

YEAR 3 CURRICULUM OVERVIEW 2018–19

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Core Text	<u>Tin Forest</u>	<u>UG</u>	<u>Ice Palace</u>	<u>Ice Palace</u>	<u>Blue John</u>	<u>Into the Forest</u>
Trips / Visits	<u>Worthing trip</u>		<u>Science trip/workshop</u>			<u>Rainbow theatre – Fairy tales</u>
Reading Comprehension Skills	<p><u>To maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</u></p> <p><u>To maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways</u></p> <p><u>To maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</u></p> <p><u>To maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</u></p> <p><u>To maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts</u></p> <p><u>To maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</u></p> <p><u>To understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</u></p> <p><u>To understand what he/she reads independently by asking questions to improve his/her understanding of a text</u></p> <p><u>To understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</u></p>					

	<p><u>To understand what he/she reads independently by predicting what might happen from details stated</u></p> <p><u>To understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</u></p> <p><u>To understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</u></p> <p><u>To retrieve and record information from non-fiction</u></p> <p><u>To participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</u></p>					
English	Annotated drawings Drama in role Poetry Storyboard Storytelling in role Retell Poetry Blog Planning, proof reading and editing writing SPAG	Character descriptions Diary writing Speech dialogue Leaflet (historical slant) Planning, proof reading and editing SPAG	Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Draft and write by composing and rehearsing sentences orally In narrative create settings, characters and plot Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.	Draft and write in narratives, creating settings, characters and plots – story writing Blog? Poetry? Planning, proof reading and editing	Draft and write in narratives, creating settings, characters and plots Retell Drama Newspaper report Planning, proof reading and editing SPAG	
Maths			Multiplication and Division	Statistics Bar charts,	Fractions – Equivalent fractions, add and subtracting	Measurement - time

	<p>Number and Place Value – 3-digit numbers, 10/100 more or less than a given number</p> <p>Addition and Subtraction – mental, written and progress to formal up to two 3-digit numbers</p>	<p>Addition and Subtraction – mental, written and progress to formal up to two 3-digit numbers</p>	<p>3, 4 and 8 x tables, scaling problems, mental and written methods</p>	<p>pictograms</p> <p>Money and Measurement – length and perimeter</p> <p>Fractions – counting in tenths, recognise, find and write fractions</p>	<p>fractions</p> <p>Geometry: Properties of shape</p>	<p>Statistics – tables, one and two-step problems</p>
Science	<p><u>Animals, including humans</u></p> <p>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>Identify that humans and some other animals have skeletons and muscles for support,</p>	<p><u>Rocks</u></p> <p>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><u>Forces and Magnets</u></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each</p>	<p><u>Light</u></p> <p>Recognise that he/she needs 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 dangerous and that there are ways to protect eyes</p> <p>Recognise that</p>	<p><u>Plants</u></p> <p>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 they vary from plant to plant</p> <p>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 formation and seed dispersal</p>	

	<p>protection and movement</p>	<p>Recognise that soils are made from rocks and organic matter</p>	<p>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</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>
--	--------------------------------	--	--	---	--

Science Investigation Skills	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings</p>					
Computing	<p>E-safety</p> <p>How to use technology safely</p> <p>Keep personal information private</p> <p>Recognise acceptable and unacceptable behaviour</p>	<p>Using computers and Net searching</p> <p>Use different Microsoft programmes – e.g. create a leaflet/poster about our trip</p> <p>Use simple search technologies</p>	<p>Computers and Networks</p> <p>Recognise input and output devices</p>	<p>Computers and Networks</p> <p>Computer networks and the sharing of data and information</p> <p>Share information between computers</p>	<p>Coding</p> <p>Design, write and debug programs</p> <p>Use logical reasoning to explain how some simple algorithms work.</p>	<p>Coding</p> <p>Design, write and debug programs</p> <p>Use logical reasoning to explain how some simple algorithms work.</p>
Geography	<p>Human and physical geography</p> <p>Locational</p>	<p>Human and physical geography</p> <p>Locational</p>	<p>Geographical skills and fieldwork</p> <p>Environmental</p>	<p>Geographical skills and fieldwork</p> <p>Making detailed sketches, using a</p>	<p>Geographical skills and fieldwork – human and physical geography, weather and place knowledge</p>	

	knowledge	knowledge Place knowledge	issue – plastic pollution Geographical vocabulary, identifying features	compass, 4-figure grid reference, comparing localities (use of school grounds)	
History		<u>Link to UG</u> Chronological understanding Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in his/her life using historical vocabulary – <u>link to PSHE</u>			
Art	<u>Artist study – Link with PoR artist</u> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas	<u>Artist study – Link with PoR artist</u> Experiment with different materials to create a range of effects and use these techniques in the completed			<u>Artist study – Link with PoR artist</u> Understand and identify key aspects such as complementary colours, colour as tone, warm and cold Add detail to work using different types of stitch, including cross-stitch

	<p>Explore shading, using different media</p> <p>Explain what he/she likes or dislikes about their work</p>	<p>piece of work</p> <p>Explain what he/she likes or dislikes about their work</p>			<p>colours</p> <p>Compare and recreate form of natural and manmade objects</p> <p>He/she is able to create a collage using overlapping and layering</p> <p>Create printing blocks using relief or impressed techniques</p>	
DT	<p><u>Link with science</u></p> <p>Talk about the different food groups and name food from each group</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world</p> <p>Use a wider variety of ingredients and techniques to prepare and combine</p>		<p>Use knowledge of existing products to design his/her own functional product</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</p> <p>Safely measure, mark out, cut, assemble and join with some</p>	<p>Strengthen frames using diagonal struts</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement</p>		

	ingredients safely		<p>accuracy</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p>			
R.E.	Stories of key religious leaders; some key Christian and Muslim beliefs and practices	Ways of describing God Christmas	Events in the life of Jesus	Events in the life of Jesus	Rules and how they influence actions	Special places and sacred spaces including those for Christians and Muslims
P.E.	Swimming/Gym/dance/ Invasion Games	Swimming/Gym/dance /Invasion Games	Swimming/Gym/ Invasion Games	Swimming/Gym/ Invasion Games	<u>Fielding striking Games/ Athletics</u>	<u>Fielding striking Games/ Athletics</u>

Music	<p>Introduction to music theory through learning how to play the glockenspiel</p> <p>Duration and basic music notation (stave, notes on lines and in spaces)</p> <p>Further develop singing skills : two-part songs, rounds</p>	<p>Consolidate knowledge of basic notation musical notation</p> <p>Perform Xmas carols on the glockenspiels – compose own carols</p>	<p>Music theory 1 – introduction to musical notation (duration, notes on lines in spaces). ‘Let your spirit fly’ unit - - learn to sing the song and play instrumental part on glockenspiels</p>	<p>Music theory 2 – consolidate knowledge of note duration. Learn to perform and sing the ‘Dragon song’ and listen to a variety of folk songs from around the world. Further develop listening skills.</p>	<p>Music of Africa – an introduction – learn about and create call and response patterns, learn basic djembe drum rhythms and develop group performing skills. Listen to a variety of African music and learn songs.</p>	<p>Reggae music – ‘Three Little Birds’ learn how to sing and play the song on glocks. Ch to make their own reggae songs.</p>
Modern Foreign Languages	<p>Song Bonjour Ça Va. Comment ça va in images and words</p> <p>Counting and numbers activities</p> <p>Song Comment Tu T’appelles?</p> <p>Colours activites</p> <p>“Can I”</p>	<p>Fable of Le Lion et La Souris (the mouse).</p> <p>Song Nous Sommes Les Musiciens (we are the musicians).</p> <p>Counting to 40</p> <p>Counting songs to 50.</p> <p>Heads and shoulders in French song</p>	<p>Activities to practise new vocab.</p> <p>‘Les Os’ song?</p> <p>Practise writing and dictionary work.</p> <p>Practise building longer sentences.</p> <p>Speaking activity</p> <p>Talking About Ourselves.</p> <p>New song ‘L’Homme Arc en Ciel’.</p>			

<p>PSHE & Citizenship</p>	<p>Citizenship School Values – PART Do they understand the different kinds of rights and that rights can conflict?</p> <p>Health and wellbeing Science - Do they understand why healthy eating and physical activity are beneficial?</p> <p>PSHE (link to PE) - Can they describe the simple physical changes to their bodies they have experienced since birth? Can they describe the similarities and differences between people (e.g. emotions, feelings, parts/features of the body etc.)? Do they show respect for the similarities and differences between people?</p>	<p>Relationships (link to PE) – Can they identify and describe their family and friends? Can they describe different types of relationships? Can they identify the different relationships they are part of? Can they recognise the consequences of exploitative behaviours on others and themselves?</p> <p>Anti-bullying Week - Do they understand that repeated unkind actions are bullying and who they can ask for help?</p>	<p>Safety - Do they understand that all medicines are drugs but not all drugs are medicines? Do they understand what it means to be safe? Can they describe some strategies to use to keep themselves safe?</p> <p>British Values</p>	<p>Sustainable Environments/Global Connections - Do they understand the importance of looking after different environments and what it means to be sustainable? Do they understand how people, places and environments are linked locally, nationally, internationally and globally?</p> <p>British Values</p>	<p>Financial Capability/Enterprise - Can they identify some of the ways that groups of people can work together to make decisions? Do they know about a range of jobs that people have and some of the skills that different jobs may require? Can they consider what influences the choices people make about what to spend and what to save? Can they identify the skills they have which can be used in enterprise activities?</p>	<p>Living Together/Building Community - Can they discuss and describe some of the features of the different groups they belong to within their community? Do they understand the importance of being unique?</p> <p>Having a voice (debate) - Can they recognise that there are different points to an opinion?</p>
--------------------------------------	---	---	---	--	--	---