

Year 3 Curriculum Overview 2021-2022

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and visitors	The Past Presents the Romans		RE Question of Faith Day	Stubbington Residential	River Walk	
Safety and Safeguarding	<p><u>Recognising personal responsibilities</u></p> <ul style="list-style-type: none"> - PSHE - Personal boundaries and safely responding to others - 	<p><u>Respectful behaviour</u></p> <ul style="list-style-type: none"> - PSHE (including consent) - the impact of hurtful behaviour, recognising respectful behaviour, the importance of self-respect, - Science - correct nutrition, looking after our bodies 	<p><u>My rights and responsibilities</u></p> <ul style="list-style-type: none"> - PSHE - Knowledge of Human Rights, understanding rights and responsibilities, - Technology and PSHE- understanding how the internet is used, how to safely access information online, how to report inappropriate content 	<p><u>Setting Personal Goals</u></p> <ul style="list-style-type: none"> - PSHE - challenging stereotypes in the workplace - Science -light safety 	<p><u>Healthy Choices</u></p> <ul style="list-style-type: none"> - PSHE - Identify healthy choices and habits, understanding what affects feelings, expressing feelings - Geography- River and coastal safety 	<p><u>How to keep myself safe</u></p> <ul style="list-style-type: none"> - PSHE - Fire and water safety - PSHE - Managing and reframing setbacks, understanding risks and hazards, understanding safety in the local environment and unfamiliar places -
Key texts	<ul style="list-style-type: none"> - Leon and the Place Between - Cloud Tea Monkeys 	<ul style="list-style-type: none"> - The BFG - Excitable Edgar (video) - Dream Giver (film) - 	<ul style="list-style-type: none"> - The Tear Thief - The Last Garden 	<ul style="list-style-type: none"> - The Boy Who Grew Dragons 	<ul style="list-style-type: none"> - How to live forever - Jim - a cautionary tale 	<ul style="list-style-type: none"> - The Tin Forest - Girl and Robot
Class Readers	<ul style="list-style-type: none"> - The Day the Crayons Quit - The Twits 	<ul style="list-style-type: none"> - The BFG - Down with the Romans 	<ul style="list-style-type: none"> - The Lost Spells 	<ul style="list-style-type: none"> - The Boy who Grew Dragons - Dragon Boy 	<ul style="list-style-type: none"> - New and Collected Poems 	<ul style="list-style-type: none"> - Varjak Paw
English Reading	<ul style="list-style-type: none"> - 2a give/explain the meaning of words in context - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - Mixture of all skills taught so far 	<ul style="list-style-type: none"> - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - 2c - Summarising main ideas from more than one paragraph - Mixture of all skills taught so far 	<p>All skills covered with the teaching focus being on-</p> <ul style="list-style-type: none"> - 2c - Summarising main ideas from more than one paragraph - 2g- explain how meaning is enhanced through choice of words and structures. - 	<p>All skills covered with the teaching focus being on-</p> <ul style="list-style-type: none"> - 2d- Make inferences from the text/explain and justify inferences from the text. - 2e- Predict what might happen from details stated and implied. - 	<p>All skills covered with the teaching focus being on-</p> <ul style="list-style-type: none"> - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - 2f - Explain how information/narrative is related and contributes to meaning as a whole. 	<p>All skills covered with the teaching focus being on-</p> <ul style="list-style-type: none"> - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - 2d- Make inferences from the text/explain and justify inferences from the text. - 2e- Predict what might happen from details stated and implied.
English Writing	<p>Fantasy Narrative</p> <ul style="list-style-type: none"> - Multi-clause sentences - Conjunctions for time and place - Fronted adverbials - Expanded noun phrases <p>Non-chronological report</p> <ul style="list-style-type: none"> - an or a - Headings and sub-headings - Conjunctions, adverbs and prepositions 	<p>Setting and character description</p> <ul style="list-style-type: none"> - Expanded noun phrases - Similes and metaphors for description - 1st person pronouns - Reported speech <p>Narrative</p> <ul style="list-style-type: none"> - Conjunctions for time, place and cause - Fronted adverbials - Expanded noun phrases 	<p>Letter of explanation</p> <ul style="list-style-type: none"> - A or an - Apostrophes for possession - Paragraphs to group related material <p>Setting description</p> <ul style="list-style-type: none"> - Multiclaue sentences using conjunctions - Fronted adverbials - Expanded noun phrases 	<p>Poetry</p> <ul style="list-style-type: none"> - Extend sentences with adjectives to describe nouns - Identify and choose vocabulary for effect <p>Information Text</p> <ul style="list-style-type: none"> - Identify and use technical vocabulary appropriately - Write in the present tense 	<p>Instructions</p> <ul style="list-style-type: none"> - Conjunctions - Fronted adverbials <p>Poetry</p> <ul style="list-style-type: none"> - Conjunctions and adverbs - Fronted adverbials for time, space and manner - Choose nouns or pronouns appropriately for cohesion and to avoid repetition 	<p>Diary entry</p> <ul style="list-style-type: none"> - Use pronouns to ensure cohesion and to avoid repetition - Use adverbs and adjectives to describe - Edit and improve writing effectively <p>Instruction Text</p>

	<ul style="list-style-type: none"> - Use of present perfect form of verbs 	<p>Diary Entry</p> <ul style="list-style-type: none"> - Use appropriate formal and informal language - Recognise and write in chronological order 			<ul style="list-style-type: none"> - Identify and choose vocabulary for effect 	<ul style="list-style-type: none"> - Use pronouns to ensure cohesion and to avoid repetition - Use adverbs and adjectives to describe - Edit and improve writing effectively
10 in 5 Focus skills	<ul style="list-style-type: none"> - Year 2 Place Value up to 100 - Year 2 addition - Year 2 subtraction - Write numbers up to 1000 - Divide 100 into 2,4,5 and 10 parts - Timestables 	<ul style="list-style-type: none"> - Rounding (Year 2) - Adding and subtracting powers of 10 - 10, 10/100 more or less - Equivalent fractions - Column addition - Timestables 	<ul style="list-style-type: none"> - Equivalent fractions - Add and subtract powers of 10 - Add using partitioning - Subtract using partitioning - Column addition - Timestables 	<ul style="list-style-type: none"> - Finding 10 and 100 more or less - Add and subtract fractions with same denominator - Column subtraction - Timestables 	<ul style="list-style-type: none"> - Add and subtract money - Rounding to the nearest 10 - Multiply by 10 - 25 x table - Timestables 	<p>Consolidate and review skills as needed for 10 in 5 focus skill</p>
Maths	<ul style="list-style-type: none"> - Read, write and recognise the place value of each digit in a three digit number - Order and compare numbers up to 1000 (3NPV-3) - Finding 10 and 100 more or less - How many 10s and 100s there are in a 3 digit number and the next multiple of 10 and 100 (3NPV 1&3) - Count up in fractions - How to express fractions - How to find fractions of objects (3F-1) 	<ul style="list-style-type: none"> - Rounding mentally to the nearest 10 - Equivalent fractions - Ordering and comparing fractions with the same denominator - Learning how to add and subtract powers of 10 (3AS 1 and 3NF1) - Add and subtract numbers using mental partitioning (3NF-3) - Column addition (3AS-2) - Add and subtract fractions with the same denominators (3AS-2) 	<ul style="list-style-type: none"> - Column subtraction (3AS-2) - Add and subtract money (3AS-2) - Identify, draw and describe 2D and 3D shapes - Draw polygons and identify parallel and perpendicular (3G-2) - Identify horizontal, vertical, perpendicular and parallel (3G-2) - I am able to recall and use my 2,5,10,3,6 multiplication facts (3NF-2) 	<ul style="list-style-type: none"> - Multiply mentally using a partition and add method (3NF-3) - Find factor pairs for 2,5,10,3,6 timestables - Multiply using the 25 x table up to 200 - Multiply by 10 up to 1000 - Short multiplication up to 2d x 1d (3-MD1) - How to recognise right angles, obtuse, acute and turns (3G-1) 	<ul style="list-style-type: none"> - Use multiplication and division facts to solve contextual problems (3MD-1) - How to divide by 10 (whole numbers only) - What mm, cm and m are and how to select the appropriate measure - What g and kg are and how to select the appropriate measure - What volume and capacity mean how to measure using ml and l - Plot and read simple coordinates and shapes on a 1 quadrant grid - What symmetry is and how to draw symmetrical shaded square patterns 	<ul style="list-style-type: none"> - Learning about large measures of time (months of the year, days in each month, how many weeks in the year, leap year) - How to read timetables - How to replace numbers with symbols - How to create and find missing values in simple number sequences - How to retrieve information from simple graphs - Venn and Carroll diagrams - Statistics project work
Science	<p>Plants</p> <p>Identify the parts of a plant and their purpose</p> <p>What is required for life?</p> <p>Plant life cycle</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p>	<p>Animals</p> <p>What nutrition is and why it is needed</p> <p>What is a vertebrate and invertebrate?</p> <p>Skeletons and Muscles</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p>	<p>Magnets</p> <p>What a force is and means</p> <p>What a magnet is and that some metals and rocks are magnetic</p> <p>That magnets can attract or repel each other depending on the poles</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple, practical enquiries, comparative and fair tests.</p>	<p>Light</p> <p>What light is and the difference between natural and man-made light sources.</p> <p>How light travels (straight lines) and how our eyes use it to see</p> <p>What a reflection is and why it happens.</p> <p>What is a shadow and why does it form</p> <p>That the light from the sun can be dangerous and how to stay safe</p>	<p>Rocks</p> <p>Understand the different physical properties that make up different types of rock</p> <p>Understand what a fossil is and how it is formed</p> <p>Understand what soil is and how it is made</p> <p>Report findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>Rocks</p> <p>Understand the different physical properties that make up different types of rock</p> <p>Understand what a fossil is and how it is formed</p> <p>Understand what soil is and how it is made</p> <p>Report findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>

				Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		
Geography			<p>Settlements and land use</p> <ul style="list-style-type: none"> - Know the names of 4 countries in the northern and southern hemisphere. - Know the 7 continents and 5 oceans - Identify the different settlement types in the UK. - Understand the human and physical features of their city of Southampton and how this makes it an important place to live. - Apply geographical skills to identify the continents, oceans and the UK 		Rivers and coasts (River Walk)	Wild World
History	<p>The Roman Empire- friend or foe?</p> <ul style="list-style-type: none"> - Key developments during the Iron Age including technology, farming, settlements and chiefdoms - Key details of the three separate Roman Invasions - Characteristics of Britain before, during and after the Roman Invasion of AD 43. - Rebellions from Britain e.g. Boudicca and Picts - Impact of the Roman Invasion on Britain - Use and understand phrases such as over 100 years ago - Understand and use the terms AD/BC - Describe some changes in history over a period of time - Describe a cause and a consequence - Give examples of multiple consequences from an event - Understand that for an event, person, period or civilisation to be significant it is because of a change 			<p>Change in Britain over time - Neolithic, Iron Age, Bronze Age and Stone Age</p> <ul style="list-style-type: none"> - A range of different resources that peoples from the different ages could access (such as wood, stone, bone, animal skins) - Skills people developed in different ages allowed them to survive - Main technological and agricultural developments in this period - Describe the main features associated with an event, person, period or civilisation - Identify some things that stayed the same over a period of time - Understand change to mean consequence for people involved at the time. 		
Engineering (DT)		Textiles- Create an animal finger puppet	Construction and mechanics- To create a moving picture book with slides and levers		Food and cooking - To create an edible rock snack and treat demonstration	
Art	<p>Art- Exploring with different media</p> <p>Draw shapes and objects with some accuracy (shading)</p> <p>Identify primary and secondary colours</p>			<p>Art - Using images of the sea</p> <ul style="list-style-type: none"> - Identify primary and secondary colours. - Experiment with tint and shade (adding white and black to colour). - Experiment with mixing primary colours to create secondary colours. 		<p>Art - Explore and develop ideas:</p> <p>Artist Study - John Hitchen vs. Joan Mitchell</p> <p>Recreating the work of either a John Hitchen or Joan Mitchell painting, looking at techniques and</p>

				Create an abstract sea colour wash next to picture- mix the exact shade in the picture.		design using the sea as inspiration rather than the land. Use a WWW/ EBI approach to evaluating own and partner's work. How could it be improved for final outcome?
RE	Concept- Messages Context- Christianity Theme- Stories with Messages	Concept- Imagery Context- Christianity Theme- Angels	Concept- Creation Context- Christianity Theme- Creation Stories	Concept- Symbol Context- Christianity Theme- The Cross as a Christian Symbol	Concept- Ceremony Context- Sikhism Theme- Dastar Bandi	Concept - Sacred Places Context- Sikhism Theme- Sacred Places
PE	Multi-skills Dance- Respond to music in time & rhythm	Hockey Dance - Perform class dance involving canon & unison (part of class doing one thing, part of class remaining still)	Athletics Gymnastics- Become familiar with individual and partner balances, demonstrating control and coordination and align body parts to create successful and stable balances (stable meaning strong and held for 5 seconds)	Netball and Basketball Gymnastics- Explain the importance of (and begin to display) smooth transitions between balances and perform a gymnastics routine focusing on previous learning as a pair and explore basic use of apparatus and use within a sequence	Football Gym and Dance revision of key skills: Perform using can and unison Use a range of individual and partner balances Use smooth transitions between balances using basic apparatus	Multi-Skills and Tennis (Net and Wall) Outside Net and Wall (Inside)
Technology (computing)	To create an algorithm for a Year 3 class guess who game (to be changed for Sept 2022)	To create an algorithm for a Year 3 class guess who game (to be changed for Sept 2022)	Digital Literacy- Launching programmes Online Safety - Online community Coding- Logical Reasoning	Digital Literacy- Key functions Online Learning - Respect online Coding - Logical reasoning	Digital Literacy - Typing with confidence Online Safety- Communication Coding - Debugging	Digital Literacy- Presenting Online Safety- Respectful messages Coding- Variables in code
Music	<p>Music Services (Throughout the Year) - Sing with an increasing awareness of pitch. Maintain my own part in a song with support.</p> <p>Perform as part of a group. Understand the effect of rhythm, pitch and dynamics. Perform from basic notation.</p> <p>Communicate thoughts, feelings and ideas through simple compositions. Experiment with tuned and untuned instruments, create soundscapes using rhythmic patterns and melodies.</p> <p>Listen and respond to own and others work offering and accepting feedback, including ways to improve. Listen to a range of live and recorded music from different traditions, genres, styles and times and comment appropriately on their thoughts, feelings and ideas.</p>					
PSHE /SMSC	<p>Families and friendships</p> <ul style="list-style-type: none"> ➤ Understand what makes a family ➤ Recognise features of family life ➤ Understand how to care for each other <p>PoS Refs: R1, R6, R7, R8, R9</p> <p>Safe relationships</p> <ul style="list-style-type: none"> ➤ Personal boundaries; ➤ safely responding to others; ➤ the impact of hurtful behaviour <p>PoS Refs: R19, R22, R24, R30</p> <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> ➤ Recognising respectful behaviour; ➤ the importance of self-respect; ➤ courtesy and being polite <p>PoS Refs: R30, R31</p>		<p>Belonging to a Community</p> <ul style="list-style-type: none"> ➤ Understanding the value of rules and laws ➤ knowledge of human rights ➤ understanding rights and responsibilities <p>PoS Refs: L1, L2, L3</p> <p>Media Literacy and Digital Resilience (Links to computing)</p> <ul style="list-style-type: none"> ➤ Understanding how the internet is used; ➤ knowing how to assess information online; ➤ recognising how and when to report inappropriate content. <p>PoS Refs: L11, L12</p> <p>Money and Work</p> <ul style="list-style-type: none"> ➤ Understanding different jobs and skills required; ➤ being able to challenge job stereotypes and myths; ➤ setting personal goals <p>PoS Refs: L25, L26, L27, L30</p>		<p>Physical Health and Mental wellbeing</p> <ul style="list-style-type: none"> ➤ Identify health choices and habits (Links to cooking & nutrition in DT) ➤ understanding what affects feelings ➤ expressing feelings <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> <p>Growing and changing</p> <ul style="list-style-type: none"> ➤ Understanding our impact and contribution to society ➤ recognising personal strengths and achievements ➤ managing and reframing setbacks <p>PoS Refs: H27, H28, H29</p> <p>Keeping safe</p> <ul style="list-style-type: none"> ➤ Understanding risks and hazards ➤ recognising fire safety 	

					➤ understanding safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	
French	Moi	C'est quand ton anniversaire?	Ma famille	Body	Portraits	Pets and animals