

## Year 3 Curriculum Overview

	Maths	Science	English	Phonics	Handwriting	History	Geography	Art	D&T	COMPUTING	RE	PE	Spanish	PSHE
Autumn Term	Gap analysis times tables and skip counting			Gap analysis Phase 3 and 5 sounds/ Yr. 2 spelling patterns								Ball skills: Movement with a ball/ Sending skills- throwing, kicking, rolling		
	Place Value Addition and Subtraction Measurement Statistics	Forces and Magnets	Descriptive writing based on Ancient Egypt (Adjectives and adverbs)  Short burst writing activities	Phase 3 and 5 alternative sounds  Year 2 review common exception words	Letters joining from the tail and diagonal joins  Diagonal join to ascenders at, all, th, ch, cl  Diagonal join, no ascender e.g. in, im, cr, tr, dr, lp, mp	Ancient Egyptians:  Chronology: Timelines and use of AD, BC and decade	Ancient Egyptians:  Physical geography: Describe physical features of a locality	Gustav Klimt Tree of Life  Sketching techniques: hatching, cross-hatching, squiggles and zig zags- Egyptian artefacts		E-safety  Purple Mash Codig	Hinduism: Authority and Worship: Gods and places of worship  Harvest	Gymnastics: Linking movements together		We're all stars
	Place Value Addition and Subtraction Measurement Statistics	Forces and Magnets	Instructional writing based on mummification (Prepositions)  'A River'- focusing on verbs	Phase 3 and 5 alternative sounds revisit  Adding suffixes and prefixes (Yr. 2 and Yr. 3)  Year 2 and 3 common exception words	Diagonal join, no ascender, to an anti-clockwise letter e.g. id, ig, nd, ld, ng  Capital letters	Knowledge: Success of civilisations and class system  Enquiry: Source work/ Role of archaeologists	Knowledge: review of continents and naming deserts.  Enquiry: Using maps to identify physical features/ Using indexes and contents in atlases	Egyptian Death Masks  Mod roc	Textiles: Sewing project- Christmas decorations- types of stitching	Purple Mash Coding	Hinduism: Lifestyle and Celebration: Festivals/ Symbols of Diwali  Christmas	Invasion games: Blocking and finding a space  Dance: Egyptian movements	Unit 1: Numbers 1-10/ How Old Are You?	Be Friendly, Be Wise

### Other

- After lunch- Time will be covered in twice weekly practise sessions (Autumn- o'clock, half past, quarter to, quarter past)
- Early Morning Work (Autumn- addition and subtraction number facts/ super sizing number facts e.g.  $2 + 8 = 10$  so  $322 + 8 = 330$  x3; Additional spelling x2)
- After lunch- Multiplication and Division facts will be revised three times weekly (Autumn A- x10 and x5; Autumn B- x2 and x4)
- Forest school/ outdoor experience (weeks 4 - 6)- Focused on building skills of listening to instructions given by an adult and ideas of others/ Traditional games to encourage listening- Capture the flag, creating a chalk obstacle course, unfortunately/ fortunately, Shrinking Islands

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<b>Spring Term</b>	<b>Measurement</b>  <b>Statistics</b>  <b>Multiplication and Division</b>	<b>Plants</b>	<b>Information writing based on volcanoes-</b> features of a non-fiction text/ what makes a sentence  <b>Pebble in my Pocket-</b> imagery/ what makes a sentence	<b>Commonly misspelt spelling patterns</b>  <b>Year 3 common exception words</b>	<b>Letters joining from the top</b>  Horizontal join, no ascender e.g. ou, ow  Horizontal join, no ascender, to anti-clockwise letter e.g. oa, og  Horizontal join to ascender e.g. wh, ol	<b>Volcanoes and Earthquakes</b>  <u>Chronology:</u> Timelines and use of AD, BC and decade.	<b>Volcanoes and Earthquakes:</b>  <u>Physical geography:</u> Describe physical features in a locality  <u>Human geography:</u> Describe human features in a locality/ Impact of volcanoes on peoples' lives  <u>Knowledge:</u> Naming famous volcanoes/ Naming countries in the N. and S. Hemisphere  <u>Enquiry:</u> Formation of volcanoes and earthquakes	<b>Collage –</b> Mixed media Margaret Godfrey – Volcano  <b>Clay -</b> looking at smoothing texturing and layering Making ammonites	<b>Shell Structures:</b> Nets-looking earthquake proof structures and 3D shape names and properties	<b>E-Safety</b>  <b>Purple Mash</b>	<b>Christianity: Authority and Worship:</b> What they believe about God/ Importance of Jesus/ Authoritative figures in the community  <b>Easter</b>	<b>Real PE Unit 1</b> FUNS 10 & 1  <b>Football</b>	<b>Unit 1:</b> Asking/ Answering questions  <b>Unit 2:</b> Language s/ I am/ I speak	<b>Living Long, Living Strong</b>
	<b>Multiplication and Division</b>	<b>Rocks, soils and fossils</b>	<b>TBC (traditional story structure)-</b> multi-clause sentences (subordinating conjunctions)  <b>Firebird-</b> multi-clause sentences (subordinating conjunctions)	<b>Year 3 spelling patterns</b>  <b>Year 3 common exception words</b>	<b>TBC (Based on need of cohort and individual children)</b>		<b>Purple Mash</b>	<b>Real PE Unit 2</b> FUNS 6 & 2  <b>Rounders</b>		<b>Daring to Be Different</b>				
<b>Other:</b> <ul style="list-style-type: none"> <li>• Time will be covered in twice weekly practise sessions (Spring- 5 past, 5 to, 10 past, 10 to)</li> <li>• Early Morning Work (Spring- addition and subtraction number facts/ super sizing number facts e.g. 2 + 8 = 10 so 322 + 8 = 330/ <b>looking at formal column methods</b>) x3; Additional spelling x2</li> <li>• After lunch- Multiplication and Division facts will be revised three times weekly (Spring A- x2 and x4/ Spring B- x8)</li> <li>• Forest school/ outdoor experience (weeks4 – 6 )- Focused on building independence- children create their own projects e.g. den building, making base camps</li> </ul>														

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Summer Term	Fractions	Animals including humans	<p><i>Book of Bones: 10 Record Animals</i>-possessive apostrophes</p> <p><i>Carry Me Away</i>-expanded noun phrases</p>	<p>Year 3 spelling patterns</p> <p>Year 3 common exception words</p>	TBC (Based on need of cohort and individual children)	<p><b>Romans</b></p> <p><u>Chronology:</u> Timelines and use of AD, BC and decade; ordering events and working out duration</p>	<p><b>Romans</b></p> <p><u>Physical geography:</u> Mediterranean as a holiday destination; recognise 8 points of a compass</p> <p><u>Human geography:</u> Human features of a locality; recognise differences in own lives with the lives of people living in the Med.</p>	<p><b>Mosaics</b>-in the style of the Romans-mixed media</p> <p><b>Artist focus: David Hockney</b>-photo collages (digital art)</p> <p><b>Colour mixing and the colour wall</b>-exploring complimentary colour to paint from a photograph (in the style of David Hockney)</p>	Cooking: Healthy eating	<p>E-Safety</p> <p>Purple Mash</p>	<p>Comparing religions</p>	<p>Real PE Unit 3 FUNS 5 &amp; 4</p> <p>Dodgeball</p>	<p>Unit 2: Useful words/ Numbers 11-20</p>	<p>Dear Diary</p>
	<p>Geometry</p> <p>4 operations</p>	Animals including humans	<p><i>Escape from Pompeii</i>-focus: TBC</p>	<p>Year 3 spelling patterns</p> <p>Year 3 common exception words</p>		<p><u>Knowledge:</u> The power of the Roman Army- looking at invaders, suggesting the reasons behind their actions</p> <p><u>Enquiry:</u> Source work and research to gather facts, answer questions and make comparisons with their own lives and the lives of a Roman child</p>	<p><u>Knowledge:</u> European countries and capital cities; UK islands; weather across the world</p> <p><u>Enquiry:</u> Planning a journey in England; identify features of a locality on a map; plotting NSEW on a map</p>	<p><b>Challenging Question</b> <i>Why should we care for the world?</i> 'Here We Are' Oliver Jeffers</p>		<p>Real PE Unit 4 FUNS 9 &amp; 7</p> <p><b>Athletics Health related fitness</b></p>	<p>Unit 5: Colours/ I like/ dislike</p> <p>Unit 8: Number 21 -30</p>	<p>Joining In and Joining Up</p>		