

**Year 3 Curriculum Overview –2018 - 2019**

| Subject        | Term 1   | Term 2   | National Curriculum                             | Term 3  | Term 4   | National Curriculum                             | Term 5   | Term 6   | National Curriculum                             |
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| <b>English</b> | <p><u>Fiction Reading</u><br/>The Day the Crayons Quit/The Day the Crayons Came Home Retrieval and language focus</p> <p><u>Writing</u><br/>Use letters for children to correct.<br/>Letter writing and postcards – explore conventions and differences between the two.<br/>Narrative – focus on story structure, using speech in a story.</p> <p>Poetry – focus on rhyme and pattern</p> | <p><u>Non-fiction Reading</u><br/>Reading comprehension about Viking life – finding answers in a text, basic inferences, justifying answers.</p> <p><u>Writing</u><br/>Information texts - Children to use knowledge to create information texts about Viking life – use of paragraphs, heading and subheadings.</p> <p>Descriptive writing through film</p> <p>Poetry – Christmas themed poetry</p> | KS2 English National Curriculum                 | <p><u>Fiction Reading</u><br/>Read traditional tales and fairy stories to identify themes.</p> <p>Alternative versions of traditional fairy tales – The True Story of the Three Little Pigs.</p> <p><u>Writing</u><br/>Creating own alternative story – flipping themes.</p> <p><u>Punctuation</u><br/>David Wiesner – The Three Pigs – writing story through direct speech</p> <p><u>Poetry</u><br/>Narrative poetry</p> | <p><u>Non-fiction Reading</u><br/>Dragonology – understanding features.</p> <p><u>Writing</u><br/>Paragraphs – writing information text about own beast.</p> <p>Instructions – how to train a dragon.</p> <p><u>Fiction</u><br/>Descriptive language – creating own beast.</p> <p><u>Non-fiction Writing</u><br/>Create a brochure showcasing different European countries</p> | KS2 English National Curriculum                 | <p><u>Fiction Reading</u><br/>Comprehension – Greek myths and legends. Greek Myths for Children – learning a selection of myths through reading and drama.</p> <p><u>Writing</u><br/>Descriptive language – writing own Greek myth, creating own mythical beast.</p> <p><u>Non-Fiction Reading</u><br/>Reading and responding to newspaper reports – Greek Gazette</p> | <p><u>Non-fiction Writing</u><br/>Newspaper reports (linked to Greek myths – Icarus and Daedalus) Reported speech, newspaper conventions.</p> <p><u>Fiction</u><br/>Ottoline and the Yellow cat</p> <p><u>Reading</u><br/>Comprehension – getting to grips with inference.</p> <p><u>Writing</u><br/>Letter writing, settings – Chn to use book to engage and inspire to write letters and postcards. Setting description, character descriptions, follow on, letters.</p> | KS2 English National Curriculum                 |
| <b>Grammar</b> | <p>Conjunctions to express time and cause.</p> <p>Using inverted commas for direct speech.</p>   | <p>Using ‘a’ or ‘an’.</p> <p>Headings and subheadings.</p>   | <i>Key Stage 2 English National Curriculum.</i> | <p>Identify word families and draw links between their meanings.</p> <p>Paragraphs around a theme.</p>  | <p>Prefixes to form nouns.</p> <p>Headings and sub-headings to organise text.</p>  | <i>Key Stage 2 English National Curriculum.</i> | <p>Non –ly adverbs to express time (then, next, soon).</p> <p>Form nouns using a range of prefixes.</p>  | <p>Prepositions.</p> <p>Using present perfect tense.</p>   | <i>Key Stage 2 English National Curriculum.</i> |

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| <p><b>Maths</b></p>   | <p><i>Numbers to 1000</i><br/>Counting in hundreds;<br/>Counting in HTO;<br/>Place Value;<br/>Comparing and ordering numbers;<br/>Counting in 50s;<br/>Number patterns;<br/>Counting in 3s, 4s and 8s.</p> <p><i>Addition and subtraction</i><br/>Simple adding;<br/>Adding with renaming;<br/>Simple subtracting;<br/>Subtracting with renaming;<br/>Word problems.</p> | <p><i>Multiplication and division</i><br/>Multiplying by 3, 4 and 8;<br/>Dividing by 3, 4 and 8;<br/>Word problems;</p> <p><i>Lines and shapes</i><br/>Identifying perpendicular and parallel lines;<br/>Finding vertical and horizontal lines;<br/>Describing and drawing 2D and 3D shapes;<br/>Making 3D shapes.</p> <p><i>Angles</i><br/>Making angles;<br/>Finding angles in shapes;<br/>Comparing angles;<br/>Making turns.</p> | <p><i>Key Stage 2 Maths National Curriculum.</i></p>   | <p><i>Multiplication and division</i><br/>Multiplying 2-digit numbers;<br/>Multiplying by regrouping;<br/>Dividing 2-digit numbers;<br/>Dividing by regrouping;<br/>Word Problems</p> <p>Application of skills</p> | <p><i>Fractions</i><br/>Counting tenths;<br/>Making number pairs;<br/>Adding and subtracting fractions;<br/>Finding equivalent and simple fractions;<br/>Comparing fractions;<br/>Finding parts of a set;<br/>Finding the fraction of a number;<br/>Sharing one and more than one;</p> <p>Application of skills</p> | <p><i>Key Stage 2 Maths National Curriculum.</i></p>   | <p><i>Measure</i><br/><i>Length</i><br/>Measuring in cm and m;<br/>Measuring in km;<br/>Comparing length;<br/>Word problems.</p> <p><i>Mass</i><br/>Weighing items;<br/>Reading scales in g and kg;<br/>Comparing mass;<br/>Word problems</p> <p><i>Volume</i><br/>Measuring volume in ml and l;<br/>Comparing capacity;<br/>Word problems</p> <p><i>Perimeter of figures</i><br/>Measuring total length around a shape;<br/>Measuring perimeter;<br/>Calculating perimeter.</p> <p><i>Picture graphs and bar graphs</i><br/>Drawing picture graphs and bar graphs;<br/>Reading graphs and interpreting data.</p> | <p><i>Money</i><br/>Naming and showing amounts;<br/>Adding and subtracting money;<br/>Calculating change;<br/>Word problems.</p> <p><i>Time</i><br/>Telling the time using analogue and digital clocks; half past and o' clock; 15 minute intervals; minutes past and to; measuring and comparing time in seconds and minutes; changing minutes to seconds; changing seconds to minutes; finding number of days; calendar work.</p> <p>Revision</p> | <p><i>Key Stage 2 Maths National Curriculum.</i></p>   |
| <p><b>Science</b></p> | <p>Forces and magnets<br/>How things move on different surfaces.<br/>Concepts behind forces and magnets</p>  | <p>Light<br/>Identify sources of light (darkness as an absence of light)<br/>Reflecting light from surfaces.<br/>Dangers of sunlight and protecting the eyes.</p>  | <p><i>Key Stage 2 Science National Curriculum.</i></p> | <p>Rocks<br/>Identify rocks and soils.<br/>Physical appearance and simple properties of rocks and soils.<br/>How fossils are formed.</p>   | <p>Water Cycle (Geography links)</p>  | <p><i>Key Stage 2 Science National Curriculum.</i></p> | <p>Animals (including humans)<br/>Describe the types and amount of nutrition required by animals and humans.<br/>Identify the skeletons of humans and animals.<br/>Recognise muscles and how they are used for</p>  | <p>Plants<br/>Identify and describe the parts and functions of flowering plants<br/>Requirements of plants for life and growth.<br/>How water is transported within a plant.</p>  | <p><i>Key Stage 2 Science National Curriculum.</i></p> |

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|                  |   | How shadows are formed.   |  |   |  |  | support, protection and movement.<br>Digestive system.  | Describe the life cycle of a plant.   |  |
|                  | <p>Skills:</p> <p>Questioning (ask scientific questions and make predictions; use scientific enquiry to answer a question; gather data to help answer questions; use simple scientific evidence to answer questions)</p> <p>Investigation (set up a simple scientific enquiry, comparative and fair test; use a range of equipment; take accurate measurements, using standard units; gather and record data when carrying out an enquiry)</p> <p>Observation (make observations and take measurements using standard units; identify differences and similarities related to simple scientific ideas and processes; record observations using pictures and written explanations)</p> <p>Data analysis and presentation (record findings in written form and draw conclusions; present data and findings using tables; present data pictorially using simple drawings and labelled diagrams; present data verbally)</p> |   |  |   |  |  |   |   |  |
| <b>ICT</b>       | We are programmers – creating a short, scripted, animated cartoon<br>One E-safety lesson  | We are bug fixers<br>- Debug Scratch scripts and explanatory Screencasts<br>One E-safety lesson | <i>Key Stage 2 ICT National Curriculum</i>       | We are network engineers - Pupils use network diagnostic tools to test and explore network connections<br>One E-safety lesson   | We are presenters - One minute of edited video of children performing an activity, with narrated commentary<br>One E-safety lesson | <i>Key Stage 2 ICT National Curriculum</i>   | We are communicators - Emails (both collective and individual), collaborative presentation, video conference<br>One E-safety lesson | We are opinion pollsters - Online opinion poll survey, charts showing analysis of data, brief illustrated report<br>One E-safety lesson | <i>Key Stage 2 ICT National Curriculum</i> |
| <b>Geography</b> | <p>Name and locate counties and cities of the United Kingdom.<br/>Using maps of different scale – understanding scale and the difference between cities and counties.<br/>Using maps to locate Viking invasion of England – particular focus on Lindisfarne and physical features which made this island an easy target.<br/>Design own map and symbols for journey to school.</p>  |   | <i>Key Stage 2 Geography National Curriculum</i> | <p>Study of North America – California. Looking at physical and human geography.</p> <p>Study of countries within Europe – human and physical geography of a capital city – in depth study – create brochure.</p> | <i>Key Stage 2 Geography National Curriculum</i>   | <p>Focus on Greece. Comparisons exploring similarities and differences between different countries and our own.<br/>Using maps and globes to identify countries in Europe (including Russia).<br/>Types of Settlement.</p> |   | <i>Key Stage 2 Geography National Curriculum</i>  |  |
|                  | <p>Skills: use maps, atlases, globes and digital/computer mapping to locate countries of the world and describe features studied; use eight points of a compass, four and six-figure grid references, symbols and keys (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, digital technologies.</p>   |   |  |   |  |  |   |   |  |

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| <b>History</b>   | Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  |   | <i>Key Stage 2 History National Curriculum</i>               |  |  | <i>Key Stage 2 History National Curriculum</i>               | Study of Ancient Greek life and achievements and their influence on the Western World.   |  | <i>Key Stage 2 History National Curriculum</i>               |
|  | <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan</li> <li>• Further Viking invasions and Danegold</li> <li>• Anglo-Saxon laws and injustice</li> <li>• Edward the Confessor and his death in 1066</li> <li>• Similarities and differences between Viking life and life now.</li> </ul> |   |  |  |  |  | <ul style="list-style-type: none"> <li>• Greek empire and wars</li> <li>• Greek life – roles of men, women and children</li> <li>• Comparison of different city states – especially Athens and Sparta</li> <li>• Democracy</li> <li>• Greek theatre</li> </ul> |  |  |
| Skills: continue to develop a chronologically secure knowledge and understanding of British, locals and world history; note connections and contrasts over time and develop the appropriate use of historical terms; regularly address historically valid questions about change, similarities and differences; understand how knowledge of the past is constructed from a range of sources. |  |   |  |  |  |  |  |  |  |
| <b>PE</b>  |  |   | Key Stage 2 PE National Curriculum                           |  |  | Key Stage 2 PE National Curriculum                           |  |  | Key Stage 2 PE National Curriculum                           |
| <b>Art</b>   | Exercises to develop children's observational skills.<br>Sketching using pencils.<br>Upside down sketching.<br>One minute sketching.<br>Create many shades of the same colour (link to English work).<br>Primary and secondary colours.<br>Create a colour wheel.<br>Mixing colours.   |   | <i>Key Stage 2 Art and Design</i>                            | Study of European artists – replicating their work – use of sketching and watercolour. |  | <i>Key Stage 2 Art and Design</i>                            | Use clay to make 3D model of Medusa.<br>Charcoal.<br>(Take One Picture week will fall in this term)  |  | <i>Key Stage 2 Art and Design</i>                            |
| <b>DT</b>  | Design and make Viking weapons   | Design then make Viking armour (use of hack saws, glue gun, split pins) | <i>Key Stage 2 Design and Technology National Curriculum</i> | Know where food comes from.  | Healthy eating<br>Cooking healthy meal | <i>Key Stage 2 Design and Technology National Curriculum</i> | Sewing - Use a myth (Theseus and Minotaur) and turn into a series of textile hangings.<br><br>Make Greek costumes  | Make clay pots/plates.<br><br>Prepare a healthy, balanced Greek feast. | <i>Key Stage 2 Design and Technology National Curriculum</i> |
| <b>Music</b>   | Charanga – Let Your Spirit Fly   | Charanga –  | <i>Key Stage 2: Music</i>                                    | Charanga – Three Little Birds  | Charanga – The Dragon Song             | <i>Key Stage 2: Music</i>                                    | Ukulele Lesson   |  | <i>Key Stage 2: Music</i>                                    |

|               |   | Glockenspiel<br>Stage 1 | National<br>Curriculum   |   |  | National<br>Curriculum   |  | National<br>Curriculum   |
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| <b>RE</b>     | <p><i>Values: What matters most to Christians and Humanists?</i><br/>Identify values in human life and think about their own values, with special reference to Christianity and Humanism.</p> <p>The focus is on the ways in which stories communicate values, and the ways in which values make a difference to our lives.</p> <p>Think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values that people share, and the fact that not all values are shared.</p> <p>Pupils are encouraged to consider for themselves what can be learned from Christian and Humanist ideas and, at every point, are encouraged to explore examples referring to their own values, in the light of other people's ideas.</p> |                         | SACRE LKS2   | <p><i>The Church Year: Is Easter a festival of new life or sacrifice?</i><br/>Explore the importance of Easter to members of the Christian faith. Challenge the image of Easter as eggs and rabbits.</p> <p>Explore the Christian view of the ultimate sacrifice of Jesus in his death and then subsequent resurrection.</p> <p>The focus is on the idea of love shown through sacrifice and then the victory of new life.</p> <p>Pupils are encouraged to consider what can be learned from the attitudes and beliefs of Jesus himself and of his disciples, relating these to their own experiences, beliefs and values.</p> <p>They are asked to think for themselves about questions to do with life after death.</p> |  | SACRE LKS2   | <p><i>Peace: Why should we give it a chance?</i><br/>Consider what the concept of peace means for religious and nonreligious people and for themselves.</p> <p>The focus is on exploring how and why peace might be important in people's lives and how some, including those from different faiths, might pursue or promote peace in a variety of different ways.</p> <p>Pupils will be encouraged to think for themselves about questions to do with what peace is and why it might be important in their own lives and in the world as a whole.</p> <p>They will consider what can be learned from the actions of individuals like Mahatma Gandhi and Nelson Mandela and from religious groups such as The Quakers, as well as others referring to their own experiences, beliefs and values.</p> | SACRE LKS2   |
| <b>PSHE</b>   | <p>New Beginnings (SEAL)</p> <p>Getting On and Falling Out (SEAL)</p> <p>Talking PANTS</p> <p>Protective Behaviours</p> <p>E-Safety (every Tuesday assembly and one whole lesson per half term)</p>   |                         | Key Stage 2<br>PSHE &<br>Citizenship<br>National<br>Curriculum | <p>Going for Goals (SEAL)</p> <p>Good To Be Me</p> <p>E-Safety (every Tuesday assembly and one whole lesson per half term)</p>  |  | Key Stage 2<br>PSHE &<br>Citizenship<br>National<br>Curriculum | <p>Relationships (SEAL)</p> <p>Sun Safety</p> <p>Changes (SEAL)</p> <p>E-Safety (every Tuesday assembly and one whole lesson per half term)</p>  | Key Stage 2<br>PSHE &<br>Citizenship<br>National<br>Curriculum |
| <b>French</b> | <p>Simple greetings, introductions and questions.</p> <p>Numbers (up to 20).</p> <p>Months of the year.</p> <p>Having a conversation.</p>   |                         | Flash<br>Academy   | <p>The French alphabet.</p> <p>Simple verbs (instructions).</p> <p>Classroom objects.</p> <p>Colours.</p> <p>Speaking a paragraph.</p>  |  | Flash<br>Academy   | <p>Masculine/feminine.</p> <p>Days of the week.</p> <p>Items of clothing.</p> <p>Animals.</p> <p>Writing simple sentences.</p>   | Flash<br>Academy   |
| <b>WOW</b>    | <p>Possible trip to Compton Verney</p> <p>- Day in the life of a Viking</p>   |                         |  |   |  |  | Greek Workshop   |  |