

Year 3 - Curriculum Overview September 2021-July 2022

	<b>Autumn Term 1 and 2</b> <b>Tribal Tales</b> History focus (14 weeks)	<b>Spring Term 1 &amp; 2</b> <b>Walk like an Egyptian</b> History focus (13 weeks)	<b>Summer Term 1</b> <b>The United Kingdom</b> <b>in the World</b> Geography focus (6 weeks)	<b>Summer Term 2</b> <b>Flow</b> Geography focus (6 weeks)
English	<ul style="list-style-type: none"> <li>• <b>Stone Age Boy- missing poster (character description)</b> Use a range of year 2 conjunctions and exclamation sentences (but/ because/ so) Expanded noun phrases eg. Two horrible hours</li> <li>• <b>Stone Age Boy- Diary Entry</b> Writing for a purpose Some complex sentences using when, if, as etc. Paragraphs Planning and drafting</li> <li>• <b>How to wash a woolly mammoth (instructional writing)</b> Use prepositions accurately Use imperative verbs and command sentences Time conjunctions Planning and Drafting Edit and improve</li> <li>• <b>The Croods (character/setting description)</b> Effective use of vocabulary Use of a thesaurus Planning and drafting Edit and improve Prepositional phrases and adverbial phrases</li> <li><b>Recount - Creswell Crags</b> Time conjunctions Chronological Order Paragraphs Planning and drafting</li> <li><b>Poetry - Christmas poetry</b> Emotive language</li> </ul>	<p><b>Instructions - Mummification</b> Use of engaging vocabulary Adverbs including suffix -ly Writing for a purpose Use of a dictionary Technical language Planning and drafting</p> <p><b>Suspense Narrative - Marcy and the Riddle of the Sphinx</b> Cliff-hanger Use of punctuation and language for effect including Sentence openers (Fronted adverbials) i.e. suddenly Subordinate clause Orally rehearse ideas Planning and drafting (emphasis on clear plot) Speech punctuation</p> <p><b>Narrative - comparison of characters (Cinderella from Egypt and from UK)</b> Character viewpoint Comparative conjunctions Tense focus Subordinate clause Planning and drafting Edit and improve</p> <p><b>Non-chronological Report - Ancient Egyptians (persuade to visit)</b> Structure - heading, sub-heading, captions etc. Paragraphs Word processing Planning and drafting</p> <ul style="list-style-type: none"> <li>• Uses some structures, vocabulary and grammar from texts studied, in their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Character description</b> Range of conjunctions (Eg: when, if, because, although) to extend sentences Subordination Accurate use of pronouns</li> <li>• <b>Letter home</b> Comparison of various versions of a story Character viewpoint Alteration of original story Complex sentence structure including fronted adverbials Paragraphs Planning and drafting</li> <li><b>UK writing- fact file</b> Headings, subheadings etc Research and note taking Presentation Planning and drafting Writing for a purpose Paragraphing Edit and improve</li> <li>• Narratives- can describe setting, characters with a clear plot</li> </ul>	<p><b>Postcard - Perfect present tense</b> Perfect present tense Complex sentence structure- range of sentences using a wider range of conjunctions Planning and drafting</p> <p><b>Persuasive - River pollution</b> Emotive language Complex sentence structure Descriptive language Planning and drafting Orally rehearse ideas Practice and perform</p> <p><b>Journey of a rain drop - science process explanation</b> Use of scientific language Writing for a purpose Prepositions Planning and drafting Edit and Improve Organisational Devices</p> <p><b>SMSC - Follow units of work around 'dilemmas' which allow children to think morally about their choice of actions and</b></p>

## Year 3 - Curriculum Overview September 2021-July 2022

	<p>Characterisation Literary Devices - similes etc. Planning and drafting</p> <ul style="list-style-type: none"> <li>• Uses some structures, vocabulary and grammar from texts studied, in their own writing</li> <li>• Able to discuss record and orally rehearse their ideas before writing</li> <li>• Beginning to use paragraphs to structure writing around a theme</li> <li>• Beginning to evaluate the effectiveness of their own and others' writing</li> <li>• Beginning to identify some spelling and punctuation errors and can edit their work, making changes to grammar and vocabulary</li> <li>• Reads their writing aloud using expression</li> <li>• Chooses nouns or pronouns avoiding repetition</li> </ul> <p>SMSC - Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane Share stories about a wide range of relationships eg. friendships, families, gangs, school</p>	<ul style="list-style-type: none"> <li>• Able to discuss record and orally rehearse their ideas before writing</li> <li>• Beginning to use paragraphs to structure writing around a theme</li> <li>• Beginning to evaluate the effectiveness of their own and others' writing</li> <li>• Beginning to identify some spelling and punctuation errors and can edit their work, making changes to grammar and vocabulary</li> <li>• Starting to use and punctuate direct speech correctly.</li> <li>• Extends range of sentences using a wider range of conjunctions (other than and, but, so - Eg: when, if, because, although)</li> <li>• Narratives- can describe setting, characters with a clear plot</li> </ul> <p>Non narrative- uses simple organisational devices (Eg: headings &amp; sub-headings)</p> <p>SMSC - Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane</p>	<p>SMSC - Engage children in hearing imaginative, mystical, fantasy stories which take them outside of the mundane Read stories with moral themes eg 'good over evil, weak over strong, wise over foolish' Share stories about a wide range of relationships eg. friendships, families, gangs, school</p>	<p>this is developed and explored further in particular texts</p>
<p><b>Maths</b></p>	<p><b>Place value</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100</li> <li>• Find 10 or 100 more or less than a given number</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• Solve number problems and practical problems involving these ideas.</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally - a three-digit number and ones</li> <li>• Add and subtract numbers mentally - a three-digit number and tens</li> <li>• Add and subtract numbers mentally - a three-digit number and hundreds</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> </ul> <p><b>Multiplication &amp; Division</b></p>	<p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• Writes and calculates mathematical statements for multiplication and division using the <math>\times</math> tables that are known including for 2 digit numbers <math>\times</math> 1 digit numbers, using mental and progressing to formal written methods.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Adds and subtracts amounts of money to give change, using both <math>\pounds</math> and p in practical contexts</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interprets and presents data using bar charts, pictograms and tables.</li> </ul> <p><b>Length &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>• Measures, compares, adds and subtracts lengths</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Counts up and down in tenths;</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognises and shows, using diagrams, equivalent fractions with small denominations.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Tells and writes the time from an analogue clock and 12 hour and 24 hour clocks</li> </ul> <p><b>Properties of shape</b></p> <ul style="list-style-type: none"> <li>• Identifies right angles, recognises that 2 right angles make a half turn, 3 make a three quarter turn and 4 a complete turn;</li> <li>• Identify whether angles are greater than or less than a right angle.</li> </ul> <p><b>Mass &amp; Capacity</b></p> <ul style="list-style-type: none"> <li>• Measures, compares, adds and subtracts volume and capacity</li> <li>• Measures, compares, adds and subtracts mass</li> </ul>	

## Year 3 - Curriculum Overview September 2021-July 2022

	<ul style="list-style-type: none"> <li>Recalls and uses multiplication and division facts for the 3 x table</li> <li>Recalls and uses multiplication and division facts for the 4 x table</li> <li>Recalls and uses multiplication and division facts for the 8 x table</li> </ul>	<ul style="list-style-type: none"> <li>Recognises that tenths arise from dividing an object into ten equal parts and in dividing 1 digit numbers or quantities by ten.</li> <li>Recognises, finds and writes fractions of a discrete set of objects; unit fractions</li> </ul> <p>Recognises, finds and writes fractions of a discrete set of objects; non unit fractions with small denominators</p>	
<b>History</b>	<ul style="list-style-type: none"> <li>To know the key changes, connections and trends in Britain from Stone Age to Iron Age</li> <li>Compare life today</li> <li>Recognise some of the key features of periods in the past</li> <li>Start to use sources to make simple deductions about the past</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Look at representations of the period - museum, cartoons, cave art etc</li> <li>Use a range of sources to find out about a period</li> <li>Observe small details - artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Make use of a broad chronological framework to locate events</li> <li>Start to identify some of the key dates of the periods studied and develop a chronological understanding</li> </ul> <p>3D art- using clay to create a model of Stonehenge</p> <p>SMSC - To explore ways of life in different periods of time. To reflect on the spiritual, religious and moral issues in topics, eg. religious beliefs in the Middle Ages To experience a sense of wonder by contact with the past (visits, artefacts) To become aware of the concept of time-past, present, future and our part in it</p> <p>To look at what we mean by truth in history - studying primary sources</p>	<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions</li> <li>Recognise some of the key features of periods in the past</li> <li>Identify some of the similarities and differences between different periods in the past</li> <li>Start to use sources to make simple deductions about the past</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period - museum, cartoons etc</li> <li>Use a range of sources to find out about a period</li> <li>Observe small details - artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Make use of a broad chronological framework to locate events</li> <li>Start to identify some of the key dates of the periods studied</li> </ul> <p>SMSC - To explore ways of life in different periods of time. To reflect on the spiritual, religious and moral issues in topics, eg. religious beliefs in the Middle Ages To experience a sense of wonder by contact with the past (visits, artefacts) To become aware of the concept of time-past, present, future and our part in it</p>	<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions</li> <li>Select and record information relevant to the study</li> </ul>

Year 3 - Curriculum Overview September 2021-July 2022

	<p>To develop empathy through learning to see things from other perspectives To learn how past societies were organised and functioned</p>	<p>To look at what we mean by truth in history - studying primary sources</p> <p>To develop empathy through learning to see things from other perspectives To learn how past societies were organised and functioned</p> <p>To explore how other civilisations (eg Greeks, Romans) have contributed to their own culture</p>			
<p><b>Science</b></p>	<p><b>Rocks and Soil</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their simple physical properties</li> <li>Relate the simple physical properties of some rocks to their formation (igneous or sedimentary)</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>to make predictions about what will happen;</li> <li>to think about how to collect sufficient evidence in some contexts;</li> <li>to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>to make observations and comparisons;</li> <li>to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To develop a sense of awe and wonder at the complexity and pattern in natural phenomena To develop the scientific skills of making predictions, observing and drawing conclusion Encourage children to work in small groups during science investigations.</p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes</li> <li>Notice that light is reflected from surfaces</li> <li>Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.</li> <li>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>to make predictions about what will happen;</li> </ul>	<p><b>Animals incl. humans</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>to collect evidence in a variety of contexts to</li> </ul>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>Notice that some forces need contact between two objects and some forces act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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.</li> <li>to collect evidence in a variety of contexts to answer a question or test an idea</li> <li>in a variety of contexts, to suggest questions and ideas and how to test them;</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> </ul>

Year 3 - Curriculum Overview September 2021-July 2022

		<ul style="list-style-type: none"> <li>• to think about how to collect sufficient evidence in some contexts;</li> <li>• to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>• to make observations and comparisons;</li> <li>• to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>• to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To develop the scientific skills of making predictions, observing and drawing conclusion Encourage children to work in small groups during science investigations.</p>	<p>answer a question or test an idea</p> <ul style="list-style-type: none"> <li>• in a variety of contexts, to suggest questions and ideas and how to test them;</li> <li>• to make predictions about what will happen;</li> <li>• to think about how to collect sufficient evidence in some contexts;</li> <li>• to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>• to make observations and comparisons;</li> <li>• to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>• to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To consider the fact of life, growth, decay and death and how different organisms are dependent upon each other</p>	<ul style="list-style-type: none"> <li>• to make predictions about what will happen;</li> <li>• to think about how to collect sufficient evidence in some contexts;</li> <li>• to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> <li>• to make observations and comparisons;</li> <li>• to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>• to present results in drawings, bar charts and tables</li> </ul> <p>SMSC - To develop the scientific skills of making predictions, observing and drawing conclusion Encourage children to work in small groups during science investigations.</p>	<ul style="list-style-type: none"> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• 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</li> </ul> <p>SMSC - To develop the scientific skills of making predictions, observing and drawing conclusion Encourage children to work in small groups during science investigations.</p>
--	--	---	--	--	--

Year 3 - Curriculum Overview September 2021-July 2022

			<p>To develop the scientific skills of making predictions, observing and drawing conclusion Encourage children to work in small groups during science investigations.</p>		
<p><b>Art and Design</b></p>	<p style="text-align: center;"><b>Drawing</b> <b>Cave Art</b></p> <ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Use the work of Shoo Rayner and L.S.Lowry to improve your drawing technique</li> <li>• Experiment with different grades of pencil and other implements to create lines and marks.</li> <li>• Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> <li>• Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</li> </ul> <p style="text-align: center;"><b>3D Art- Stonehenge Clay</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Create surface patterns and textures in a malleable material</li> </ul> <p>SMSC - To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity</p>	<p style="text-align: center;"><b>Printing</b> <b>Cartouche- Eye of Horus</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns</li> <li>• Print with two colour overlays</li> </ul> <p style="text-align: center;"><b>Include Drawing</b></p> <ul style="list-style-type: none"> <li>• Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</li> </ul> <p style="text-align: center;"><b>3D form-Crown for a Pharaoh</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make models from observation or imagination</li> <li>• Create surface patterns and textures in a malleable material</li> <li>• Use papier mache to create a simple 3D object.</li> </ul> <p>Possible homework task: Create a decorative Scarab beetle for display</p> <p>SMSC - To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity</p>	<p style="text-align: center;"><b>Architects</b></p> <ul style="list-style-type: none"> <li>• Name at least two British Architects and the buildings they designed.</li> <li>• Learn about John Nash who designed Buckingham Palace and Marble arch.</li> <li>• Learn about Sir Christopher Wren who designed St Pauls Cathedral and Hampton Court Palace.</li> </ul> <p>SMSC - To appreciate the way an artist has given expression in their work To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity</p>	<p style="text-align: center;"><b>River Scene</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc.</li> <li>• Create different effects and textures with paint according to what they need for the task. Colour</li> <li>• Mix colours and know which primary colours make secondary colours Use more specific colour language</li> <li>• Mix and use tints and shades</li> </ul> <p style="text-align: center;"><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use collage as a means of building a visual vocabulary.</li> </ul>	

Year 3 - Curriculum Overview September 2021-July 2022

				<p><b>Digital Media (ICT links)</b></p> <ul style="list-style-type: none"><li>• Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photo story, PowerPoint.</li><li>• Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, Changing the type of brush to an appropriate style e.g. charcoal.</li><li>• Create shapes by making selections to cut, duplicate and repeat.</li><li>• Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</li></ul> <p>SMSC - To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity</p>
--	--	--	--	---

Year 3 - Curriculum Overview September 2021-July 2022

				<p>To use the environment as a source of inspiration</p>
<p><b>Geography</b></p>	<p>Types of settlements in Early Britain linked to History. Why did people choose to settle there? A brief introduction to Volcanoes and earthquakes linking to Science: rock types. Recognise reasons why early British Settlements were founded on UK land. SMSC - To reflect on the awe and wonder in the natural world; To reflect on a variety of landscapes and locations To explore settlements To explore the achievements of the built environment, eg. urban architecture or civil engineering, and raising questions about ambiguous designs, eg. the pyramids. To study our own locality and its relationship to the wider world</p>	<p>Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>SMSC - To reflect on a variety of landscapes and locations To explore different ways of life in different countries</p>	<p>Locate and name the continents on a World Map, the countries making up the British Isles and their capital cities</p> <p>Compare a region of the UK with a region in Europe E.g local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>Understand geographical similarities/ differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America, Meriden village with a region of France, and a region of North America.</p> <p>Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and the internet as sources of information.</p> <p>.Investigate places and themes at more than one scale.</p> <p>MAP READING</p>	<p>Identify longest rivers in the world, largest deserts and highest mountains. Compare with what is in the UK.</p> <p>Begin to collect and record evidence aided. Analyse evidence and draw conclusions e.g make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>Describe and understand key aspects of: physical geography including rivers, coasts and the water cycle.</p> <p>Observe how evaporation and rain affect rivers and other physical features.</p> <p>Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help</p> <p>Use everyday standard and non standard units occasionally.</p>



## Year 3 - Curriculum Overview September 2021-July 2022

			<p>Locate places on larger scale maps            Follow a route on a map with some accuracy (orientteering).            Use large scale OS maps with some confidence.            Begin to use map sites on the internet.            Learn the points of a compass, 2 figure grid references, some basic symbols and key (use OS maps) to build knowledge of UK and wider world.</p> <p>Use 4 compass points to follow/give directions.            Use letter and number co-ordinates to locate features on a map.            Make a map of a short route they have experienced, with the features in the correct order.            Make a simple scale drawing and know why a key is needed.            Use standard symbols.            Begin to match boundaries.            Begin to draw a sketch map from a high view point.            Begin to identify points on maps A, B and C.</p> <p>SMSC - To reflect on a variety of landscapes and locations</p>	<p>Count up to 100 eg for a traffic survey they cross number on a hundred square for each vehicle            Begin to organise recordings (link to Computing)</p> <p>SMSC - To reflect on the awe and wonder in the natural world;            To reflect on a variety of landscapes and locations            To develop own beliefs and values in relation to environmental issues and considering the moral and practical issues of pollution, conservation and sustainability;            To evaluate the effects of human actions on their environment, including their own e.g. litter</p>
--	--	--	---	--

Year 3 - Curriculum Overview September 2021-July 2022

<p><b>Music</b></p>	<p><b>Let your spirit fly</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers</li> <li>sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children</li> <li>independently, make up a singing game with words and actions, and perform it to other children</li> </ul> <p>SMSC - To experience joy, satisfaction, creativity, use of imagination in creating and performing music To listen to music from a wide variety of cultures</p>	<p><b>Recorders Stage 1</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers</li> <li>perform with control of pulse and awareness of what others are playing by listening</li> <li>put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>compose and perform simple melodies and songs independently</li> </ul> <p>SMSC - To experience joy, satisfaction, creativity, use of imagination in creating and performing music Encourage the children to work cooperatively through collaboration and composition. To listen to music from a wide variety of cultures</p>	<p><b>Three little birds</b> <b>The dragon song (Term)</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers</li> <li>use tuned and untuned percussion instruments with some accuracy</li> <li>perform with control of pulse and awareness of what others are playing by listening</li> <li>put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>compose and perform simple melodies and songs independently</li> <li>recognise how musical elements can be used together to compose descriptive music</li> <li>recognise some descriptive uses of the elements; create descriptive music, eg based on animals, that uses a sequence of sounds (often sound effects), movement and words</li> <li>recognise and create repeated patterns;</li> <li>put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> </ul> <p>SMSC - To experience the physical and emotional dimensions of music; Encourage the children to work cooperatively through collaboration and composition. To listen to music from a wide variety of cultures</p>	<p><b>Bringing us together</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers</li> <li>use tuned and untuned percussion instruments with some accuracy</li> <li>perform with control of pulse and awareness of what others are playing by listening</li> <li>put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>compose and perform simple melodies and songs independently</li> <li>compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence</li> <li>carefully choose, order, combine and</li> </ul>	<p><b>Reflect, rewind and replay</b></p> <ul style="list-style-type: none"> <li>follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers</li> <li>use tuned and untuned percussion instruments with some accuracy</li> <li>perform with control of pulse and awareness of what others are playing by listening combine sounds with movement and narrative.</li> <li>recognise some descriptive uses of the elements; create descriptive music, eg based on animals, that uses a sequence of sounds (often sound effects), movement and words</li> <li>put rhythmic patterns together with some help; recognise rhythmic patterns recognise how patterns fit together;</li> <li>compose and perform simple melodies and songs independently</li> </ul>
---------------------	--	---	--	--	---

Year 3 - Curriculum Overview September 2021-July 2022

				<p>control sounds with awareness of their combined effect; use sound to create more abstract images</p> <ul style="list-style-type: none"> <li>describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images</li> </ul> <p>SMSC - To experience the physical and emotional dimensions of music; Encourage the children to work cooperatively through collaboration and composition. To listen to music from a wide variety of cultures</p>	<ul style="list-style-type: none"> <li>compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence</li> <li>carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images</li> <li>describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images</li> </ul> <p>SMSC - To experience joy, satisfaction, creativity, use of imagination in creating and performing music Encourage the children to work cooperatively through collaboration and composition. To look at how music can be a powerful tool to bind groups together eg School Production</p>
--	--	--	--	---	--

Year 3 - Curriculum Overview September 2021-July 2022

						To listen to music from a wide variety of cultures
ICT	<p><b>We are programmers</b></p> <p>Use logical reasoning to explain how some simple algorithms work</p> <p>Use sequence, selection and repetition in programs, working with variables and various forms of input and output.</p> <p>Use technology safely, respectfully and responsibly, recognising acceptable/ unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Use a simulation to make and explore predictions and to identify patterns.</li> <li>Use Logo to make and explore predictions and to identify patterns e.g. that you need a space, that the number relates to steps or degrees, that the bigger the number the bigger the turn.</li> <li>Demonstrate to others and/or prepare a list of instructions for others to use.</li> <li>Enter data into a computer simulation</li> </ul>	<p><b>We are bug fixers</b></p> <p>Use logical reasoning to explain how some simple algorithms work</p> <p>Use technology safely, respectfully and responsibly, recognising acceptable/ unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Use a simulation to make and explore predictions and to identify patterns.</li> <li>Use Logo to make and explore predictions and to identify patterns e.g. that you need a space, that the number relates to steps or degrees, that the bigger the number the bigger the turn.</li> <li>Demonstrate to others and/or prepare a list of instructions for others to use.</li> <li>Enter data into a computer simulation i.e. make a choice.</li> <li>Solve an adventure game or similar and describe or show in diagrams how this was achieved.</li> </ul> <p>Demonstrate a more planned approach to solving problems rather than a random choice of options.</p>	<p><b>We are presenters- adobe spark video and keynote</b></p> <p>Select, use and combine a variety of software on a range of digital devices.</p> <p>Use technology safely, respectfully and responsibly, recognising acceptable/ unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Locate and record sounds, compare ways of recording and storing sounds.</li> <li>Understand how musical phrases can be organised and re-organised using icons.</li> <li>Use ICT to create, organise and reorganise sounds.</li> </ul>	<p><b>We are network engineers</b></p> <p>Use logical reasoning to explain how some simple algorithms work</p> <ul style="list-style-type: none"> <li>Use a simulation to make and explore predictions and to identify patterns.</li> <li>Use Logo to make and explore predictions and to identify patterns e.g. that you need a space, that the number relates to steps or degrees, that the bigger the number the bigger the turn.</li> <li>Demonstrate to others and/or prepare a list of instructions for others to use.</li> <li>Enter data into a computer simulation i.e. make a choice.</li> <li>Solve an adventure game or similar and describe or show in diagrams how this was achieved.</li> </ul> <p>Demonstrate a more planned approach to solving problems rather</p>	<p><b>We are communicators</b></p> <p>Use technology safely, respectfully and responsibly, recognising acceptable/ unacceptable behaviour.</p> <p>Identify a range of ways to report concerns about content and contact.</p> <ul style="list-style-type: none"> <li>Read and respond to e-mails.</li> <li>Send annotated replies to e-mails.</li> <li>Send e-mails.</li> <li>Attach files to e-mails.</li> <li>Use the shift key to type characters, such as question marks.</li> <li>Alter font type, size and colour for emphasis and effect.</li> <li>Amend text and save changes</li> <li>Amend text using the correct key combinations.</li> <li>Create and amend tunes using compositional software</li> </ul>	<p><b>We are opinion pollsters</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly, recognising acceptable/ unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Alter font type, size and colour for emphasis and effect.</li> <li>Amend text and save changes</li> <li>Amend text using the correct key combinations.</li> <li>Create and amend tunes using compositional software</li> </ul> <p><u>RESEARCH</u></p> <ul style="list-style-type: none"> <li>Use a database to generate bar charts and interpret data.</li> <li>Use the database to answer simple questions by sorting a field.</li> <li>Use the database to answer simple questions by using search criteria.</li> </ul>

## Year 3 - Curriculum Overview September 2021-July 2022

	<p>i.e. make a choice.</p> <ul style="list-style-type: none"> <li>Solve an adventure game or similar and describe or show in diagrams how this was achieved.</li> </ul> <p>Demonstrate a more planned approach to solving problems rather than a random choice of options.</p>			<p>than a random choice of options.</p>		<p><u>WORKING WITH DATA</u></p> <ul style="list-style-type: none"> <li>Add a record to a file in a computer database.</li> </ul>
P.E.	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>consolidate and improve techniques and their ability to link movements</li> <li>develop the range and consistency of skills in all games</li> <li>improve ability to choose and use simple tactics and strategies</li> <li>keep, adapt and make rules for striking and fielding and net games</li> <li>know and describe the short-term effects of different exercise activities on the body</li> <li>know how to improve stamina</li> <li>begin to understand the importance of warming up</li> <li>recognise good performance and</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Pass and receive a netball safely (chest and bounce pass)</li> <li>Perform a stride stop in netball</li> <li>Perform a jump stop in netball</li> <li>Perform a dodge in netball to get into a space</li> <li>Marking a player keeping on the balls of your feet</li> <li>Shooting the ball high and bending knees</li> <li>Introduce high fives game or an adapted game</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Collaborate to make a dance warm up</li> <li>Use a stimulus to create a dance</li> <li>Dance in unison with a partner</li> <li>Perform canon with a group</li> <li>Use some different levels and pathways</li> </ul>	<p><b>Multi Skills</b></p> <ul style="list-style-type: none"> <li>Balancing on various body parts while moving</li> <li>Agility focus -changing direction at speed</li> <li>Co-ordinate body to perform a combination of movements</li> <li>Complete a variety of fitness test successfully and get a personal best</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>Control a ball using inside, outside and sole of feet</li> <li>Pass the ball with inside of feet with accuracy</li> <li>Dribble the ball beginning to turn with some control (inside and outside hook)</li> <li>Begin to defend making a standing tackle in a 1v1</li> <li>Kick a ball stationary past a goal keeper</li> <li>Embracing rules and playing fairly</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Enter the pool safely by jumping in or sliding in on front.</li> <li>Exit the pool by the poolside steps or climbing out.</li> <li>Be confident to be able to swim across the pool without stopping</li> <li>Begin to show breathing technique when performing various strokes with and without a float</li> <li>Swim competently and confidently across the pool using various strokes front crawl, breaststroke and backstroke</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Begin to perform 'FAST' technique</li> <li>Throw a javelin/vortex using correct stance rotating hips forward</li> <li>Perform a hop, step and jump (standing triple jump) in isolation and in combination</li> <li>In warm ups develop running for distance</li> <li>Develop relay change over techniques</li> <li>Run and take off over obstacles at some speed</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Move to catch a ball Control a ball on racket when moving</li> <li>Hit ball across the floor with</li> </ul>	<p><b>Kwik Cricket</b></p> <ul style="list-style-type: none"> <li>Roll the ball with one hand and stop the ball attempting</li> <li>Long barrier method</li> <li>Throw and catch underarm with both hands (in isolation)</li> <li>Bowl at a wicket underarm and attempt overarm</li> <li>Control with a bat (holding it correctly) hitting a ball off a tee and whilst moving</li> <li>Play a modified game using fielding and batting skills</li> <li><i>Take part in outdoor and adventurous activity challenges, both individually and as part of a team.</i></li> </ul> <p><b>Self Defence</b></p> <p>SMSC - To gain a sense of achievement</p>	

Year 3 - Curriculum Overview September 2021-July 2022

	<p>identify improvements</p> <ul style="list-style-type: none"> <li>• use what they have learned to improve their work</li> </ul> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• Tag a player in isolation using tag belts</li> <li>• Move with a ball in their hand using correct position 'dirty fingers clean palms'</li> <li>• Pass the ball backwards and sideways in isolation</li> <li>• Move into a space to avoid a defender through dodging techniques</li> <li>• Beat a defender to score a try</li> </ul> <p>SMSC - To develop the qualities of self-discipline, commitment, perseverance and self-confidence in achieving success in PE; To gain a sense of achievement</p> <p>Have competitive sports that model to children the quality of relationships and the principles they wish to promote; interactions inside and outside the classroom develop co-operation, thoughtfulness and positive communication.</p>	<p>SMSC - To gain a sense of achievement</p> <p>Have competitive sports that model to children the quality of relationships and the principles they wish to promote; interactions inside and outside the classroom develop co-operation, thoughtfulness and positive communication.</p>	<ul style="list-style-type: none"> <li>• Be able to swim at least 25 metres Perform safe self rescue in water base situations e.g. pyjama rescue, float aids in deep water etc</li> </ul> <p>SMSC - To gain a sense of achievement</p>	<p>forehand position</p> <ul style="list-style-type: none"> <li>• Hit the ball across the floor using back hand position</li> <li>• Hit a ball into a target (with one bounce)</li> </ul> <p>SMSC - To develop the qualities of self-discipline, commitment, perseverance and self-confidence in achieving success in PE; To gain a sense of achievement</p>	
--	---	---	--	--	--

Year 3 - Curriculum Overview September 2021-July 2022

<p>R.E.</p>	<p><b>UCC - Creation</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> <li>describe significant (key) elements of Christian teaching;</li> <li>begin to understand a range of religious words;</li> <li>use a simple sources to retrieve information;</li> <li>be aware of his/her responsibilities for the world in which he/she lives;</li> <li>ask religious questions;</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> <li>acknowledge and describe a range of emotions in him/herself and others.</li> </ul>	<p><b>UCC - Incarnation</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> <li>describe significant (key) elements of Christian teaching;</li> <li>begin to understand a range of religious words;</li> <li>use a simple sources to retrieve information;</li> <li>be aware of his/her responsibilities for the world in which he/she lives;</li> <li>ask religious questions;</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> <li>acknowledge and describe a range of emotions in him/herself and others.</li> </ul> <p>SMSC - To explore beliefs and values, through stories, celebrations, rituals and practices</p>	<p><b>IP - Hinduism (believer)</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>begin to understand a range of religious words;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> <li>describe some people of faith and their actions;</li> <li>use a simple sources to retrieve information;</li> <li>be aware of his/her responsibilities for the world in which he/she lives;</li> <li>ask religious questions;</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> <li>acknowledge and describe a range of emotions in him/herself and others.</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> </ul>	<p><b>UCC-Salvation</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>begin to understand a range of religious words;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> <li>describe some people of faith and their actions;</li> <li>use a simple sources to retrieve information;</li> <li>be aware of his/her responsibilities for the world in which he/she lives;</li> <li>ask religious questions;</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> <li>acknowledge and describe a range of emotions in him/herself and others.</li> </ul>	<p><b>UCC - People of God</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>begin to understand a range of religious words;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> <li>describe significant (key) elements of Christian teaching;</li> <li>describe some people of faith and their actions;</li> <li>use a simple sources to retrieve information;</li> <li>be aware of his/her responsibilities for the world in which he/she lives;</li> <li>ask religious questions;</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> <li>acknowledge and describe a range of emotions in him/herself and others.</li> </ul>	<p><b>IP - Hinduism (inspirational people)</b></p> <ul style="list-style-type: none"> <li>realise that religious beliefs make a difference to people's lives;</li> <li>identify moral questions within the material;</li> <li>make links between symbols and the beliefs that they express;</li> <li>begin to understand a range of religious words;</li> <li>identify and retell in detail a range of religious stories and identify their sources;</li> <li>describe some people of faith and their actions;</li> <li>use a simple sources to retrieve information;</li> <li>be aware of his/her responsibilities for the world in which he/she lives;</li> <li>ask religious questions;</li> <li>empathise with the experiences of others and express his/her own thoughts;</li> <li>acknowledge and describe a range of emotions in him/herself and others.</li> <li>empathise with the experiences of others</li> </ul>
-------------	--	---	--	---	---	--

Year 3 - Curriculum Overview September 2021-July 2022

	<ul style="list-style-type: none"> <li>empathise with the experiences of others and express his/her own thoughts;</li> </ul> <p>SMSC - To explore beliefs and values, through stories, celebrations, rituals and practices To investigate examples set by characters in religious stories</p>	<p>To investigate examples set by characters in religious stories To explore events eg ceremonies and festivals, which bring communities together</p>	<p>SMSC - To explore the insights, beliefs and teaching of faith traditions To investigate examples set by characters in religious stories To explore events eg ceremonies and festivals, which bring communities together</p>	<p>empathise with the experiences of others and express his/her own thoughts;</p> <p>SMSC - To explore the insights, beliefs and teaching of faith traditions To investigate examples set by characters in religious stories To explore events eg ceremonies and festivals, which bring communities together</p>	<p>empathise with the experiences of others and express his/her own thoughts;</p> <p>SMSC - To explore beliefs and values, through stories, celebrations, rituals and practices To investigate examples set by characters in religious stories</p>	<p>and express his/her own thoughts;</p> <p>SMSC - To explore the insights, beliefs and teaching of faith traditions To investigate examples set by characters in religious stories To explore events eg ceremonies and festivals, which bring communities together</p>
STEM/D&T	<p><b>Research and create a Stone Age meal with pudding</b> Understand the principles of a healthy and varied diet Cook a variety of predominantly savoury dishes.</p> <ul style="list-style-type: none"> <li>Develop sensory vocabulary/Knowledge using, smell, taste, texture and feel</li> <li>Follow instructions</li> <li>Measure and weigh ingredients</li> <li>Work safely and hygienically</li> </ul> <p>Evaluate their ideas and products against their own design criteria Identify the strengths and weaknesses of their design ideas Decide which design idea to develop Record final products and evaluations on seesaw in line with the policy.</p> <p><b>STEM week</b></p>	<p><b>D&amp;T Pneumatics (Moving mummy in a coffin)</b> Apply their understanding of how to strengthen, stiffen structures Understand and use mechanical systems in their products [for example levers, linkages and pneumatics]</p> <p><b>SHEET MATERIAL</b></p> <ul style="list-style-type: none"> <li>Cut slots</li> <li>Use lolly sticks/card to make levers and linkages</li> </ul> <p>Use linkages to make movement larger or more varied.</p> <p><b>CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>Create shell or frame structures, strengthen frames with diagonal struts</li> <li>Make structures more stable by giving them a wide base</li> <li>Measure and mark square selection, strip and dowel accordingly to 1cm</li> </ul> <p>Evaluate their ideas and products against their own design criteria Identify the strengths and weaknesses of their design ideas Decide which design idea to develop</p>		<p><b>D&amp;T = Textiles</b> <b>Design and make tote bags</b> use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Use a range of materials and components, including construction materials and textiles.</p> <p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>Join fabrics using running stitch, over sewing, back stitch</li> <li>Explore fastenings</li> <li>Use appropriate decoration techniques e.g.</li> </ul>		



Year 3 - Curriculum Overview September 2021-July 2022

			Record final products and evaluations on seesaw in line with the policy.			appliqué(glued or simple stitches) • Create a simple pattern
MFL	Greetings My name is... Classroom commands Numbers to 10	Classroom objects Colours Age Christmas	Fête de Rois Food (fruit) Days of the week Hungry Caterpillar Parts of the body Describing yourself Easter		Animals Using J'ai Numbers to 20	Months of the year Celebrations La Bastille
PSHE	Being Me in My World	Celebrating Difference	Dreams and goals	Relationships	Healthy Me	Changing me
Wider Enrichment Opportunities	Creswell Craggs Trip Artefact box		Egyptian Dress-up day Artefact box		Artefact box Trip to London	Year 3 Camp Out