Curriculum Overview Year 3



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--------------|---|----------|--|--|--|----------|--|
| Main Topic | Predator | | Tremors | | Gods & Mortals | | |
| English | Recounts; Leaflets; Poetry; Dilemma stories; Speeches | | Recounts; Poetry; Narrativ | es; Newspaper reports | Character profiles; Diaries; Instructions; Myths and legends; Character descriptions | | |
| Maths | Block 1: Number – Place value; Block 2: Number – Addition and subtraction; Block 3: Number – Multiplication and division | | 2: Measurement – Lengt | lication and division; Block h and perimeter; Block 3: k 4: Measurement – Mass | Block 1: Number – Fractions; Block 2: Measurement – Money; Block 3: Measurement – Time; Block 4: Geometry – Shape; Block 5 – Statistics | | |
| Science | Living things; Carnivores, herbivores and omnivores; Human diet; Human nutrition and food groups; Fatty foods; Seasonal changes in animals' diets; Human skeleton; Joints; Muscles; Skeleton types – endoskeletons and exoskeletons; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research Plant parts; Root systems; Stems; Water transport; Investigating leaves; Life cycle of flowering plants; Flower parts; Researching pollination; Seed formation and dispersal; Variation in plant needs; Working scientifically – Identifying and classifying, Observing changes over time, Pattern seeking, Research, Comparative test | | What is Soil? Soils are m and rocky particles, include quantity of each com appearance and consister What is Sand? Sand is n | ade up of organic matter ding sand, silt or clay. The ponent determines the acy of a soil. The ponent determines the acy of a soil. The ponent determines the acy of a soil. The ponent determines the acy of a soil. | Light; Light sources and reflectors; Reflective and non-reflective materials; Sun safety and protection; Shadows; Opaque, transparent and translucent materials; Changes in shadows; Working scientifically – Identifying and classifying, Observing changes over time, Comparative tests, Pattern seeking, Research Pushing and pulling forces; Contact forces; Friction; Force meters; Bar charts; Non-contact forces; Magnetism; Magnetic attraction and repulsion; Magnetic fields; Magnetic properties; Magnetic Earth; Uses of friction and magnetism; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research | | |
| Art & Design | Weaving with natural maillustration; Observationa printing; Botanical study | | Sculpture: Sculpting ammonites Figure drawing; Urban landscapes; Significant artist – LS Lowry | | Exploring and mixing with watercolour paints; Warm, cool, tertiary, analogous and complementary colour families; Comparing works of art; Identifying and mixing colours | | |

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|-------------|--|---|--|--|---------------------------|--|--|---|
| Design Tech | Weaving on a loom | | Cam mechanisms; Designing and making automaton toys; Cutting, joining, strengthening and finishing | | | | | |
| History | | | Ancient Rome – Pompeii | | | | Ancient Greece | |
| Geography | Fieldwork; Using maps | | Volcanoes and earthquakes | | | | Ancient and modern-day Greece; Geographical features; Using maps | |
| Music | | Jazz | | | Ballads | | | Singing Techniques (Vikings) |
| PSHE | Learning: how to resorrelationship problem effective listening skills a about non-ver communication. Looking the impact of bullying a what action can be tak exploring trust and who trust and that stereotypican exist. | ms; lifestyle includes and activity, a balanced and relaxation; at identity through gand belong to and strengths can be use to others; learning how | physical diet, rest exploring roups we how our ed to help w to solve | emergency responding t stings; be a res citizen; lear cyberbullying, unsafe digi- influences | and making thoices and an | rules and | ploring why we have d the roles of local ty groups, charities ecycling and an ion to local | budget and learning about: the different ways of paying, |
| ICT | Networks Journey inside a com (3 lessons: 1, 3 and 5 only) (3 lessons: 1, 2 and 5 | | | | J | Programming: Scratch (4 lessons: 1, 2, 3 and 5 only) | | Online safety Y3 (4 lessons: Teach all five by combining lessons 4 and 5) |
| PE | MSR & Swimming | MSR & Swimming | MSR & Sv | vimming | MSR & Swimm | ing | MSR | MSR |
| RE | Creation Stories | | What is th | he Bible? | | | Signs and Symbols World Religions. | s in |