

### Year 3 Curriculum overview

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Art</b>	<p><b>Topic:</b> Drawing- Portraits</p> <p><b>Knowledge:</b> Know about some great artists Understand basic facial proportions Art vocabulary</p> <p><b>Skills:</b> Explore mark making using a range of medium (pencil, charcoal, pen) Explain what he/she likes and dislikes about their work.</p>	<p><b>Topic:</b> Sculpture- Egyptian artefacts</p> <p><b>Knowledge:</b> Egyptian culture Technical terms</p> <p><b>Skills:</b> Collect ideas and develop a plan (3D work) Roll and shape clay to recreate simple form</p>	<p><b>Topic:</b> Collage- Symbolism Trees</p> <p><b>Knowledge:</b> Warm and cold colours How colours affect mood and atmosphere Art vocabulary</p> <p><b>Skills:</b> Tear, cut and apply paper Overlap and layer</p>	<p><b>Topic:</b> Painting- Stone Age cave painting</p> <p><b>Knowledge:</b> know about cave art (techniques, style and materials used) Apply knowledge of warm/cool colours</p> <p><b>Skills:</b> Experiment with different materials to create a range of effects. Use watercolour paint Apply a colour wash</p>	<p><b>Topic:</b> Mixed media - Kandinsky link</p> <p><b>Knowledge:</b> Know about key artists and their work. Understand that some colours are contrasting and effect Understand how to simplify drawings and create abstract images.</p> <p><b>Skills:</b> Apply colour blocks/lines using ready mix paint Select colours for effect Create a simple composition</p>	
<b>Computing</b>	<p><b>Topic:</b> Online Safety</p> <p><b>Knowledge:</b> SMART rules focusing on keeping passwords safe Reliability and using the internet to communicate effectively</p> <p><b>Skills:</b> Applying SMART rule Researching Recording</p> <p><b>Topic:</b> Typing</p>	<p><b>Topic:</b> How digital devices work.</p> <p><b>Knowledge:</b> input, output, digital devices and connectivity.</p>	<p><b>Topic:</b> 2Email</p> <p><b>Knowledge:</b> Explore methods of communication and email safety</p> <p><b>Skills:</b> Open and respond to email Attach documents Report concerns</p> <p><b>Topic:</b> Spreadsheets</p> <p><b>Knowledge:</b> Input data to produce graph Learn about cell references</p>	<p><b>Topic:</b> Desktop publishing</p> <p><b>Knowledge:</b> Select software for a purpose Use of publisher</p> <p><b>Skills:</b> Open, create, edit template for a purpose</p>	<p><b>Topic:</b> Branching Databases</p> <p><b>Knowledge:</b> Gather information and classify objects using binary trees</p> <p><b>Skills:</b> Input data Sorting</p> <p><b>Topic:</b> Stop animation</p> <p><b>Knowledge:</b> frames, onion layering</p>	<p><b>Topic:</b> Coding</p> <p><b>Knowledge:</b> Design and code a simple algorithm using 'if' command To understand variables and the difference between timers and repeat commands Debug simple programs Sequencing sounds</p> <p><b>Skills:</b> Designing and writing code Debugging</p>

**Year 3 Curriculum overview**

	<p><b>Knowledge:</b> Recognising key fingers to use when touch typing</p> <p><b>Skills:</b> Touch typing using correct fingers Shortcut keys</p>		<p><b>Skills:</b> Collect, record and compare data</p>		<p><b>Skills:</b> photo capturing, layering and sequencing</p>	<p>Ordering commands Programming sprites Selecting code</p>
<b>DT</b>	<p><b>Topic:</b> Packaging</p> <p><b>Knowledge:</b> Making packaging for Egyptian artefacts</p> <p><b>Skills:</b> Planning for a purpose Designing, measuring, cutting and joining</p>		<p><b>Topic:</b> Healthy eating</p> <p><b>Knowledge:</b> Designing and making sandwiches</p> <p><b>Skills:</b> Planning a healthy lunch Understanding where food comes from Spreading, cutting, slicing and grating</p>		<p><b>Topic:</b> Photo Frames</p> <p><b>Knowledge:</b> Designing and making a product for a chosen user</p> <p><b>Skills:</b> Problem solving Measuring, sawing, sanding and joining Problem solving</p>	
<b>English</b>	<p><b>Text:</b> Supertato Transition story writing Respond to text</p> <p><b>Purpose:</b> initial baseline task</p> <p><b>Text:</b> The Pencil Extending sentences using conjunctions (because, when, before, after, so). Retelling a story Identifying and creating plot Build a rich and varied vocabulary Respond to text</p> <p><b>Purpose:</b> To entertain a reader</p>	<p><b>Text:</b> Until I met Dudley Non-Fiction: Organisational features Explanation (informing a reader) creating explanations for Egyptian artefacts and rock formation(cross-curricular) Causal and time conjunctions and fronted adverbials Use paragraphs to group related materials together Respond to text</p> <p><b>Purpose:</b> To explain a process</p>	<p><b>Topic:</b> Non-Fiction: Recount Recount Stone Age Workshop</p> <p><b>Purpose:</b> To inform</p> <p><b>Text:</b> Stone Age Boy &amp; other texts Non-Fiction: Persuasion Stone Age themed writing Maintaining a viewpoint Using evidence to support opinion Comparing Stone Age people to Modern people (to persuade) Respond to text</p>	<p><b>Text:</b> Ug: Boy genius of the Stone Age Fiction: Speech and play scripts Develop speech punctuation Play script &amp; performance Respond to text</p> <p><b>Purpose:</b> To use speech punctuation</p> <p><b>Topic:</b> Setting description Story Fiction Something Fishy video Setting description Build a rich and varied vocabulary</p>	<p><b>Text:</b> The Ice Dragon Non Fiction: Information text Information text about a creature Using organisational devices (headings &amp; subheadings) Present Perfect Use paragraphs to group related materials together Build a rich and varied vocabulary Talk for writing</p> <p><b>Purpose:</b> To inform</p> <p><b>Class Reader:</b> Class Cool by Michael Morpurgo</p>	<p><b>Text:</b> Pirate themed texts Fiction: Character Recapping plot and settings Developing character Extended range of sentences using conjunctions Build a rich and varied vocabulary Respond to text- Pirates next door, pirate cruncher</p> <p><b>Purpose:</b> To entertain a reader</p> <p><b>Class Reader:</b> Anna Hibiscus by Atinuke and Lauren Tobia</p>

**Year 3 Curriculum overview**

	<p><b>Topic:</b> Egyptian Adventure Story Fiction: Build a rich and varied vocabulary Begin speech punctuation Using speech to develop plot Express time, place and cause using fronted adverbials Composing sentences using oral rehearsal Identifying and creating plot Respond to a clip <b>Purpose:</b> To entertain a reader</p> <p><b>Class Reader:</b> Hodgeheg by Dick King Smith</p>	<p><b>Topic:</b> Poetry (winter animals) Choosing words for effect Read aloud and perform Speak audibly and fluently with an increasing command of Standard English Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear Respond to text <b>Purpose:</b> To explore language and performance</p> <p><b>Class Reader:</b> Flat Stanley by Jeff Brown</p>	<p><b>Purpose:</b> To persuade &amp; share opinion</p> <p><b>Class Reader:</b> Wolves by Emily Gravett</p>	<p>Express time, place and cause using fronted adverbials Respond to stimulus <b>Purpose:</b> To develop different settings</p> <p><b>Class Reader:</b> Twelfth Night by Shakespeare</p>		
<b>French</b>	<p><b>Topic:</b> Phonics 1 I'm Learning French <b>Knowledge:</b> Learn key French sounds Learn key information about France Learn basic greetings</p>	<p><b>Topic:</b> Animals <b>Knowledge:</b> Names of animals Gender &amp; articles 1<sup>st</sup> person (to be) <b>Skills:</b> Ask and answer simple questions Read short phrases</p>	<p><b>Topic:</b> Musical Instruments <b>Knowledge:</b> Names of instruments Gender &amp; articles 1<sup>st</sup> person (to play) <b>Skills:</b> Ask and answer simple questions Read short phrases</p>	<p><b>Topic:</b> Fruits <b>Knowledge:</b> Names of fruits Negative Gender &amp; articles 1<sup>st</sup> person (to like) <b>Skills:</b> Ask and answer simple questions Giving opinions Read short phrases</p>	<p><b>Topic:</b> Ancient Britain <b>Knowledge:</b> Names of historical periods Names of people/tools Gender &amp; articles 1<sup>st</sup> person (to be, have, live) <b>Skills:</b></p>	<p><b>Topic:</b> I can <b>Knowledge:</b> Common activities 1<sup>st</sup> person (to be able) <b>Skills:</b> Ask and answer simple questions Create a short spoken passage Read short phrases Write short phrases</p>

**Year 3 Curriculum overview**

	<p>Ist person verb (to be called)                  Numbers 1-10                  Learn some colours  <b>Skills:</b>                  Ask and answer simple questions                  Read short phrases</p>		Write short phrases	Write short phrases	<p>Ask and answer simple questions                  Create a short spoken passage                  Read short phrases                  Write short phrases</p>	
<b>Geography</b>	<p><b>Topic:</b> Space and Place - Getting to know our school  <b>Knowledge:</b> The local area - around school                  The layout of the school                  Introduction to how maps are used  <b>Skills:</b> Using the points of a compass                  Creating a map                  Sketching and adding symbols</p>				<p><b>Topic:</b> Location study of Southsea/Gunwharf/Countryside  <b>Knowledge:</b> Comparing city life to countryside (a region in the UK - Southsea- local area)                  Learn about where we are in Portsmouth                  Other areas of our city                  Local beach &amp; urban areas                  Understand how physical features are impacted by the weather and other processes                  Looking at erosion and then linking to land use in Southsea (human geography)  <b>Skills:</b> Use 4-figure grid references for OS map (Portsmouth)                  Sketching maps and using their own symbols                  Fieldwork to make observations - Southsea walk and Gunwharf trip for aerial view of the city</p>	
<b>History</b>	<p><b>Topic:</b> Egyptians  <b>Knowledge:</b> An understanding of where and when Ancient Egypt was                  When the civilisation and events took place                  Daily life, mummification and the afterlife  <b>Skills:</b> Chronology</p>		<p><b>Topic:</b> Stone Age to Iron Age  <b>Knowledge:</b> An understanding of when this period of history happened                  What life was like                  Hunter gathering and the change to farming                  Stone Age communities                  Stonehenge &amp; Maiden Castle</p>			

### Year 3 Curriculum overview

	<p>Historical enquiry  <b>Trips/enrichment opportunities:</b>                  Egyptian museum</p>		<p><b>Skills:</b> Chronology                  Continuity and change                  Historical enquiry                  Interpretations of the past  <b>Trips/enrichment opportunities:</b>                  Stone Age day, Hooke Court</p>			
<p><b>Maths</b>                   (Fluency, problem solving and reasoning included in all topics)</p>	<p><b>Topic:</b> Number Place Value to 1000                  Compare numbers to 1000</p> <p>Read and write numbers in words</p> <p>Add and subtract formally with 3 digits including exchange</p> <p>Estimation of calculations</p> <p>Use of inverse to check answers</p> <p>Mental arithmetic within add/ subtract</p> <p>Solve problems including missing number problems</p> <p>Mixed number problems involving 4 operations</p>	<p><b>Topic:</b> Number Add and subtract formally with 3 digits including exchange</p> <p>Estimation of calculations</p> <p>Use of inverse to check answers</p> <p>Mental arithmetic within add/ subtract</p> <p>Solve problems including missing number problems</p> <p>Multiplication facts within 3,4,8 times tables</p> <p>Multiply and divide to TU by U with mental and written methods</p> <p>Count from 0 in 4, 8, 50, 100</p>	<p><b>Topic:</b> Number Multiplication facts within 3,4,8 times tables</p> <p>Multiply and divide to TU by U with mental and written methods</p> <p>Solve mixed number problems involving 4 operations and missing number/ digit problems</p> <p><b>Topic:</b> Money Add and subtract money amounts in context</p> <p>Solve problems within money</p>	<p><b>Topic:</b> Measure Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Measure the perimeter of simple 2D shapes</p> <p>Solve simple problems involving the above</p> <p><b>Topic:</b> Number Fractions into tenths Understand unit fractions with denominators</p> <p>Find simple fractions of amounts</p>	<p><b>Topic:</b> Number Use diagrams for recognising equivalent fractions</p> <p>Compare and order unit fractions</p> <p>Add and subtract fractions with the same denominator</p> <p>Solve mixed number problems involving the above</p> <p><b>Topic:</b> Geometry Recognise and use term angle</p> <p>Identify right angles within a full turn</p> <p>Identify horizontal, vertical, perpendicular, parallel</p>	<p><b>Topic:</b> Statistics Bar charts, pictograms and tables- solve problems within this context</p> <p><b>Topic:</b> Measure Understand, use and compare measure within mass and capacity</p> <p>Problem solving including the above and within 4 operations</p> <p>Tell and write the time using 12 and 24-hour clock and Roman numerals</p> <p>Estimate and read the time to one minute</p> <p>Seconds in a minute, days in a month including a leap year</p>

Year 3 Curriculum overview

					<p>Draw 2D shapes and make 3D shapes using modelling materials</p> <p>Recognise 3D shapes in different orientations</p>	<p>Compare and record durations of time</p>
<b>Music</b>	<p><b>Topic:</b> Introduction to the music room (dimensions of music)  <b>Knowledge and skills:</b> Understand and respect the music room            Find the pulse in different songs            Sing with increasing confidence            Develop an understanding of simple written notation</p>		<p><b>Topic:</b> Performance – Easter production  <b>Knowledge and skills:</b> Ensemble singing with increasing confidence            Understand the religious meanings behind the songs            Cross curricular link: RE</p>		<p><b>Topic:</b> Class orchestra (dimensions of music)  <b>Knowledge and skills:</b> Explore melodic phrases and rhythm            Consider the intended effect of music            Explore music from a variety of cultures and locations.</p> <p><b>Topic:</b> Composer – George Gershwin  <b>Knowledge and skills:</b> Listen and reflect on a piece of orchestral music            Use appropriate musical vocabulary            Create their own pieces and perform as an ensemble</p>	
<b>RE</b>	<p><b>Concept:</b> Belonging  <b>Knowledge:</b> Buddhism            Sangha Day            Beliefs, religious figures, festivals  <b>Big picture:</b> Different religions            Learn Buddhism beliefs</p>	<p><b>Concept:</b> Special  <b>Knowledge:</b> Christianity/            Buddhism places of worship            Religious practices, beliefs  <b>Big picture:</b> Different religions            Learn Christian beliefs and compare with Buddhism</p>	<p><b>Concept:</b> Love  <b>Knowledge:</b> Christianity- crucifixion            Religious figures, practices  <b>Big picture:</b> Different religions            Quiz about Christianity to discuss what the children remember about the religion</p>		<p><b>Concept:</b> Festivals  <b>Knowledge:</b> Buddhism            Wesak (Buddha Day)            Religious practices, beliefs  <b>Big picture:</b> Different religions            Quiz about Buddhism to discuss what the children</p>	<p><b>Concept:</b> Beliefs  <b>Knowledge:</b> Humanism            Beliefs  <b>Big picture:</b> Different religions            Compare differences between Buddhist, Christian and Humanist beliefs</p>

Year 3 Curriculum overview

					remember about the religion	
PE	<p><b>Topic:</b> Personal (Real PE) outside  <b>Knowledge:</b> I can challenge myself  <b>Skills:</b> Floor Movement Patterns (10)            One Leg Standing (1)</p>	<p><b>Topic:</b> Social (Real PE) outside  <b>Knowledge:</b> I can support and listen to others  <b>Skills:</b> Dynamic Balance to Agility (6)            Static Balance (2)</p>	<p><b>Topic:</b> Cognitive (Real PE) outside  <b>Knowledge:</b> I can identify strengths and areas of improvement  <b>Skills:</b> Dynamic Balance (5)            Coordination (9)</p>	<p><b>Topic:</b> Creative (Real PE) outside  <b>Knowledge:</b> I can make up my own activities  <b>Skills:</b> Coordination (8)            Counter Balance (7)</p>	<p><b>Topic:</b> Physical (Real PE) inside  <b>Knowledge:</b> I can perform skills with control and consistency  <b>Skills:</b> Agility (12)            Static Balance (3)</p>	<p><b>Topic:</b> Health &amp; Fitness (Real PE) inside/outside  <b>Knowledge:</b> I can describe why and how my body changes during exercise  <b>Skills:</b> Agility (11)            Static Balance (4)</p>
	<p><b>Topic:</b> Real Gym (Personal)  <b>Knowledge:</b> I can understand where I am with my learning  <b>Skills:</b> Travel &amp; Rotation</p>	<p><b>Topic:</b> Real Dance (Social)  <b>Knowledge:</b> I can show and tell others about my learning  <b>Skills:</b> Shapes, Partnering &amp; Artistry</p>	<p><b>Topic:</b> Real Gym (Cognitive)  <b>Knowledge:</b> I can understand ways to judge performance  <b>Skills:</b> Flight &amp; Balance</p>	<p><b>Topic:</b> Real Dance  <b>Knowledge:</b> I can recognise similarities and differences in movement and expression  <b>Skills:</b> Sequence, different height and combinations</p>	<p><b>Topic:</b> Physical (Tennis/Cricket) outside  <b>Knowledge:</b> I can transfer and apply skills  <b>Skills:</b> Agility (12)            Static Balance (3)</p>	<p><b>Topic:</b> Health &amp; Fitness (Athletics) outside  <b>Knowledge:</b> I can transfer and apply skills  <b>Skills:</b> Agility (11)            Static Balance (4)</p>
PSHE	<p><b>Topic:</b> Vision and values  <b>Knowledge:</b> Rules and Routines            Health and safety            Mental Health and wellbeing            Growth Mindset  <b>Skills:</b> Active listening            Setting goals            Learning from experience            Resilience</p>	<p><b>Topic:</b> Anti-Bullying  <b>Knowledge:</b> Link to anti-bullying week            Understanding what bullying is            Developing strategies for dealing with bullying  <b>Skills:</b> Empathy            Active listening            Making decisions</p>	<p><b>Topic:</b> Building Relationships  <b>Knowledge:</b> Investigating our feelings            Understanding the consequences of our actions            Taking responsibility for our choices            Understanding how to make other people feel positive and happy  <b>Skills:</b> Self-regulation            Communication            Empathy</p>	<p><b>Topic:</b> Different People in the UK  <b>Knowledge:</b> Understanding similarities and differences between groups of people            Disability            Race and ethnicity            Different families            Celebrating our differences            Gender identity            Visit from Able Ability  <b>Skills:</b> Empathy            Recognise and learn from others' experiences            Evaluating social norms</p>		

Year 3 Curriculum overview

	<p><b>Topic:</b> Being a good friend</p> <p><b>Knowledge:</b> Understanding what makes a good friend Understanding how to work co-operatively</p> <p><b>Skills:</b> Communication Empathy Team work</p>				
<p><b>Science</b></p>	<p><b>Topic:</b> Animals including humans</p> <p><b>Knowledge:</b> 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Skills:</b> All working</p>	<p><b>Topic:</b> Rocks</p> <p><b>Knowledge:</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p> <p><b>Skills:</b> All working scientifically skills with a focus on asking questions recording data</p>	<p><b>Topic:</b> Forces and Magnets</p> <p><b>Knowledge:</b> Compare how things move on different surfaces Notice that some forces need contact between 2 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 materials on the basis of whether they are attracted to a magnet, and</p>	<p><b>Topic:</b> Plants</p> <p><b>Knowledge:</b> Identify and describe the functions of different parts of flowering plants: roots, stem/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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Skills:</b> All working scientifically skills with a focus on setting up tests, interpreting and communicating results, and evaluating</p>	<p><b>Topic:</b> Light</p> <p><b>Knowledge:</b> Recognise that they 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 the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change</p>



### Year 3 Curriculum overview

	scientifically skills with a focus on asking questions and making predictions		identify some magnetic materials Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other <b>Skills:</b> All working scientifically skills with a focus on making predictions observing and measuring		<b>Skills:</b> All working scientifically skills with a focus on making predictions and observing and measuring
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