showcase Children will learn to: Help to create an accompaniment for a song Play an instrument with control. Learn about stage presence, teamwork, have an awareness of good rehearsal technique and the other roles required for a successful performance. |
| PE | Personal skills Co-ordination floor movement patterns/ FUNS 10 weeks 1-3 Static balance Funs 1 weeks 4-6 | Social Skills Dynamic balance to agility FUNS 6 wks 7-9 Static balance seated FUNS 2 wks 10-12 | Cognitive Skills Dynamic Balance FUNS 5 wks 13-15 Static Balance small base Funs 9 wks 16-19 | Creative Skills Co-ordination with equipment FUNS 8 wks 9-21. Counterbalance in pairs Funs 7 wks 22-24 | Applying Physical Skills Agility reaction and response. FUNS 12 Wks 25-27 Static Balance floor work FUNS 3 wks 28-30 | Health and Fitness Children will learn to: Agility Ball Chasing FUNS 11 wks 31-33 Static Balance small base FUNS 4 Wks 34-36 |

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| PHSE | Who am I? value their good qualities and consider how to improve. | Choices. Dilemmas making the right choice. | Communities. Where do we belong/ how do different communities overlap. | Feelings and relationships Identifying strong feelings how to relate well to others | Health, hygiene and mental health. sharing worries looking after yourself | Rules and laws. |
| MFL | French Greetings Introducing selves Short conversations count to 20 in French | French Children will learn to: name the days and months in French | French Children will learn to: understand the use of adjective agreements with colours in French | French Children will learn to: participate orally | French Children will learn to: hold a conversation about themselves in French | French Children will learn to: learn songs in French to perform. |
| RE | Hinduism The importance of Ganesh How do Hindus worship | (Christianity) What is Lent? What does it mean to grow up in a Christian family? | Judaism What is a synagogue? the 10 commandments to retell the story of Ruth and Naomi. | Sikhism Who is Guru Nanak? How is Guru Nanak Gurburab celebrated? <small>How are Gurdwaras used for worship?</small> | Islam What is the Hajj? Can I name the items which reflects what happens at the Hajj? Can I tell about the rituals? | Buddhism What is the Hajj? Can I name the items which reflects what happens at the Hajj? Can I tell about the rituals? |
| Cross Curricular Links | Story telling skills. | PSHE signs and symbols. | Speaking and listening skills | Speaking and listening skills | Explanation language | English: factual recount |
| British Values/SMSC links | Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. | Debate ethical issues about the caring for others and the environment, and learn about the lives and beliefs of others from first-hand experiences | Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. | To Think about the lives of people living in other places and times, and people with different values and customs. | Explore aspects of belief, including worship, prayer and holy scripts. | . Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. |
| Special Visitors & Trips | | | | | St Albans Verulamium Museum | |
| Useful Websites | BBC Bitesize - www.bbc.co.uk/education/levels/zbr9wmn BBC Learning Zone - www.bbc.co.uk/programmes/articles/38BYD39DV9TQmJ7xhM4gytG/primary Woodlands School - http://resources.woodlands-junior.kent.sch.uk/ ORT through the school APP | | | | | |
| Our British Authors | Lewis Carroll Alice in Wonderland Alice Through The Looking Glass Jaberwocky | Rudyard Kipling The jungle book Just so stories. | Lauren Child Ruby Redfort Clarisse Bean Charlie and Lola | Roald Dahl The Twits The BFG Charlie and the Chocolate Factory | | |
| Suitable Authors & Books | Any of the class authors plus: Dick King Smith, Enid Blyton, Michael Morpurgo, Daisy Meadows, Steve Cole, Francesca Simon Fairy stories Traditional tales such as Goldilocks, Rapunzel, Snow White, Red riding Hood, Cinderella, The Three little pigs, Hansel and Gretl Beatrice Potter, Michael Bond, Shirley Hughes, Lemony Snicket Any children's classic. Horrid Histories; Usborne non-fiction books. | | | | | |

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