**YEAR 3 CURRICULUM OVERVIEW 2021-22**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Core Text** | *Into the Forest* | *The Tin Forest* | *Escape from Pompeii* | *Pebble in my pocket* | *Iron Man* | *One Plastic Bag* | |
| **Reading Comprehension Skills** | * 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. * To maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways. * 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. * To maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. * To maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts. * To maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination. * To understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. * To understand what he/she reads independently by asking questions to improve his/her understanding of a text. * 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. * To understand what he/she reads independently by predicting what might happen from details stated. * To understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these. * 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. * To retrieve and record information from non-fiction. * 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. | | | | | | |
| **English** | **Into the Forest**   * Planning * Identify themes * Oral retelling * Setting description * Character description * Instructions * Email * Paragraphs * Edit & improve * Story map * Recount | The Tin Forest   * Identify audience and purpose * Diary entry * Letter writing * Poetry * Paragraphs * Setting description   -Story map | Escape From Pompeii   * Speech * Character description * Setting description * Letter writing * Fact report * Heading and subheadings * Newspapers | Pebble in my Pocket   * Identify audience and purpose * Writing in notes | Iron Man   * Speech   Newspaper | One Plastic Bag   * Persuasive writing | |
| |  | | --- | | **Maths** | | Number and Place Value – 3-digit numbers, 10/100 more or less than a given number  Addition and Subtraction – mental, written and progress to formal up to two 3-digit numbers | Addition and Subtraction – mental, written and progress to formal up to two 3-digit numbers | Multiplication and Division  3, 4 and 8 x tables, scaling problems, mental and written methods | Statistics  Bar charts, pictograms  Money and Measurement – length and perimeter  Fractions – counting in tenths, recognise, find and write fractions | Fractions – Equivalent fractions, add and subtracting fractions  Geometry: Properties of shape | Measurement - time  Statistics – tables, one and two-step problems | |
| **Science** | *Animals including humans*  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. | Light  Recognise that he/she needs 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 eyes.  Recognise that shadows are formed when the light from a light source is blocked by a solid object.  Find patterns in the way that the size of shadows change. | Forces and 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 everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | *Rocks & Soils*  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. | Plants  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.  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. | | |
| **Science Investigation Skills** | Ask relevant questions and use different types of scientific enquiries to answer them  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Gather, record, classify and present data in a variety of ways to help in answering questions  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  Identify differences, similarities or changes related to simple scientific ideas and processes  Use straightforward scientific evidence to answer questions or to support his/her findings | | | | | | |
| **Computing** | Computing Systems and networks  Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network’s infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network. | Media-animation    Children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. | Desktop publishing  During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. children will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world | Branching data Bases  During this unit, children will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The children will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database. | Sequencing music  This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit. | | Events and actions  This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Children will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program. |
| **Geography** | Locational knowledge –key physical and human characteristics, major cities, name and locate counties and cities in the UK. | Geographical skills -  making detailed sketches, using a compass, 4-figure grid references, (use of school grounds).  Geographical skills and fieldwork – UK study and comparison. | Physical geography – mountains, earthquakes, volcanoes (link to Science - previous learning about rocks & The Romans e.g. Mount Vesuvius.  Geographical terminology, questioning. | | Environmental issue – plastic pollution.  Persuasive writing. | | |
| **History** | Describe memories of key events in his/her life using historical vocabulary – link to PSHE – individual timelines. |  | The Romans  Knowledge and understanding of British and world history - The Roman Empire and its impact on Britain. |  | The Stone Age & The Iron Age  Chronological understanding – changes in Britain from the Stone Age to the Iron Age .  Use an increasing range of common words and phrases relating to the passing of time. | | |
| **Art** |  | Printing Blocks  Exploring colour - mixing secondary colours using watercolour, begin to make decisions about what colours to use based on what they have found out  Use sketchbooks to record ideas, begin to annotate recording notes on techniques, artists we have looked at  Print project: draw natural objects and develop ideas into a print |  | Roman mosaics  Create a collage using overlapping and layering - collect everyday items and experiment with layering | Cave Painting Experiment with different materials to create a range of effects and use these techniques in the completed piece of work: Make a poetry collage, combining many of the techniques practised throughout the year. |  | |
| **DT** | Sandwich Snacks  I can talk about what I eat at home and begin to discuss what healthy foods are  I can say where some food comes from and give examples of food that is grown  I can use simple tools with help to prepare food safely |  | Pencil Cases  I can create a simple design for my product  I can use pictures and words to describe what I want to do  I can select from and use a range of tools and equipment to perform practical tasks <eg>cutting, shaping, joining and finishing</eg>  I can use a range of simple tools to cut, join and combine materials and components safely |  |  | Mini Green Houses  I can ask simple questions about existing products and those that I have made | |
| **R.E.** | Stories of key religious leaders; some key Christian and Muslim beliefs and practices  What was Muhammad’s life like? | How can God be described?  What messages were sent at Christmas by angels? | What was Jesus’ life like?  What stories did Jesus tell?  What did Jesus do? | Events in the life of Jesus  How did Jesus overcome temptation?  How do Christians celebrate Lent and Easter? | Rules and how they influence actions  What rules do Muslims follow?  What rules do Christians follow? | Special places and sacred spaces including those for Christians and Muslims  What meaning and significance are attached to special places and sacred spaces? | |
| **P.E.** | Athletics  Outdoor team building  swimming | Netball/football  Swimming | Football/Netball | Dance 2  Hockey or Swimming | Athletics  Tennis | Athletics  Rounders | |
| **Music** | Introduction to music theory through learning how to play the glockenspiel  Duration and basic music notation (stave, notes on lines and in spaces)  Further develop singing skills : two-part songs, rounds | Consolidate knowledge of basic notation musical notation  Perform Xmas carols on the glockenspiels – compose own carols | 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 | 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. | 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. | Reggae music – ‘Three Little Birds’ learn how to sing and play the song on glocks. Ch to make their own reggae songs. | |
| **Modern Foreign Languages** | Song Bonjour Ça Va.  Comment ça va in images and words  Counting and numbers activities  Song Comment Tu T’appelles?  Colours activites  “Can I” | | Fable of Le Lion et La Souris (the mouse).  Song Nous Sommes Les Musiciens (we are the musicians).  Counting to 40  Counting songs to 50.  Heads and shoulders in French song | | Activities to practise new vocab.  ‘Les Os’ song?  Practise writing and dictionary work.  Practise building longer sentences.  Speaking activity  Talking About Ourselves.  New song ‘L’Homme Arc en Ciel’. | | |
| **PSHE & Citizenship** | **Citizenship**  School Values – PART  Do they understand the different kinds of rights and that rights can conflict?  **Health and wellbeing**  Science -  Do they understand why healthy eating and physical activity are beneficial?  **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? | **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?  **Anti-bullying Week** - Do they understand that repeated unkind actions are bullying and who they can ask for help? | **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? | **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? | **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? | **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?  **Having a voice (debate)** - Can they recognise that there are different points to an opinion? | |