

Year 3 Long Term Curriculum Overview

	Autumn 1 There's no Place Like Home	Autumn 2 Healthy Humans	Spring 1 Rock and Roll!	Spring 2 The Iron Man	Summer 1 What the Romans did for us	Summer 2 How Does Your Garden Grow?
English	Folktales – we will write our own using prepositions and speech. Biographies – we will write our own using subheadings and factual sentences.	Fables – we will write our story in the style of a fable Persuasive – we will use persuasive language to make someone agree with us.	Stories on a Theme – We will write an adventure story using inverted commas. Discussion – we will present a balanced argument and consider all points of view.	Novel as a Theme – we will use prepositions and adverbs to write a short story. Diaries – we will write in first person and discuss thoughts and feelings.	Playscripts – we will read, write and perform plays. Non-chronological Reports – we will write factually and organise our writing under subheadings.	Fantasy Stories – we will read and write fantasy stories using our imagination. Explanation – we will use detailed language to explain how something works.
Maths Year 3	Place Value Addition & Subtraction	Addition and Subtraction Multiplication & Division A	Multiplication & Division B Length & Perimeter	Fractions A Mass & Capacity	Fractions B Money	Time Shape
Science	Light - shadows and reflections - Children to look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.	Animals Including Humans Skeleton and Movement – Children to Identify and group animals with/out skeletons. Compare and contrast diets of different animals and research food groups and how they keep us healthy.	Rocks and fossils – Children to observe and explore how rocks may change over time. Research and explain how fossils and stones were formed. Explore and discuss different soils.	Forces and Magnets – Children to compare and group how different things move on different surfaces. Sort materials into magnetic/non-magnetic.	Plants – Functions of the parts of a plant – Children to compare the effect of different factors on plant growth. Look for patterns in the structure of fruits that relate to how the seeds are dispersed. Observe how water is transported.	
Computing	Unit: 3.1 Coding Unit: 3.2 Online Safety	Unit: 3.3 Spreadsheets Unit: 3.4 Touch Typing	Unit: 3.4 Touch Typing Unit: 3.5 Email	Unit: 3.6 Branching Databases	Unit: 3.7 Simulation Unit: 3.8 Graphing	Unit: 3.9 Presenting with Microsoft PowerPoint
History	Local history -To inspire pupils' curiosity to investigate the local area.		Ancient Britain: The Stone Age - To stimulate pupils' curiosity to investigate a national civilisation of the past.		The Romans - To motivate pupils' in recognising Roman links in the past and present.	

Geography	Key Aspects My Local Area Children will be name and locate one rural and one urban UK city, and describe at least two differences.		Key aspects Volcanoes & Earthquakes Children will research and state physical feature of both a volcano and an earthquake and one effect on a community.		Key aspect A region in the UK Children will name and locate at least 5 major cities in the UK, not including capital cities. Pupils can use the eight compass points to follow teacher led directions on an OS map.	
Art		Healthy Humans 3D clay or textile sculpture	Rock and Roll! Observational drawing of Stone Age cave drawing		What the Romans Did For Us Painting on plaster, mosaics and digital mosaics	
Design Technology		Food – simple dish. The eat well plate		Levers and linkages Mechanical systems		Structures Shell/frame structures and strengthening for planters
Music	Practise Let's Go Sing	<u>I've Been to Harlem</u> Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.	Practise Let's Go Sing	<u>Latin Dance</u> Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.		<u>Fly With The Stars</u> Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.
PSHE	What are families like? How do we treat each other with respect? Children will discuss common features of positive family life often include shared experiences, e.g .celebrations, special days or holidays. We will share how people within families should care for each other and the different ways they demonstrate feelings.	Why should we keep active and sleep well? Why should we eat well and look after our teeth? Children will explore how the lack of physical activity can affect health and wellbeing. We will research how lack of sleep can affect the body and mood and simple routines that support good quality sleep.	What strengths, skills and interests do we have? How we grow and change? Children will understand how to develop self-worth by identifying positive things about themselves and their achievements. Children will identify how their personal attributes, strengths, skills and interests contribute to their self-esteem.	How can we be a good friend? How can we manage our feelings? We will discuss how to recognise if others are feeling lonely and excluded and strategies to include them. We will share ideas how to build good friendships, including identifying qualities that contribute to positive friendships.	What keeps us safe? How can we manage risk in different places? Children will develop ideas how to recognise & respond to pressure to do something that makes them feel unsafe or uncomfortable. We will share how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)	What makes a community? How can our choices make a difference to others and the environment? Children will discuss how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups We will explore what is meant by a diverse community; how different groups make up the wider/local community around the school.

RE	<p>3.6 Harvest: How do people of faith say thank you to God for the harvest?</p> <p>Christianity</p> <p>Sikhism</p> <p>S12 Peace: What is Peace?</p> <p>Christianity</p> <p>Hinduism</p> <p>3.2 Christmas. How does the presence of Jesus impact on people’s lives?</p> <p>Christianity</p>		<p>S9 What is the most important part of the story?</p> <p>What is the most important part of the story?</p> <p>Christianity</p> <p>Islam</p> <p>Sikhism</p> <p>2.4 Easter: How do Symbols help us understand the Easter story?</p> <p>Christianity</p>		<p>2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost?</p> <p>Christianity</p> <p>2.5 Why are holy buildings important to people of faith?</p> <p>Why are holy buildings important to people of faith?</p> <p>Christianity</p> <p>Hinduism</p> <p>Islam</p> <p>(time permitting how many religions you teach with Christianity – has to be at least one more religion)</p>	
MFL French	<p>Feelings – sentences</p> <ul style="list-style-type: none"> Identify the role of an adjective Listen and recognise the colour of an animal Ask a question using c’est to find out the colour of an animal Join in with words of the song Write a sentence using c’est and ce n’est pas using a model Write a sentence with a noun and colour adjective using a model Find the meanings of French and English words using a bi-lingual dictionary 		<ul style="list-style-type: none"> Clothes and connectives Say a sentence using voici/et Predict the spelling of the colour words (some) Read aloud the colour words Identify the spellings of the colour words Listen, identify 5 items of clothing – un pantalon, un tee-shirt, un chapeau, un pull, une culotte Recognise rhyming words in rhyme (some) Pronounce oui/non Predict spellings of 5 items of clothes (some) Read, write and identify the spellings of the clothes Write a statement using a model 		<p>Children will use a bi-lingual dictionary to find the translation of a noun in French. They will also:</p> <ul style="list-style-type: none"> Follow a story and identify particular words Read and recognise animal nouns Write a sentence using c’est Write a sentence with a noun and colour adjective from memory Pronounce a question beginning with ‘tu as’ Pronounce the sounds in the pets Say a sentence with j’ai Ask a question using tu as 	
PE	<p>Project based learning and mindfulness Children will solve problems, work as a team and improve their performance.</p>	<p>Health education, movement & fitness to music Children will copy, innovate and create dance moves and sequences o music.</p>	<p>Principles, tactics, attacking & defending Children will work in teams against other teams in a variety of game situations. They will evaluate and improve their performances in an attempt to outwit their opposition.</p>	<p>Physical competitions & challenges Children will aim to improve their throwing, running and jumping skills.</p>	<p>Outdoor adventure & active learning Children will read simple maps, follow clues and complete courses.</p>	<p>Project based learning and mindfulness Children will solve problems, work as a team and improve their performance.</p>