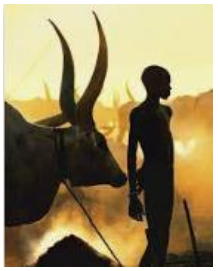
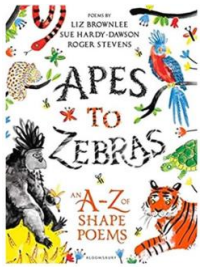
Year Three Curriculum Overview 2023-2024

YEAR THREE	Autumn Term		Spring Term		Summer Term	
English - Poetry	**Dance with me, Autumn** Descriptive poem	**The Magnificent Bull from the Dinka Tribe**  Dinka-inspired poem	**The Shell by John Foster** Senses poem about the sea	**The River's Tale by Rudyard Kipling** Descriptive poem	**I saw a peacock** Nonsense Poem	**Apes to zebras by Liz Browne**  Concrete Poem

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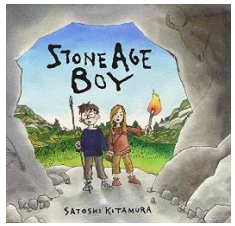
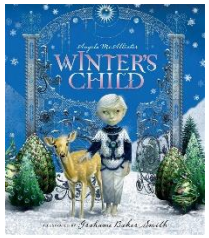
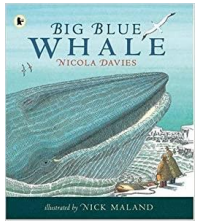
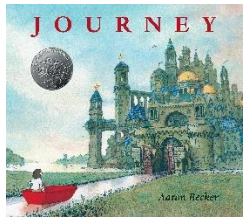
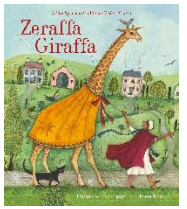
English	**Stone Age Boy by Satoshi Kitamura**  Historical fiction	**Winters Child by Angela McAllister**  Fantasy fiction	**Big Blue Whale by Nicola Davies**  Non-fiction	**Mini Units – range of genres and stimuli** **Narrative (Mystery)** Harris Burdick (images) **Explanation** How to catch a dragon – design and explain **Instructions** How to build a robotic teacher **Narrative** Children's own choice of genre **Report (Green Flag Award)** Reduce, Reuse, Recycle **Persuasion** Design a product and make persuasive advertisements	**Journey by Aaron Becker**  Fantasy fiction	**Zeraffa Giraffa by Dianne Hofmeyr**  Non-fiction

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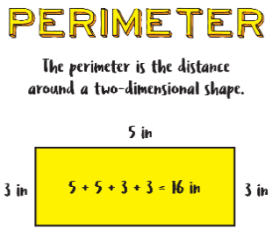
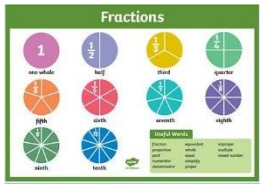
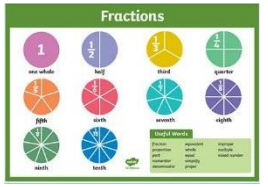
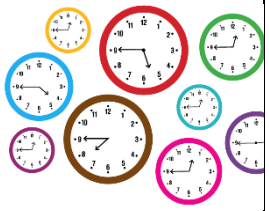
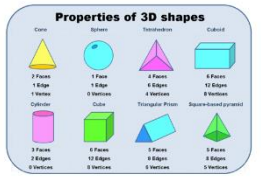
Maths	**Place Value** **Addition and subtraction** Addition Subtraction		**Addition and subtraction** Addition Subtraction **Multiplication and division** Multiplication Division		**Multiplication and division** Multiplication Division **Measurement: Money** **Statistics** 	**Measurement: Length and perimeter**  **Fractions**  	**Fractions**  **Measurement: Time** 	**Geometry: Properties of shapes**  **Measurement: Mass and capacity**

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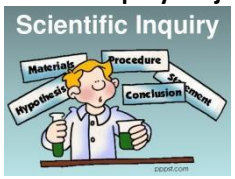
Science	**Rocks** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter	**Light and Dark** • 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	**Magnets** • 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 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing	**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	**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	**Scientific Enquiry Project** 

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History	**How did daily life change from the Stone Age to the Iron Age?** • Changes in Britain from the Stone Age to the Iron Age	**Which of the earliest civilisations developed the greatest achievement?** • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	**What was it like to live in Ancient Egypt?** • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

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Geography	**Are settlements all the same?** **Fieldwork:** local area (could be HW) • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Why do people live near volcanoes?** **Fieldwork:** school grounds • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Why do people live near volcanoes?** **Fieldwork:** school grounds • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

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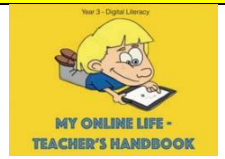
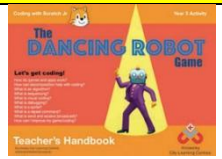
Computing	 **Information Technology:** ● I can make judgements about the usefulness of information. ● I can use search tools to find and use an appropriate website. ● I can search for and use information from a range of sources. ● I can make exact searches on the world wide web. ● I can analyse information and make accurate searches. ● I can evaluate my work and improve its effectiveness.	 **Mandatory Skills:** ● I can troubleshoot when something doesn't appear to be working with my device. **Information Technology:** ● I can improve the quality and presentation of my work. ● I can create with technology. E.g. Video, animation, 3D **Information Technology:** ● I can improve the quality and presentation of my work using editing and formatting techniques. ● I can use search tools to find and use an appropriate website. ● I can search for and use information from a range of sources. **Digital Literacy:** ● I can search for copyright free images online to use in my own work.	 **Digital Literacy:** ● I know how to use the internet. ● I can analyse information and make accurate searches. ● I understand the need for copyright and the consequences of ignoring it. ● I am aware of what I should be sharing online and where to go for help if I need it. ● I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. ● I can explain what bullying is and know where to go for help. ● I understand the impact technology can have on my health, well being and lifestyle. ● I know who I should be sharing information with and how to keep my data secure. ● I understand the term identity and I can take appropriate measures to protect my own online identity	 **Mandatory Skills:** ● I can troubleshoot when something doesn't appear to be working with my device. **Computer Science:** ● I can plan, create and debug programs. ● I can use decomposition to help me solve computing problems. ● I can work with various forms of input and output. ● I can use logical reasoning to predict and correct errors in algorithms and programs.	 **Mandatory Skills:** ● I can troubleshoot when something doesn't appear to be working with my device. ● I can discuss different types of digital content and file types. **Information Technology:** ● I can improve the quality and presentation of my work. ● I can create with technology. E.g. Video, animation, 3D	 **Mandatory Skills:** ● I can troubleshoot when something doesn't appear to be working with my device. ● I can discuss different types of digital content and file types. **Computer Science:** ● I can explain how the internet works. **Information Technology:** ● I can use advanced search tools. (Copyright) ● I can collect, analyse, evaluate and present data and information. ● I can create with technology. E.g. Video, animation, 3D ● I can improve the quality and presentation of my work using editing and formatting techniques. **Digital Literacy:** ● I know how to use the internet. (Online Bullying) ● I understand the need for copyright and the consequences of ignoring it. ● I can analyse information and make accurate searches.

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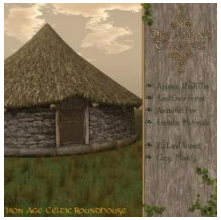
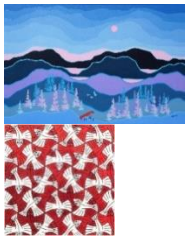
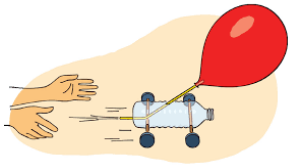
Art and DT	**Drawing** **Artist Link – Tang Yau Hoong or Jim Lee** • Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. • Begin to record their thoughts and experiences in a sketch book / 'ideas journal'. • Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.	 **DT - Constructions and Textiles.** **Round houses/Christmas Decoration** • Develop more than one design or adaptation of an initial design. • Plan a sequence of actions to make a product. • Think ahead about the order of their work and decide upon tools and materials. • Propose realistic suggestions as to how they can achieve their design ideas. • Select from a range of tools for cutting, shaping, joining and finishing. • Use tools with accuracy. • Select from materials according to their functional properties. • Use appropriate finishing techniques. • Use an increasingly appropriate technical vocabulary for tools materials and their properties. • Prototype a product. • Strengthen frames with diagonal struts. • Measure and mark square section, strip and dowel accurately to 1cm.	**Printing** **Artist Link – Friedensreich Hundertwasser or Dan Mather** • Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. • Discuss the styles of artists, craft makers or designers and use this to inform their own work. • Begin to understand the historical and/or cultural significance of a chosen artist /art form. • Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.	**DT - Cooking and Nutrition** **Thai Green Curry** • Follow instructions / recipes. • Join and combine a range of ingredients. • Begin to understand the food groups on the Eatwell Plate.	**Mixed Media** **Artist Link – Ted Harrison or M.C. Escher**  • Show confidence and independence when working creatively e.g. with a range of media on different scales. • Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively. • Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.	**DT - Mechanisms** **Moving Monsters**  • Develop more than one design or adaptation of an initial design. • Plan a sequence of actions to make a product. • Think ahead about the order of their work and decide upon tools and materials. • Propose realistic suggestions as to how they can achieve their design ideas. • Select from a range of tools for cutting, shaping, joining and finishing. • Use tools with accuracy. • Select from materials according to their functional properties. • Use appropriate finishing techniques. • Use an increasingly appropriate technical vocabulary for tools materials and their properties. • Understand seam allowance. • Prototype a product. • Sew on buttons and make loops. • Strengthen frames with diagonal struts. • Measure and mark square section, strip and dowel accurately to 1cm. • Use linkages to make movement larger or

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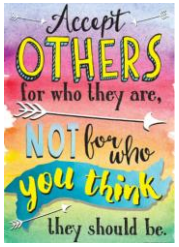
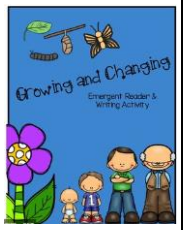
Personal, Social and Health Education	**Families and Friends** To explore what makes a family Discovering the features of family life	**Safe Relationships** Recognising personal boundaries How to safely respond to others Recognising the impact of hurtful behaviour	**Respecting ourselves and others**  Recognise respectful behaviour The importance of self-respect The importance of courtesy and being polite	**Belonging to a community** Recognising and understanding our rights, freedoms and responsibilities	**Media literacy and digital resilience** How the internet is used Assessing information online	**Money and work** Exploring different jobs and Skills Recognising and challenging job stereotypes Setting personal goals	**Physical health and mental well-being** Recognising the importance of making good health choices and recognising bad habits Recognising what affects feelings Exploring appropriate ways of expressing feelings	**Growing and changing**  Identify that people are unique and respect those differences by exploring the differences between male and female bodies Recognising and celebrating personal strengths and achievements Learning how to manage and reframe setbacks	**Keeping safe** Recognising risks and hazards Exploring how to keep safe in the local environment and unfamiliar places

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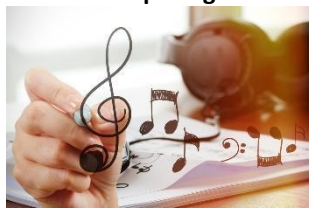
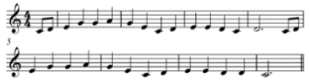
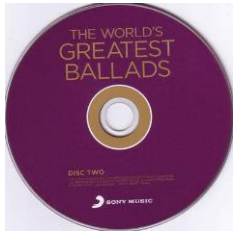
Music	**Composing**  • Performing a soundscape accurately, fluently and expressively. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Telling a story through layers of melody and rhythm. • Appreciating classical music and unpick its narrative	**Developing singing techniques and keeping in time** • Singing songs with accuracy and control, with developing vocal technique. • Discussing the features of battle songs using musical vocabulary. • Creating a battle song with voices and untuned percussion.	**Pentatonic melodies and composition**  • Playing a pentatonic melody from letter notation. • Maintaining a part of during a group performance. • Discussing the features of Chinese music using musical vocabulary. • Combining three pentatonic melodies with untuned percussion to create a group composition.	**Traditional instruments and improvisation** • Performing a traditional Indian song with voices and instruments from staff notation. • Recognising the stylistic features of Indian classical music. • Creating an Indian-inspired composition using drone, rag and tal. • Consider how music developed differently in other parts of the world.	**Ballads**  • Performing a ballad as a class. • Recognising the features of a ballad. • Writing lyrics for a ballad.	**Jazz** • Playing their composition accurately in time with their group. • Identifying the difference between regular rhythms and swung rhythms. • Composing a swing version of a nursery rhyme. • Learning different types of jazz, understanding how the genre evolved over time

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Physical Education	**Tennis** • consolidate and develop the range and consistency of their skills in net games. • choose and use a range of simple tactics and strategies for success. • keep, adapt and make rules up for net games. • recognise what skilful play looks like. • suggest ideas and practices to improve their play. • understand why it is important to warm up and cool down, recognising the affect of exercise on the body.	**Tag Rugby** • use a range of skills to help them keep possession and control of the ball. • pass and receive the ball, keeping control and possession consistently. • make progress towards a goal. • make good decisions during a game and know how to use space effectively. • identify what they do best and what they found most difficult. • recognise players who perform well in their teams and give reasons why they are successful.	**Hi-Five** • use a range of skills to help them keep possession and control of the ball. • pass and receive the ball, keeping control and possession consistently. • make progress towards a goal. • make good decisions during a game and know how to use space effectively. • identify what they do best and what they found most difficult. • recognise players who perform well in their teams and give reasons why they are successful.	**Gymnastics** • develop the range of actions, body shapes and balances they can include in a performance. • perform skills and actions with accuracy and consistency. • create sequences that meet a theme or set of conditions. • use compositional details when creating their sequences, such as changes in speed, level and direction. • describe their own and others work, making simple judgements about the quality of performances and suggesting ways to improve. • describe how the body reacts during different types of activity, and how this affects the way they perform.	**Athletics** • run consistently and smoothly at different speeds. • demonstrate different combinations of jumps, showing control, coordination and consistency. • throw a range of resources into a target area with consistency and accuracy. • recognise that there are different techniques of running, jumping and throwing and that they need to choose the best one for a particular challenge and type of equipment. • pace their effort well in different types of events so that they can maintain the quality of their performances. • watch and describe specific aspects of running, jumping and throwing.	**Volleyball** • use a range of skills with increasing control. • strike a ball with intent and throw it more accurately when serving • intercept and stop the ball with consistency, and be able to catch the ball. • return the ball quickly and accurately to the appropriate place. • choose and use striking skills to make the game harder for their opponents. • choose where they should field to be most effective. • work well as a team using the rules. • describe what is successful in their own and others play and suggest improvements. • understand the demands activities make on the body and how to prepare for these activities.

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Religious Education	**Christianity (God)** How (and why) have some people served God?	**Islam** Why is the Prophet Muhammad (pbuh) an example for Muslims?	**Christianity (Jesus)** What does it mean to be a disciple of Jesus?	**Christianity(Church)** What do Christians mean by the 'Holy Spirit'?	**Sikhism** Why are the Gurus important to Sikhs?	**Hindu Dharma** Why is family and important part of Hindu life?
	Spanish - **C = Core Vocabulary E = Early Language Teaching Units I = Intermediate Teaching Units P = Progressive Teaching Units**					

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	Phonetics lesson 1 (C) & I Am Learning Sp/Fr/It (E) 	**Little Red Riding Hood (E)** 	**Ancient Britain (E)** 	**Presenting Myself (I)** 	**Family (I)** 	**At The Café (I)**
	Dates					
	Languages Day			**World Book Day Number Day Science Week linked with International Women's Day**		**World Music Day**