Year 3 Curriculum Overview

	Autumn 1 6 ½ weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Visits, events or Visitors	Visit to the Hindu Mandir at Preston Witch wood - Year long study - hedges	Heritage tram ride Catalyst, Widnes - Rocks, volcanoes and fossils workshop	Wow event with Y 1 2 3 - Alien landing Witch wood - Year long study - hedges	Stanley Park - levers in action Manchester Museum - Ancient Egypt Poetry Slam	Witch wood - Year long study - hedges Ribble Valley sculpture trail	Visit to the Jewish Synagogue at St Annes Blackpool Zoo - looking at illegal animal imports Story Telling Event
English -types of writing	Non - Fiction - Chronological Report (Great Fire of London) Fiction - Historical narrative from point of view of child in Great Fire of London.	Non- Fiction - Instructions to prepare for an expedition. Fiction - Fable/moral story warning audience of potential dangers. (Realistic narrative - based on the non fiction news article about being lost on a mountain.)	Non -fiction - Recount of whole school event	Fiction - Setting description based on whole school event Poetry - Performance poetry.	Non-Fiction - informal letter about the Ancient Egyptian discoveries	Non-fiction - Persuasive travel brochure about Lapland Fiction - Story writing based on The Lion the witch and the wardrobe.
Texts for English	Variety of Diary entries Toby and the Great Fire of London	Selection of real life newspaper articles.	Selection of recounts of real life events.	Range of Odes	Range of letters Selection of non-fiction texts about Ancient Egypt.	The Lion the Witch and the Wardrobe (Extract)
Class Novel/ Heritage Texts	Bill's New Frock Anne Fine Spud Murphy Eoin Coifer	Michael Morpurgo The Wreck of the Zanzibar Charlotte's Web - E H White	The Royal Rabbits of London Groosham Grange - Anthony Horowitz	The Royal Rabbits of London The Boy who grew dragons Andy Shepherd The Creakers	The boy who grew dragons Andy Shepherd The Royal Rabbits of London	
Whole class Read						
Maths	Number and Place Value: Numbers to 1000 Calculation: Addition and Subtraction	Calculation: Multiplication and Division	Measurement: Length Measurement: Mass Measurement: Volume	Fractions, Decimals and Percentages Measurement: Money	Statistics: Pictographs and Bar Graphs Measurement: Angles	Measurement: Time Geometry: Lines and Shapes Measurement: Perimeter of Shapes

Science	**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.	**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.	**Light and Astronomy** Recognise that they need light in order to see things and that dark is the absence of light. 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 a solid object . Find patterns in the way that the size of shadows change.	**Humans** Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients. Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.	**Forces and magnets** Compare how some things move on different surfaces. Notice that some forces need contact between two 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Animals and Humans** Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients. Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.
Science Year long Study	Observe the changes across the four seasons including hedgerows.					
Computing	**Computing systems and networks 1:** Networks and the internet Online Safety	**Computing systems and networks 2:** Emailing	**Computing systems and networks 3:** Journey inside a computer	**Programming:** Scratch	**Data handling:** Comparison cards databases	**Creating media:** Video trailers

Geography	Weathering, Rivers and Mountains UK		Climate Change & Earthquakes and Volcanoes		Maps of the world Europe - trade: food, natural resources and tourism	
	Weather - record daily weather; keep a record over time; begin to record daily temperature					
History		**Victorians- Travel** Steam trains Transport and travel Wakes week First flight Famous people linked, Wright bros. Canals network Famous Victorian travellers.		**Ancient Egypt:** Cultural Change Technological advancement Law and Order Famous people- Tutankhamun, Howard Carter(Victorian travel), Cleopatra, Belzoni		**Ancient Greeks:** Tech advancements City States (The Polis) Famous people, philosophers, mathematicians, Olympians Politics, education The Olympian Pantheon
Art	**Portraiture** Building Faces What do we know about scale and form?'Perceptions towards cubism		**Sculpture** Cubism and surrealism tinfoil people		**Landscapes** Countryscapes	
DT		**Design and make a chair using different structure techniques.** **Q:** Can I choose a structure technique and apply it to my chair design? **Focus:** Explore and consider appropriate structure design techniques that are fit for purpose.		**Levers and pneumatics:** Designing catapults and launchers to knock things down **Q:** How can we move an object without touching it using the power of mechanisms and pneumatics? **Product:** to design and create a catapult/ pneumatic launcher that can move a range of objects		**Cous cous** **Q:** How can we produce healthy, tasty finger food that is suitable to hold and transport to a picnic; which maintains the wholeness of the product (bread, wrap) **Focus:**How can the choice of the internal filling of the finger food be supported appropriately by the bread, wrap etc?
Music	**Developing notation skills** How does music bring us together?	**Enjoying improvisation** What stories does music tell us about the past?	**Composing** How does music make the world a better place?	**Sharing musical experiences** How does music help us to get to know our community?	**Musical styles** How does music make a difference to us everyday?	**Recognising different sounds** How does music connect us with our planet?
PE	Fundamentals	Fitness	Ball Skills 3/4	Dodgeball	Athletics	Basketball
	Dance	Gymnastics	Yoga	Football	Cricket	Tennis
PSHE	**Me and my relationships**	**Valuing difference**	**Keeping myself safe**	**Rights and responsibilities**	**Being my best**	**Growing and changing**

	Rules, breaking rules Feelings of loss Working as a team Looking after special people Resolving conflict Qualities of friendship	Different types of families Community Respect and diversity Celebrating our differences Bullying and prejudice	Safe and unsafe Danger or risk Alcohol and cigarettes Risks online Medicines and drugs- help or harm	What is a volunteer? Who helps us stay safe? Fact and opinion Income, saving and spending Earning money	Eating well Infectious illness My achievements /talents My organs- How does food, water and oxygen get into my body and blood?	Different types of relationships Personal space Safe and unsafe secrets My changing body- periods and puberty Babies- eggs and sperm
Outdoor learning opps	Science long term study	Science long term study	Science long term study Outdoor Ed - Beacon Fell - countryscape from the top.	Science long term study	Science long term study Beach School	Science long term study
RE	**Hinduism**	**The Nativity Story** Christianity	**Islam**	**Good Friday** Christianity	**Sikhism**	**Judaism**
Spanish	**Phonics 1&2 (X)** **I am learning (E)** -Pinpoint Spain and other Spanish speaking countries on a map of the world. - Ask and answer the question 'How are you?'. -Say 'Hello' and 'Goodbye'. - Ask and answer the question 'What is your name?'. -Count from 1-10. - Say 10 colours.	**Animals** -Recognise, recall, and spell up to 10 animals with their correct indefinite article/ determiner. -Understand better that articles/ determiners have more options than they do in English. -Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).	**Instruments** -Recognise, recall and spell up to 10 instruments with the correct definite article/determiner. -Understand articles/determiners better and that the definite article/ determiner 'the' has a plural form. -Learn to say and write 'I play an instrument' using the high frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments.	**I know how to…** -Recognise, recall and spell 10 action verbs. -Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to…) / 'no sé' (I do not know how to ..). -Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	**Fruits** - Name and recognise up to 10 fruits. -Attempt to spell some of these nouns. -Ask somebody if they like a particular fruit. -Say what fruits they like and dislike.	**Ice-creams** -Name and recognise up to 10 different flavours for ice creams. -Ask for an ice-cream using 'quisiera'. -Say what flavour they would like. -Say whether they would like their ice-cream in a cone or a small pot/tub