Year 3 – Curriculum Overview – September 2018- July 2019

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Tribal Tales (History)	I am Warrior (History)	Scrummdiddlyumptios (DT)	Urban Pioneers (Geography)	Predators (Science)	Flow (Geography & Science)
English	**TOPIC: TRIBAL TALES** **PURPOSE: ENTERTAIN** A **diary entry** from a child living in the Stone Age SPAG week / A **poem** based on 'Change' An **adventure narrative** based on 'Stig of the Dump' **TOPIC: URBAN PIONEERS** **PURPOSE: PERSUADE** A **leaflet** to attract a visitor of their own age to their local town or village A **persuasive speech** from the point of view of the 'King of the Wild Things' A **letter** to persuade Max to stay as King of the Wild or to go home		**TOPIC: ROMANS** **PURPOSE: INFORM** A **newspaper report** based on 'Romulus and Remus' A **biography** about Boudicca A **letter** to the Roman Empire about the Roman invasions **TOPIC: URBAN PIONEERS** **PURPOSE: PERSUADE** A **leaflet** to attract a visitor of their own age to their local town or village A **persuasive speech** from the point of view of the 'King of the Wild Things' A **letter** to persuade Max to stay as King of the Wild or to go home		**TOPIC: SCRUMDIDDLYUMPTIOUS** **PURPOSE: ENTERTAIN** A **narrative** introducing a new character who wins a 6th golden ticket A **poem** using a World of Food book by Carl Warner A **setting description** based on their own food world. **TOPIC: FLOW** **PURPOSE: INFORM** A **recount** about the journey of a water droplet (paragraphs) Inform – why water is so important, how to recycle? A campaign letter to raise awareness of fresh water A **report** based on a rivers journey focusing on technical language. A **newspaper article** about water pollution.	

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Guided Reading	Cliffhanger – Jacqueline Wilson	The Twits – Roald Dahl		Butterfly Lion – Michael Morpurgo

			In addition six main skills of reading comprehension :

• Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

In addition six main skills of reading comprehension :

1. Use background knowledge and connect to text.
2. Predict, ask questions, I wonder - think alouds
3. Visualise.
4. Use inference.
5. Notice meaning breakdown and use repair strategies.

Watch out for VIP words and phrases and connect to build meaning

Maths	Place Value, Addition & Subtraction	Multiplication & Division	Length, Mass and Volume	Money & Telling the time	Bar graphs & Fractions	Angles, Shape & Perimeter
	• Recognise place value in a 3 digit number • Compare and order numbers 1 to 1000. • Read and write numbers 1 to 1000. • Use a number line to calculate basic addition and subtraction. • Solve number problems such as missing number problems	• Confidently recall and use multiplication and division facts for the 3, 4, 5, 8 and 10 times table. • Use the inverse calculation to check answers • Progress to using formal written methods such as column multiplication	• Measure, compare, add, subtract lengths (m/ cm/ mm) mass (kg/ g) volume, capacity (ml/ l)	• Tell and write the time from an analogue and digital clock using roman numerals, 12 and 24 hour clocks. • Estimate and read time with increasing accuracy and use vocabulary such as a.m, p.m, noon, midday, midnight. • Know the number of seconds in a	• Interpret and present data using bar charts, pictograms and tables. • Solve one step and two step questions (eg How many more, how many fewer?) • Count up and down in tenths and recognise the link with dividing. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions	• Draw 2D shapes and make 3D shapes using modelling material. • Measure the perimeter of simple 2D shapes. • Recognises angles as a property of a shape or a description of a turn. • Identify right angles, know that

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	- Add and subtract numbers mentally - Use formal written methods such as column addition and subtraction. - Estimate answers to addition and subtraction problems - Use the inverse to check calculations	and long division. Use manipulatives to explore methods and deepen reasoning.		minute, the number of days in each month, year and leap year. Compare durations of events.	with small denominators. - Recognise and show using diagrams, equivalent fractions with small denominators. - Add and subtract fractions with the same denominator. - Compare and order fractions with the same denominator. - Solve fraction problems.	2 right angles make a half etc. - Recognise angles greater than and less than a right angle. - Identify perpendicular and parallel lines.
Science	**Rocks & Soils** - Compare and group together different types of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils have formed when things that have lived are trapped within rock - Recognise that soils are made	**Forces & Magnets** - Compare how things move on different surfaces - Notice that some forces need contact between two 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 every day materials on the basis of whether they are attracted to a magnet and identify some magnetic materials - Describe magnets as having two poles		**Light** - Recognise that we 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 light from a light source is blocked by an opaque object - Find patterns in the way that the size of shadows change	**Animals** - Identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food: they get nutrition from what they eat - Identify that humans and	**Plants** - Identify and describe the functions of different parts of flowering plants: roots, stems/ 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

	from rocks and organic matter	• Predict whether two magnets will attract or repel each other depending on what poles are facing		some other animals have skeletons and muscles for support, protection and movement	• Investigate the way in which water is transported between plants • Explore the parts that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.
DT			**Cooking & nutrition** • Design new recipes and packaging for food Develop cooking skills and write instructions for these • To design and make food products		**Bridges** • To investigate different types of structures and functions • To design and build a bridge for a specific purpose
Art	To improve mastery of art and design techniques including drawing, painting and sculpting using a range of materials (pencil, chalk, paint, clay).		**Banksy** To learn about great artists, architects and designers in history		
Geography		**Map Skills** • Use maps, atlases, globes and digital mapping to locate countries • Use the 8 points of a compass • Identify symbols and keys on a map to build their knowledge of the UK	**UK** • Name and locate counties and cities of the UK, geographical regions and identifying their human and physical characteristics and understand how some of the aspects have changed over time • Identify the difference between villages, towns and cities		**Rivers** • Describe and understand key aspects of physical Geography, including rivers and the water cycle • Undertake fieldwork to observe, measure and record the human and physical features

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RE	What do Christians believe God is like?	How did Jesus change lives? Why are presents given at Christmas?	Living together in one world	What is Maundy Thursday about?	Who are the Jews?	What does it mean to be a Jew?
History	**Stone Age to Iron Age** • To identify the changes in Britain from the Stone age to Iron age • To investigate late Neolithic hunter – gatherers and early farmers • To research Bronze age religion, technology and travel • To recognise Iron age hill forts • Identify these time periods on a time line in relation to other historical events • Devise historically valued questions about change, cause, similarity and difference	**Roman Empire** • To investigate a Roman empire and its impact on Britain • To research invasions including Julius Caesar and Claudius • To look at British resistance including Boudicca				
Computing	**Basic computing skills** • Familiarising themselves with the keyboard and its basic functions • Typing skills • Basic use of Microsoft office	**Data Collection** • Carry out fieldwork • Collect, analyse, evaluate and present data and information	**We are programmers** • Design, write and debug programmes that accomplish different goals	**We are communicators** • Learn how to use email safely • Explore video conferencing • Learn how to create presentations		**We are presenters** • Create a short edited video with narrated commentary

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	(word, excel, powerpoint)					
PE	• Agility balance coordination	• Invasion games	• Creative movement and net and wall	• Creative movement and net and wall	• Athletics, Strike & field	
PSHE	• It's your choice • The earth in our hands • Chicken soup	• The Two brothers • Tongue: the power of words	• Refugees: the stranger	• The clown of God • Schools are for learning • There's no place like home	• Go Givers park • You scratch my back	• Water – our most precious resource
Music	**Glockenspiels:** Learn to play basic notes	**Recorders:** • Learn to play certain notes on the recorder • Learn to read music to play the recorder • Play simple tunes on the recorder	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increased fluency, control and expression	• Understand how music is created, produced and communicated including pitch, duration, dynamics, tempo, and appropriate musical notations		
MFL	**Basic Conversation Skills** • Simple greetings • Family	**Vocabulary** • Numbers • Colours • Days of the week • Countries	**La Cuisine** • Speak in sentences using familiar vocabulary, phrases and basic language structures • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through a dictionary	**Un Village en France** • Speak in sentences using familiar vocabulary, phrases and basic language structures • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through a dictionary	**Les Animaux** • Farm animals • Pets •	**The body** • Face • Aches & pains • Actions

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School Visits	Butser Farm		Pizza Express Toby Carvery	Stoneleigh Town/ Village study	London Zoo	Hogsmill River