



CURRICULUM OVERVIEW – YEAR 3

Year 3	Autumn		Spring		Summer	
	Time Travellers		The Great British Place Off		The Empire Strikes	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	In writing, we will focus on the following key texts and writing outcomes: - The Barnabus Project – Brochure to advertise a new pet shop - The Seed of Doubt – Motivational leaflet to inspire children to follow their dreams - Small in the City – Narrative from perspective of cat - Cloud Tea Monkeys – Non-chronological report about fair trade Each text will also provide opportunities for children to write across a range of fiction, poetry and non-fiction genres. Grammar and punctuation will be taught within this context, enabling pupils to apply their skills in meaningful and purposeful writing. In reading, we will explore a range of high-quality texts to develop children's enjoyment and understanding of literature. Pupils will strengthen their comprehension skills in vocabulary, inference, prediction, explanation, retrieval and summarising, through approaches such as VIPERS. Spelling Shed will be used to teach spellings patterns and rules RWI Handwriting will be used to support the development of a joined, legible and fluent handwriting style.		In writing, we will focus on the following key texts and writing outcomes: - Leon and the Place Between – Own version fantasy narrative - The First Drawing – First person historical narrative - The Search for the Giant Arctic Jellyfish – Non-chronological report on the Arctic Expedition - Nen and the Lonely Fisherman – Own version traditional tale with a twist Each text will also provide opportunities for children to write across a range of fiction and non-fiction genres. Grammar and punctuation will be taught within this context, enabling pupils to apply their skills in meaningful and purposeful writing. In reading, we will explore a range of high-quality texts to develop children's enjoyment and understanding of literature. Pupils will strengthen their comprehension skills in vocabulary, inference, prediction, explanation, retrieval and summarising, through approaches such as VIPERS. Spelling Shed will be used to teach spellings patterns and rules RWI Handwriting will be used to support the development of a joined, legible and fluent handwriting style.		In writing, we will focus on the following key texts and writing outcomes: - Escape from Pompeii – Newspaper report of volcano eruption - Our Tower – Extended fantasy narrative - The Thames and the Tide Club – Own version mudlarking fantasy adventure - The Great Zebras Escape – Own version 'great escape' narrative Each text will also provide opportunities for children to write across a range of fiction, poetry and non-fiction genres. Grammar and punctuation will be taught within this context, enabling pupils to apply their skills in meaningful and purposeful writing. In reading, we will explore a range of high-quality texts to develop children's enjoyment and understanding of literature. Pupils will strengthen their comprehension skills in vocabulary, inference, prediction, explanation, retrieval and summarising, through approaches such as VIPERS. Spelling Shed will be used to teach spellings patterns and rules RWI Handwriting will be used to support the development of a joined, legible and fluent handwriting style.	
Mathematics	In Maths we will focus on: - Place Value, reading, writing, comparing and ordering numbers to 1000 - Addition and Subtraction of up to 3-digit numbers using mental and formal written methods. Solve missing number problems. - Multiplication and Division, using 2, 5, 10, 3, 4 and 8 times tables.		In Maths we will focus on: - Multiplication and Division: Solve two-digit by one-digit using mental methods and progressing to formal methods. Solve problems involving missing numbers, scaling and correspondence. - Measurement: Measure, compare, add and subtract lengths and measure perimeter of simple 2D shapes - Fractions: Count up and down in tenths. Recognise, find and write simple fractions. Add and subtract simple fractions within 1. - Measurement: Measure, compare, add and subtract mass and capacity using appropriate units.		In Maths we will focus on: - Fractions: Recognise and show equivalent fractions. Compare and order unit fractions. - Measurement involving money, add and subtract amounts using £ and p. - Measurement involving telling the time to the nearest minute. Using analogue clocks including Roman numerals. - Geometry: Properties of shapes including drawing 2D shapes and making and recognising 3D shapes. Recognise and identify right angles. Know terms horizontal, vertical, perpendicular and parallel. - Statistics: Interpret and present data using bar charts, pictograms and tables.	
Science	Animals including humans. Children will continue to learn about the importance of nutrition and be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.		Rocks. Children will be comparing the attributes of different rocks and discover how fossils are made.	Forces and Magnets. Children will observe that magnetic forces can act without direct contact and explore the behaviour and everyday uses of different magnets. Children will conduct tests on materials to see whether or not they are magnetic.	Light. Children will investigate light and its properties. Children will discover reflections and shadows and use scientific methods to test their own theories.	Plants. Children will explore the parts of a plant. Children will learn about seed dispersal, pollination and seed formation. Children will carry out an investigation into the way water is transported within plants.



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History	Time Travellers. During this theme children will explore life during the Stone Age, Bronze Age and Iron Age. They will discover how people lived and the developments of the time such as the use of tools and the different types of housing and settlements. The children will investigate a range of evidence used by archaeologists to understand how we know about a time period so long ago. o the Iron Age				The Empire Strikes. Children will discover when the Romans invaded Britain and the impact they had on the country. They will investigate how features of modern life can be traced back in some way to the Romans for example Roman roads and place names. They will study the life of Boudica, the Iceni Queen, and how she rebelled against the Roman invasion. Children will be able to make connections and compare the ways of life of the Roman people to those of the Stone Age, Bronze Age and Iron Age.	
Geography	Time Travellers. Over the course of this work, the children will develop their geographical place knowledge of the UK so that they become familiar with locations connected to the Stone Age, Bronze Age and Iron Age such as Stonehenge and Skara Brae.		The Great British Place Off. During this theme, will take a journey around the United Kingdom, exploring its geographical features. The children will name and find the countries, capital cities and major cities of the United Kingdom and its surrounding seas. The children will develop their use of map skills from key stage one, so that they have the opportunity to use maps, atlases, globes and digital/computer mapping to locate countries and describe features. They will distinguish between rural and urban land use using maps and aerial photographs and then study in detail mountainous and coastal regions of the United Kingdom identifying similarities and differences in the two locations. As part of their learning the children will go on to investigate their local town of Gravesend learning about how to conduct fieldwork to observe and record the human and physical features.		The Empire Strikes. Children will explore and extend their knowledge of maps to be able to locate the continent of Europe and some of the countries conquered by the Romans at the time of the Roman Empire. They will locate Rome on a map of Italy and some of the other major towns and cities, including Florence, Naples, Venice, Pisa and Milan. Children will compare geographical and human similarities and differences between life in the UK and life in Italy, with a focus on Venice. Children will compare Venetian ways of life to their own, including education, transport, culture, religion and food.	
Art & Design	Working with colour. Children will investigate prehistoric drawing using <i>The First Drawing</i> by Mordicai Gerstein as inspiration. They will experiment with different effects, textures and ways of applying colour to create their own cave paintings. They will develop their understanding of the colour wheel, experiment with tones using watercolours, and continue to build their sketching skills.			Printing. Children will explore different types of printing, including mono printing, incised and additive relief printing. They will study artists such as Pablo Picasso, Andy Warhol and Henri Matisse to inspire their own complex patterns. They will consolidate their understanding of the colour wheel and colour mixing.	Collage. Children will explore Roman mosaics and study artists like Antoni Gaudi for inspiration. They will use different materials to create their own mosaics, combining visual and tactile qualities. They will also work together to produce a large-scale mosaic for the school community.	
Design Technology		Mechanical Systems: Pneumatic toys. Children will draw accurate diagrams with labels and explanations and	Structures: Constructing a castle. Children will draw and label a simple castle, recognising its key 3D			Cooking and nutrition: Eating seasonally. Children will learn that fruits and vegetables grow in different countries



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		identify key terms. They will plan their ideas using sketches and assemble a working pneumatic system to create the desired motion, then evaluate it against the design brief.	features. They will design a castle with a specific purpose, cut and score nets of 2D shapes, and use materials to assemble geometric structures securely. They will build a complex structure from simple shapes and evaluate their work.			depending on climate and seasons. They will understand how eating seasonally benefits the environment. Using this knowledge, they will design a tart recipe using seasonal ingredients.
Computing	Computer Systems and Networks – Connecting Computers. Children will develop their understanding of digital devices, focusing on inputs, processes and outputs. They will compare digital and non-digital devices and be introduced to computer networks, including key infrastructure such as wireless access points and switches. They will explore the benefits of connecting devices in a network.	Creating Media – Desktop Publishing. Children will learn how text and images can be used to communicate messages. They will use desktop publishing software to make careful design choices and create their own magazine front cover. They will explore templates, orientation and page layouts, and understand how desktop publishing is used in real life.	Programming A – Sequence in Music. Children will use Scratch to explore sequencing in programming. They will learn how to use motion, sound and event blocks to build their own programs. They will apply their skills to create a digital piano while developing their understanding of structured program design.	Data and Information – Branching Databases. Children will learn what a branching database is and how to create one. They will use yes/no questions to identify attributes and sort groups of objects. They will design and test an identification tool using their branching database and explore real-world applications.	Creating Media – Animation. Children will use tablets to create stop-frame animations. They will apply their skills to produce a story-based animation and then enhance it by adding music and text. They will use a range of techniques to refine their final piece.	Programming B – Events and Actions. Children will explore the relationship between events and actions through programming. They will move a sprite in different directions and use design to navigate a maze. They will experiment with Pen blocks and finish by creating their own maze-tracing program.
Online Safety	Device-Free Moments	Putting a STOP to Online Meanness	Who Is in Your Online Community?	Is Seeing Believing?	That's Private!	This Is Me
PE	Fundamentals. Children will develop key movement skills such as balancing, running, jumping, hopping and skipping. They will explore how the body moves at different speeds and learn how to accelerate and decelerate.	Dance. Children will work individually, with a partner and in groups to create and share ideas. They will develop their sense of rhythm, using canon, unison, formation and levels in their dances. They will perform and give feedback using key terminology.	Ball Skills. Children will improve their accuracy and consistency when tracking and catching a ball. They will practise different throwing techniques and dribbling with both feet and hands, applying these skills in small group games.	Football. Children will develop their defending, attacking, sending, receiving and dribbling skills. They will work cooperatively within a team, showing respect for teammates, opponents and referees.	Golf. Children will develop skills in striking, chipping, putting and playing both short and long games. They will focus on coordination, accuracy and control, and reflect on their own and others' progress.	Cricket. Children will learn how to strike the ball into space to score runs. They will use skills, strategies and tactics to outwit the opposition. Outdoor Adventurous Activities
Music	Into the woods This unit focuses on orchestral instruments and classical music through a study into 'Peter and the Wolf'. Children will compose their own simple theme phrases on a melodic instrument from stave notation. Christmas Service songs		Traditional Tunes of the United Kingdom In this unit, children will explore traditional music from around the United Kingdom, using listening skills to identify similarities and differences between geographical areas. Children will perform simple phrases from stave notation on melodic instruments and		Glockenspiel Children build on their previous experience of playing the glockenspiel by revisiting correct playing techniques and developing their confidence in reading simple notation. They perform a range of rhythmic and melodic patterns and play short pieces as part of an ensemble.	



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			reimagine a piece of traditional music to create their own unique composition. Easter Service songs.			
PSHE	TEAM In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	One World In this unit, children will learn about what life is like in other countries. They will also learn about climate change and its effects, fair trading practices and organisations which help people. They will also learn about how to be a good global citizen.	VIP's This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.	Think Positive This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	Safety First In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.	Its My Body In this unit the children learn how to make healthy and safe choices about their bodies, including sleep, exercise, diet, hygiene, and the effects of different substances. The unit teaches practical strategies for managing these areas while promoting the importance of choice, consent, and seeking support from trusted adults when needed.
RE	Unit 19 What is it like for someone to follow God? (People of God)	Unit 20 What is the 'Trinity' and why is it important for Christians? (Incarnation/God)	Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creation story? (Creation/Fall)	Unit 24 How and why do people try to make the world a better place? (Thematic)
MFL	Basic French words linking to introductions.	I am learning French. Children will have the knowledge and skills to introduce themselves, say how they feel, and gain a wider appreciation for the country or countries where the language is spoken.	Phonic and pronunciation (ET)	Animals. Children will be introduced to ten nouns and articles for common animals. Children will also learn to use <i>je suis...</i> (I am...).	French numbers	I am able. Children will learn 10 familiar activities that they are able or not able to do in French. Children will also be introduced to the negative form, helping them build more complex sentences, including using conjunctions.