Curriculum Overview Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Upstairs!	Back in Time	Power From Within	Plant Power	Finding the Light	On the Move
English	**Key Texts**	Whole school text Aesop's fables	The First Drawing Stone Girl, Bone Girl: The story of Mary Anning The Stone Sat Still The Snow Queen	The Iron Man The Robot and The Bluebird The Wild Robot	The Promise The Secret Sky Garden Varmints The Last Garden	Starbird The King Who Banned Dark The Selfish Giant Starbird	Escape from Pompeii The Pied Piper of Hamlet
	Key Genres	Narrative, poetry and recount	Narrative, poetry, instructions and explanations	Narrative, poetry and reports	Narrative, poetry and persuasive	Narrative, poetry and discursive	Narrative, poetry and consolidation of non-fiction texts
	Key Skills	In the autumn term, year 3 children identify themes and conventions in stories. They learn to develop their ideas, using paragraphing to organise their writing. Opportunities for oral rehearsal support children to use conjunctions and adverbs confidently and accurately.		In spring, year 3 children consider words and phrases that capture the reader's interest. Their character and setting descriptions include more detail, with precise vocabulary choices. Prepositions are used effectively to structure longer pieces of text.		In summer, year 3 children explore a range of structures in texts. They use paragraphs independently to organise their ideas. They create stories using dialogue to describe characters and move the story forward.	
	Maths	**Number:** Place value **Number:** Addition and subtraction **Number:** Multiplication and division		**Number:** Multiplication and division **Measurements:** Length and perimeter **Number:** Fractions **Measurements:** Mass and capacity		**Number:** Fractions **Measurements:** Money **Measurements:** Time **Geometry:** Shape **Statistics**	

Exploring and Discovery	**Science**	**Animals including humans**	**Rocks**	**Forces and magnets**	**Plants**	**Light**	**Consolidation of year 3 science objectives**
	Computing	**Computing systems and networks:** Connecting computers	**Creating media:** Animation	**Programming 1:** Sequence in music	**Data and Information:** Branching databases	**Creating Media:** Desktop publishing	**Programming 2:** Events and actions
	DT	**Eating Seasonally:** Learn about where, when and why fruits and vegetables grow in different seasons.	**Painting and mixed media:** experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.	**Mechanical systems:** Pneumatic toys	**Drawing:** Botanical art to understand shading and drawing techniques.	**Sculpture:** Exploring how shapes and negative spaces can be used to free-standing structures.	**Structures:** Identify key features of a castle to design and make a structure.
Creative World	**Art**						
	History	**Geography:** How is the River Thames used today?	**History:** Changes in Britain from the Stone Age to Iron Age	**Geography:** What causes earthquakes and volcanoes?	**Geography:** What is a capital city?	**History:** How did the Roman Empire impact on Britain?	
	Geography						
	MFL: French	**All about me!** Introduction to written French. Learn how to write name, age, feelings, where they live and numbers to 20.	**Story-telling** *Le Navet Énorme* Join in with a story. Learn the French alphabet, the importance of accents and how	**Colours** *Les Citrons ne sont pas rouges* Recognise colours in their written form and express a preference. Learn	**What's the date?** Numbers to 31, months of the year, days of the week and combine them to make the date.	**Sports** Learn the names of some sports and will be able to express a preference.	**Story-telling** *Léa la Sportive* Join in and perform an original story. They will use this to talk about their own hobbies.

			to use a bi-lingual dictionary.	to recognise a negative and will make a simple story book.			Children will learn about *Le Tour de France.*
SMSC	**PSHE**	**Relationships** **Families and Friendships:** to recognise and respect that there are different types of families. That being part of a family provides support, stability and love. **Safe Relationships:** What is appropriate to share with friends, classmates, family and wider social groups including online. that bullying and hurtful behaviour is unacceptable in any situation. **Respecting Ourselves and Others**: how to model respectful behaviour in different situations. The ways in which people show respect and courtesy in different cultures and in wider society.		**Living in the Wider World Belonging to a Community**: the importance of abiding by the law and what might happen if rules and laws are broken. What human rights are and how they protect people. **Media Literacy and Digital Resilience:** how the internet can be used positively. To recognise that images and information online can be altered and the reasons for why this happens. **Money and Work:** to recognise their interests and skills and how these might link to future jobs. To challenge stereotypes through examples of role models in different fields of work about some of the skills needed to do a job.		**Health and Wellbeing** **Physical Health and Mental Wellbeing**: about the choices that people make in daily life that could affect their health. What can help people to make healthy choices and what might negatively influence them. **Growing and Changing**: that everyone is an individual and has unique and valuable contributions to make. To recognise how strengths and interests form part of a person's identity. **Keeping Safe**: how to identify typical hazards at home and in school. How to predict, assess and manage risk in everyday situations.	
	RE	Symbols in Religions	Religion all around us	The Christian Bible: Contents and structure	The Church, Worship,Festivals and Practices	Judaism:God and theTorah	Islam: Beliefs and Teachings
	British Values	Democracy and The Rule of Law		Individual liberty		Mutual Respect, Tolerance of those with different Faiths and Beliefs	
	Music	Singing unison, tunefully and with expression. Improvising using tuned and untuned percussion. Composing question and answer melodies in C Major.	Singing songs with a focus on actions and singing with expression. Introduction to understanding and playing pitch when reading staff notation. Composing group soundscapes.	Singing songs with a focus on changes in dynamics. Improvising 'on the spot' melodic responses using a limited note range (C Major Scale). Composing melodies in C	Singing songs with a focus on developing our vocal range. Develop our understanding of reading staff notation, focus on dynamics (e.g. forte and piano) Performing compositions with	Develop our understanding of reading and playing staff notation with a focus on tempo (e.g. adagio and allegro). Creating group compositions, using melodic and rhythmic	Sing songs with a focus on the learnt skills from this year. Continue performing pieces on tuned percussion from staff notation. Creating group soundscapes.

				Major with a clear structure.	clearly structured melodies and some use of chord accompaniment.	ideas, in response to paintings.	
	PE	**Netball skills** Children develop their throwing and catching skills with a partner and in small sided games. **Games** Children learn new games with a focus will be on improving fitness.	**Gymnastics** Children continue to explore and improve their gymnastic skills on the floor. They create a sequence of movements. **Mini football** Children learn the basic rules, how to control a ball, passing skills and how to keep the ball.	**Gymnastics** Children focus on improving the quality of their movement. They plan and perform sequences of contrasting actions **Athletics** Children will develop good running, jumping and throwing techniques, challenging themselves to beat personal scores.	**Tri Golf** Children learn how to hold a golf club, how body position is very important. Children learn basic games with simple rules. **Dodgeball** Children learn the basic rules of dodgeball and start to think about how to organise themselves as a team.	**Rounders** Children learn will learn an adapted basic rounders game. Children will practise batting and throwing and catching skills. **Cricket** Children will learn the basics of bowling under and over arm. The children will practise good fielding techniques and also try out batting.	**Mini tennis** Children focus on how to hold a tennis racket, body positioning and eye hand coordination tennis skill games. **Athletics** Children will be practising field events and different race types, specific to their year group.
	Enrichment	European Day of Languages Visit South Bank for River Thames focus	Globe Players Workshop linked to history			Workshop linked to history	