# Year 3 Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **English** | Books:<br>• Ruby's Worry<br>• Meesha Makes friends<br>• Stone Age Boy<br>• Mufaro's Beautiful Daughters<br>• Flat Stanley: The Great Egyptian Grave Robbery<br>• Snow White<br><br>• Character and setting description<br>• Creative writing<br>• Poetry | • Non-chronological reports<br>• Letter writing<br>• Diary entries<br>• Newspaper reports<br>• Instructional writing<br>• Playscripts | Books:<br>• The Jolly Rodgers and the monster's gold.<br>• I flew around the world.<br>• Poems Aloud<br>• Hey you<br><br>• Poetry<br>• Story writing<br>• Character and setting description | • Non-chronological reports<br>• Recounts<br>• STEM writing | Books:<br>• Jeremy Strong the Hundred Mile an Hour Dog<br>• The Great Kapok Tree<br>• The birthday duck<br>• George and the mini dragon<br>• Hot like fire<br><br>• Letter writing<br>• Recounts<br>• Leaflet and brochure writing<br>• Poetry | • Biographies<br>• Adverts (persuasive writing)<br>• Diary entries |
| **Maths** | Unit 1: Number sense and exploring calculation strategies<br>Unit 2: Place Value<br>Unit 3: Graphs | Unit 4: Addition and subtraction<br>Unit 5: Length and perimeter | Unit 6: Multiplication and division<br>Unit 7: Calculating with multiplication and division<br>STEM Week - Finance | Unit 7: Calculating with multiplication and division<br>Unit 8: Time<br>Unit 9: Fractions | Unit 10: Angles and Shape | Unit 11: Measures<br>Unit 12: Applying multiplicative thinking<br><br>Unit 13: Exploring calculation strategies and place value |
| **History** | **Stone Age to the Iron Age**<br>1. Mesolithic Hunter Gatherers<br>2. Life in Neolithic Britain<br>3. The Bronze Age<br>4. Stonehenge<br>5. The Iron Age | **Ancient Egypt**<br>1. Locating Egypt and the River Nile<br>2. Life in Ancient Egypt<br>3. Religion and the Afterlife<br>4. Tutankhamun and Howard Carter<br>5. Hieroglyphics | **The Anglo Saxons, Scots and the Vikings**<br>1. Anglo Saxon England<br>2. The Scots and the Picts<br>3. Anglo Saxon Settlements<br>4. Anglo Saxon Culture and Religion<br>5. Who were the Vikings? | 6. Viking Raids and Invasion<br>7. Alfred the Great<br>8. Viking settlements and Danelaw<br>9. Viking Religion and Culture<br>10. Edward the Confessor<br>11. The Norman Invasion | **Law and Power (1154-1272)**<br>1. Henry II and English Common Law<br>2. Henry II and Thomas Beckett<br>3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta<br>5. Simon de Montfort | **The War of the Roses**<br>1. An Introduction to the War of the Roses<br>2. Henry VI vs. Edward IV<br>3. Richard III and the Princes in the Tower<br>4. The Battle of Bosworth Field<br>5. Henry VII and the Tudors |
| **Geography** | **Spatial Sense**<br>1. Maps, compasses and symbols<br>2. Four and Six Figure Grid References<br>3. Fieldwork - The Local Area<br>4. A contrasting localitySan Francisco (Human Geography)<br>5. A contrasting localitySan Francisco (Physical Geography) | **Settlements**<br>1. Settlements<br>2. Types of Settlements<br>3. Urban, Rural and Suburban areas<br>4. Population Density<br>5. Sites and Situations of Local Settlements | **Rivers**<br>1. What is a river?<br>2. Rivers of Europe<br>3. Rivers of Africa<br>4. Rivers of Asia<br>5. Rivers of Australia, South America and North America | **UK Geography: The South West**<br>1. Introduction to the South West<br>2. Coastal areas and erosion<br>3. Landmarks and tourism<br>4. Agriculture and climate<br>5. Change over time | **Western Europe**<br>1. Countries and Settlements in Western Europe<br>2. Climate of Western Europe<br>3. Trade in Western Europe<br>4. France<br>5. A comparison of London and Paris | **Asia- China and India**<br>1. Locating India and China<br>2. Human and Physical Geography of India<br>3. Rivers of India<br>4. Human and Physical Geography of China<br>5. The Great Wall of China |
| **Science** | **Forces and magnets** | **Nutrition, skeletons and muscles** | **Light and shadows** | **Rocks and fossils** | **Flowering plants** | |
| **Computing** | **Connecting Computers**<br>Learners will explore digital devices through inputs, processes, and outputs, compare them with non-digital devices, and learn about computer networks and infrastructure. | **Stop-frame Animation**<br>Learners will create stop-frame animations on tablets, develop story-based projects, and enhance them with media such as music and text. | **Sequencing Sounds**<br>Learners explore sequencing in Scratch, using blocks to create programs and applying design stages in a final piano project. | **Branching Databases**<br>Learners will explore branching databases, using yes/no questions to sort objects, create physical and digital databases, and develop an identification tool while considering real-world applications. | **Desktop Publishing**<br>Learners will explore text and images to communicate messages, use desktop publishing software to edit and create documents, design a magazine front cover using templates, and evaluate page layouts and real-world uses. | **Events and Actions in Programs**<br>Learners explore event-action links and sequencing by moving sprites, navigating mazes, using pen blocks to draw, and designing their own maze tracing program. |
| **PE Indoors** | **Dance: Cats** | **OAA: Problem Solving** | **Gynastics: Symmetry & Asymmetry** | **Dodgeball** | **Dance: Weather** | **Athletics** |
| **PE Outdoors** | **Transitional Skills** | **Netball** | **Basketball** | **Football** | **Tennis** | **Rounders** |
| **RE** | Does God exist? **A/E Christianity** | What do Christians do when they pray?<br>**A/E Christianity** | Should holy books be treated differently to other books? **C/E Islam** | What are our most religious artefacts and symbols? How do they show what we believe? **B/D Judaism** | How do faith groups mark naming ceremonies? **B/E Hinduism** | What makes some places sacred?<br>**C/F Christianity and Islam** |

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| | | What can we learn from the life of Buddha about being happy? **A/F Buddhism** | | | | |
| **PSHE** | **Being Me in My World**<br>• Setting personal goals<br>• Self-identity and worth<br>• Positivity in challenges<br>• Rules, rights and responsibilities<br>• Rewards and consequences<br>• Responsible choices<br>• Seeing things from others' perspectives | **Celebrating Differences**<br>• Families and their differences<br>• Family conflict and how to manage it (child-centred)<br>• Witnessing bullying and how to solve it<br>• Recognising how words can be hurtful<br>• Giving and receiving compliments | **Dreams and Goals**<br>• Difficult challenges and achieving success<br>• Dreams and ambitions<br>• New challenges<br>• Motivation and enthusiasm<br>• Recognising and trying to overcome obstacles<br>• Evaluating learning processes<br>Managing feelings Simple budgeting | **Changing Me**<br>• How babies grow<br>• Understanding a baby's needs<br>• Outside body changes<br>• Inside body changes<br>• Family stereotypes<br>• Challenging my ideas<br>• Preparing for transition | **Relationships**<br>• Family roles and responsibilities<br>• Friendship and negotiation<br>• Keeping safe online and who to go to for help<br>• Being a global citizen<br>• Being aware of how my choices affect others<br>• Awareness of how other children have different lives<br>• Expressing appreciation for family and friends | **Healthy Me**<br>• Exercise<br>• Fitness challenges<br>• Food labelling and healthy swaps<br>• Attitudes towards drugs<br>• Keeping safe and why it's important online and offline scenarios<br>• Respect for myself and others<br>• Healthy and safe choices |
| **Art** | **Self-portrait – Line/ Tone focus**<br>Rembrandt, Lucien Freud,<br>Compare Stone Age to now | | **Textured Clay Tile - Sculpture/ Line**<br>Tony Marsh, Alison Britton, Kenneth Price | | **African Animals – Colour focus**<br>Edward Tingatinga, Enfant Précoce, Ntombephi Ntobela | |
| **DT** | **Food Tech – making biscuits** | | **Textiles – Sewing finger puppets** | | **Mechanisms – Exploring pneumatics**<br>**'Moving creatures'** | |
| **Music** | **Ukulele**<br>Parts of the Ukulele<br>Names of the strings<br>Handling the Ukulele<br>How to read chord boxes<br>Crochet note values<br>C, Am and F chord shapes<br>"Roar" | | **Ukulele**<br>Shifting between chords<br>Playing as an ensemble<br>Repeat symbol<br>Playing at different tempos<br>Dm chord shape<br>"I've Got A Feelin'" | | **Ukulele**<br>(Revisiting)<br>Repeat symbol<br>Playing at different tempos<br>Dm chord shape<br>"I've Got A Feelin'"<br>Shifting between chords<br>AND<br>Performing as an ensemble<br>G chord<br>"Best Day Of My Life" and 'Rip tide' | |
| **MFL (French)** | **French greetings with puppets (4 lessons)**<br>Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day. | **French adjectives of colour, size and shape**<br>Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills | **French playground games - number and age**<br>Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English. | **In a French classroom**<br>Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.' | **French transport**<br>Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go. | **A circle of life in French**<br>Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains. |
| **Educational Visits** | **Chiltern Open Air Museum**<br>Link to history | | | | | |