

Year 3 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Art	<p>Topic: Drawing- Portraits</p> <p>Knowledge: Know about some great artists</p> <p>Understand basic facial proportions</p> <p>Art vocabulary</p> <p>Skills: Explore mark making using a range of medium</p> <p>Explore shading</p> <p>Explain likes and dislikes about their work</p>	<p>Topic: Sculpture- Egyptian artefacts</p> <p>Knowledge: Egyptian culture</p> <p>Technical terms</p> <p>Skills: Collect ideas and develop a plan (3D work)</p> <p>Roll and shape clay to recreate simple form</p>	<p>Topic: Collage- Symbolism Trees</p> <p>Knowledge: Warm and cold colours</p> <p>How colours affect mood and atmosphere</p> <p>Art vocabulary</p> <p>Skills: Tear, cut and apply paper</p> <p>Overlap and layer</p>	<p>Topic: Painting- Stone Age cave painting</p> <p>Knowledge: Know about cave art techniques and styles</p> <p>Understand and identify complimentary colours and their effects</p> <p>Skills: Experiment with different materials to create a range of effects</p> <p>Apply a colour wash</p>	<p>Topic: Textiles- Geography Kandinsky link</p> <p>Knowledge: Know about key artists and their work</p> <p>Understand how to simplify drawings and create abstract images</p> <p>Skills: Add detail to work using different types of stitch</p> <p>Select colours for effect</p> <p>Create a simple composition</p>		
Computing	<p>Topic: Online Safety</p> <p>Knowledge: SMART rules focusing on keeping passwords safe</p> <p>Reliability and using the internet to communicate effectively</p> <p>Skills: Applying SMART rule</p> <p>Researching</p> <p>Recording</p> <p>Topic: Typing</p> <p>Knowledge: Recognising key fingers to use when touch typing</p> <p>Skills: Touch typing using correct fingers</p> <p>Shortcut keys</p>		<p>Topic: 2Email</p> <p>Knowledge: Explore methods of communication and email safety</p> <p>Skills: Open and respond to email</p> <p>Attach documents</p> <p>Report concerns</p> <p>Topic: Spreadsheets</p> <p>Knowledge: Input data to produce graph</p> <p>Learn about cell references.</p> <p>Skills: Collect, record and compare data</p>		<p>Topic: Coding</p> <p>Knowledge: Design and code a simple algorithm using 'if' command</p> <p>To understand variables and the difference between timers and repeat commands</p> <p>Debug simple programs</p> <p>Skills: Designing and writing code</p> <p>Debugging</p> <p>Topic: Branching Databases</p> <p>Knowledge: Gather information and classify objects using binary trees</p> <p>Skills: Input data</p> <p>Sorting</p>		
DT	<p>Topic: Packaging</p> <p>Knowledge: Making packaging for Egyptian artefacts</p>		<p>Topic: Healthy eating</p> <p>Knowledge: Designing and making sandwiches</p>		<p>Topic: Photo Frames</p> <p>Knowledge: Designing and making a product for a chosen user</p>		

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	Skills: Planning for a purpose Designing, measuring, cutting and joining		Skills: Planning a healthy lunch Understanding seasonality Spreading, cutting and grating		Skills: Problem solving Measuring, sawing, sanding and joining	
English	<p>Text: Supertato Transition story writing Respond to text Purpose: initial baseline task</p> <p>Text: 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 Purpose: To entertain a reader</p> <p>Topic: 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</p>	<p>Text: 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 Purpose: To explain a process</p> <p>Topic: Poetry (winter animals) Choosing words for effect Read aloud and perform Speak audibly and fluently with an increasing command of Standard English</p>	<p>Topic: Non-Fiction: Recount Recount Stone Age Workshop Purpose: To inform</p> <p>Text: Stone Age Boy & 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 Purpose: To persuade & share opinion</p> <p>Class Reader: Wolves by Emily Gravett</p>	<p>Text: Ug: Boy genius of the Stone Age Fiction: Speech and play scripts Develop speech punctuation Play script & performance Respond to text Purpose: To use speech punctuation</p> <p>Topic: Setting description Story Fiction Something Fishy video Setting description Build a rich and varied vocabulary Express time, place and cause using fronted adverbials Respond to stimulus Purpose: To develop different settings</p> <p>Class Reader: Twelfth Night by Shakespeare</p>	<p>Text: The Ice Dragon Non Fiction: Information text Information text about a creature Using organisational devices (headings & subheadings) Present Perfect Use paragraphs to group related materials together Build a rich and varied vocabulary Talk for writing Purpose: To inform</p> <p>Class Reader: Class Cool by Michael Morpurgo</p>	<p>Text: 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 Purpose: To entertain a reader</p> <p>Class Reader: Anna Hibiscus by Atinuke and Lauren Tobia</p>

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	<p>Composing sentences using oral rehearsal Identifying and creating plot Respond to a clip Purpose: To entertain a reader</p> <p>Class Reader: Hodgeheg by Dick King Smith</p>	<p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear Respond to text Purpose: To explore language and performance</p> <p>Class Reader: Flat Stanley by Jeff Brown</p>				
French	<p>Topic: Talking about yourself Knowledge: Greetings Personal information (name, age) Numbers 1-12 Verb: to have Skills: Ask and answer simple questions Read and pronounce some familiar words accurately Construct some simple sentences</p>	<p>Topic: Talking about your family Knowledge: Describing your family Colours Negative sentence structures Gender of nouns Verb: to call Skills: Ask and answer simple questions Read and pronounce some familiar words accurately Construct some simple sentences</p>	<p>Topic: Classroom language Knowledge: Classroom instructions Classroom objects Noun, adjective word order Verb: to be Skills: Ask and answer simple questions Read and pronounce some familiar words accurately Construct some simple sentences</p>			
Geography	<p>Topic: Space and Place - Getting to know our school Knowledge: The local area - around school The layout of the school Introduction to how maps are used Skills: Using the points of a compass Creating a map Sketching and adding symbols</p>		<p>Topic: Location study of Southsea/Gunwharf/Countryside Knowledge: Comparing city life to countryside Learn about where we are in Portsmouth Other areas of our city beach & urban areas Understand how physical features are impacted by the weather and other processes Understand erosion and land use in Southsea - human geography</p>			

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						<p>Skills: Use 4-figure grid references for OS map of Portsmouth Sketching maps and using their own symbols Fieldwork to make observations - Southsea walk and Gunwharf trip for aerial view of the city</p>
History	<p>Topic: Egyptians Knowledge: An understanding of where and when Ancient Egypt was When the civilisation and events took place What daily life was like Mummification and the afterlife Skills: Chronology Historical enquiry Trips/enrichment opportunities: Egyptian museum</p>	<p>Topic: Stone Age to Iron Age Knowledge: An understanding of when this period of history happened What life was like Hunter gathering and the change to farming Stone Age communities Stonehenge & Maiden Castle Skills: Chronology Continuity and change Historical enquiry Interpretations of the past Trips/enrichment opportunities: Stone Age day, Hooke Court</p>				
<p>Maths (Fluency, problem solving and reasoning included in all topics)</p>	<p>Topic: 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>Topic: 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>Topic: 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>Topic: Money</p>	<p>Topic: 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>Topic: Number</p>	<p>Topic: 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>Topic: Statistics Bar charts, pictograms and tables- solve problems within this context</p> <p>Topic: Measure Understand, use and compare measure within mass and capacity</p> <p>Problem solving including the above and within 4 operations</p>

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	<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>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>Add and subtract money amounts in context</p> <p>Solve problems within money</p>	<p>Fractions into tenths</p> <p>Understand unit fractions with denominators</p> <p>Find simple fractions of amounts</p>	<p>Topic: Geometry</p> <p>Recognise and use term angle</p> <p>Identify right angles within a full turn</p> <p>Identify horizontal, vertical, perpendicular, parallel</p> <p>Draw 2D shapes and make 3D shapes using modelling materials</p> <p>Recognise 3D shapes in different orientations</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> <p>Compare and record durations of time</p>
Music	<p>Topic: Performance and listening - Introduction to the music room</p> <p>Knowledge and skills: Understand and respect the music room</p> <p>Find the pulse in different songs</p> <p>Sing with increasing confidence</p> <p>Develop an understanding of simple written notation</p> <p>Perform a layered piece inspired by the Ancient Egyptians</p>		<p>Topic: Performance – Easter production</p> <p>Knowledge and skills: Ensemble singing with increasing confidence</p> <p>Understand the religious meanings behind the songs</p> <p>Cross curricular link: RE</p>		<p>Topic: Composition - Class orchestra</p> <p>Knowledge and skills: Explore melodic phrases and rhythm</p> <p>Consider the intended effect of music</p> <p>Explore music from a variety of cultures and locations.</p> <p>Identify and classify different instruments</p> <p>Topic: Composer – George Gershwin</p> <p>Knowledge and skills: Listen and reflect on a piece of orchestral music</p> <p>Use appropriate musical vocabulary</p> <p>Create their own pieces and perform as an ensemble</p>	
RE	<p>Topic: Belonging – Baptism</p> <p>Knowledge:</p>	<p>Topic: Holy- Mary Mother of God</p> <p>Knowledge:</p>	<p>Topic: Symbols- Trees</p> <p>Knowledge:</p>	<p>Topic: Suffering- Easter/ Holy Week</p> <p>Knowledge:</p>	<p>Topic: Sacred- Sacred places</p> <p>Knowledge:</p>	<p>Topic: Peace- Buddharupa</p> <p>Knowledge:</p>

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	<p>Understand Baptism Understand why Baptism is important to Christians Skills: Communicate Apply Enquire Contextualise Evaluate</p>	<p>Know what is means for something or someone to be holy Understand who Mary is to Christians Understand why Mary is important to Christians Skills: Communicate Apply Enquire Contextualise Evaluate</p>	<p>Know the meaning of a symbol Understand what trees symbolise to Christians Know key events of the story of the Garden of Eden Skills: Communicate Apply Enquire Contextualise Evaluate</p>	<p>Understand Jesus' suffering Understand what Jesus' suffering means to Christians Know key events in the Easter Story Skills: Communicate Apply Enquire Contextualise Evaluate</p>	<p>Know the meaning of sacred Understand why temples are sacred to Buddhists Skills: Communicate Apply Enquire Contextualise Evaluate</p>	<p>Know the meaning of peace Know Buddharupas represent different aspects of Buddhists paths Skills: Communicate Apply Enquire Contextualise Evaluate</p>
PE	<p>Topic: Personal Knowledge: I can challenge myself Skills: Floor Movement Patterns (10) One Leg Standing (1)</p>	<p>Topic: Social Knowledge: I can support and listen to others Skills: Dynamic Balance to Agility (6) Static Balance (2)</p>	<p>Topic: Cognitive Knowledge: I can identify strengths and areas of improvement Skills: Dynamic Balance (5) Coordination (9)</p>	<p>Topic: Creative Knowledge: I can make up my own activities Skills: Coordination (8) Counter Balance (7)</p>	<p>Topic: Physical Knowledge: I can perform skills with control and consistency Skills: Agility (12) Static Balance (3)</p>	<p>Topic: Health & Fitness Knowledge: I can describe why and how my body changes during exercise Skills: Agility (11) Static Balance (4)</p>
	<p>Topic: Real Gym (Personal) Knowledge: I can understand where I am with my learning Skills: Travel & Rotation</p>	<p>Topic: Real Dance (Social) Knowledge: I can show and tell others about my learning Skills: Shapes, Partnering & Artistry</p>	<p>Topic: Real Gym (Cognitive) Knowledge: I can understand ways to judge performance Skills: Flight & Balance</p>	<p>Topic: Dance (Stone Age) Knowledge: I can explore, improvise and combine movement ideas related to a topic Skills: Travel, Rotation</p>	<p>Topic: Physical (Tennis/Cricket) Knowledge: I can transfer and apply skills Skills: Agility (12) Static Balance (3)</p>	<p>Topic: Health & Fitness (Athletics) Knowledge: I can transfer and apply skills Skills: Agility (11) Static Balance (4)</p>
PSHE	<p>Topic: Vision and values Knowledge:</p>	<p>Topic: Anti-Bullying Knowledge:</p>	<p>Topic: Building Relationships Knowledge: Investigating our feelings</p>		<p>Topic: Different People in the UK Knowledge:</p>	

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	<p>Rules and Routines Health and safety Mental Health and wellbeing Growth Mindset Skills: Active listening Setting goals Learning from experience Resilience</p> <p>Topic: Being a good friend Knowledge: Understanding what makes a good friend Understanding how to work co-operatively Skills: Communication Empathy Team work</p>	<p>Link to anti-bullying week Understanding what bullying is Developing strategies for dealing with bullying Skills: Empathy Active listening Making decisions</p>	<p>Understanding the consequences of our actions Taking responsibility for our choices Understanding how to make other people feel positive and happy Skills: Self-regulation Communication Empathy</p>	<p>Understanding similarities and differences between groups of people Disability Race and ethnicity Different families Celebrating our differences Gender identity Visit from Able Ability Skills: Empathy Recognise and learn from others' experiences Evaluating social norms</p>	
Science	<p>Topic: Animals including humans Knowledge: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;</p>	<p>Topic: Rocks Knowledge: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils</p>	<p>Topic: Forces and Magnets Knowledge: Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces</p>	<p>Topic: Plants Knowledge: 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</p>	<p>Topic: Light Knowledge: 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</p>

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	<p>they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement Skills: Asking questions Making predictions</p>	<p>are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Skills: Asking questions Recording data</p>	<p>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 identify some magnetic materials Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other Skills: Making predictions Observing and measuring</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Skills: Setting up tests Interpreting and communicating results Evaluating</p>	<p>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 Skills: Making predictions Observing and measuring</p>
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