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Year 3 Curriculum Overview 2024-2025

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|  | **Autumn** | **Spring** | **Summer** |
| **Core Subjects** | | | |
| English | ‘Seen not Heard’ Instructional Writing   * Explore non-fiction style of writing * Use and apply adverbs for time * Use imperative verbs affectively * Use clear and precise language   ‘Dear Earth’ Persuasive letter   * Explore different tones of writing * Use different descriptive techniques * Use expanded noun phrases | ‘Rhythm of the Rain’ Information leaflet   * Explore non-fiction style of writing * Use expanded noun phrases for clarity * Use informative language * Apply previous knowledge from cross-curricular subjects   ‘Pea Boy’ Character Narrative   * Explore fiction style of writing * Use descriptive techniques * Use and apply direct speech | ‘Star Bird’ Diary entry   * Use descriptive techniques * Use emotive language   ‘Jemmy Button’ Return Narrative   * Explore fiction style of writing * Build suspense * Describe settings using different techniques |
| Maths | **Place Value – Numbers to 1000**  Pupils should be taught to:   * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number * recognise the place value of each digit in a three-digit number (hundreds, tens, ones) * compare and order numbers up to 1000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1000 in numerals and in words * solve number problems and practical problems involving these ideas. | **Right angles**   * Rotate two lines around a fixed point * Draw triangles, quadrilaterals and identify vertices * Investigate 4 sides polygons * Join four right angles at a point     **Manipulating additive relationship and securing mental calculation**   * Add 3 addends * Add two 3 digit numbers using adjusting * Add pairs of numbers using redistribution * Subtract pairs of numbers crossing a ten or hundred by finding the difference | **Multiplication and division**   * Children should be able to recall multiplication and division facts for the multiplication tables of 3, 4, and 8 * Children should be able to use place value and known facts to multiply and divide mentally. They should also be able to recognize and use factor pairs and commutativity * Children should be able to solve problems involving multiplication and division, including missing number problems, integer scaling problems, and correspondence problems   **Fractions**   * Students should be able to recognize fractions as numbers, and unit and non-unit fractions with small denominators. * Students should be able to recognize and show equivalent fractions with small denominators using diagrams. |

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| Science | **Magnets and Forces (Autumn 1)**  Children will be taught to;   * compare how 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 Inc Humans (Autumn 2)**  • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  • identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Rocks**   * Understanding the three main types of rocks   Students should understand that the three main types of rocks are igneous, sedimentary, and metamorphic   * Understanding rock properties   Students should understand that rocks have different properties depending on their type and how they were formed. For example, some rocks are permeable and allow water to pass through, while others are impermeable  **Light**  • recognise that they need light in order to see things and that dark is the absence of light  • notice that light is reflected from surfaces  • 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. | **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. |
| **Humanities** | | | |
| Geography | **Rivers (Autumn 2)**  Depth focus: The River Mersey  How rivers get their water?  How do rivers shape the land? Wildlife, local agriculture, pollution problems | **Volcanoes**  Understanding how volcanoes are formed, how the erupt and where they are found around the world. | **The Mediterranean**  Local and European comparison  Exploring human and physical geography along with the comparison of culture. |
| History | **Ancient Egypt (Autumn 1)**  Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief in symptoms as well as agriculture.  How the power structures were linked to geography of Egypt? How Egypt changed through time. Ancient Egyptian religion. | **Stone Age, Bronze Age and Iron Age**  How life changed for people in Britain during these time periods, focusing on housing, food, life style, tools and weapons. Focus is on pre-history, which requires inquiry skills as there is no language recorded. |  |
| **Wider Curriculum** | | | |
| PE | **Fitness (Autumn 1)**  In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness.  **Fundamentals (Autumn 2)**  In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down. | **Ball Skills (Spring 1)**  In this unit pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games.  **Handball(Spring 2)**  Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others’ performances. | **Athletics (Summer 1)**  In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. Cricket (Summer 2)  Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. |
| Religious Education | **Hinduism – creation stories**  Learning about creation stories: Students can learn about one or more Hindu creation stories, such as the story of Brahma creating the world.  Comparing creation stories: Students can compare the Hindu creation story to other creation stories.  Considering the story's implications: Students can consider how the story affects how Hindus treat people, animals, and the natural world.  **Christianity – Nativity**  They'll learn where Jesus was born and why, who the visitors were that came after the birth, and how baby Jesus' life was at risk. | **Why do people pray?**  Prayer as communication: Prayer is a way for believers to communicate with God, through talking and listening, and being open to guidance.  Prayer to develop a relationship with God: Prayer can help believers develop a personal relationship with God.  Prayer to worship and praise God: Prayer is a way to worship and praise God.  **Why are festivals important to religious communities?**  Remembering stories  Festivals can help people remember important stories, such as the life of Jesus in Christianity or the month of Ramadan in Islam.  Celebrating  Festivals can be a time to celebrate victories, saints, or blessings from God.  Displaying culture  Festivals can be a way to show off a community's cultural heritage.  Promoting unity  Festivals can help bring people together, and can foster a sense of collective cohesiveness. | **What do different people believe about God?**  Students can learn to identify similarities and differences between different views of God. For example, Christians believe God is loving, kind, and forgiving, while some Jewish people remember God in different ways, such as on Shabbat.  Students can learn about different beliefs about God, including theism, atheism, and agnosticism. They can also learn about the beliefs of different religions, such as Christianity, Judaism, Islam and Hinduism.  **Why is the Bible so important for Christians today?**  Guidance: Christians use the Bible as a guidebook to help them live their lives in the way God would want them to. The Bible contains rules and parables that offer advice on many areas of life. |
| PHSE | **Being Me in My World (Autumn 1)**  **Celebrating Differences (Autumn 2)** | **Healthy me (spring 1)**  **Dreams and goals (spring 2)** | **Relationships (summer 1)**  **Changing Me (summer 2)** |
| Computing | **Basic Computing Skills**  Pupils will learn how to log in and shut down a computer accurately and begin to understand the importance of a password. | **Introduction to Scratch**  Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects | **Altering Media**  Pupils to look at the skills behind taking a good photograph and how these photos can be edited in various ways. |
| Art | **Painting with Scissors (Autumn 1)**  Focussing on using cut outs. Making art with these cut outs using the unique style of Henri Matisse. Children will use Ancient Egypt as inspiration to create their collages. | **Gestural Drawings with Charcoal (Spring 1)**  Using charcoal and their work on Stone Age to create lines, patterns and smudges. Using the work of Laura McKendry, the children will add energy into their drawings. | **Using Natural Materials (Summer 1)**  Using natural materials that we can find in the world and creating landscapes, cyanotype and primal painting. Children will use Frances Hatch and her techniques to create their own work using natural resources. |
| DT | **Levers and Linkages (Autumn 2)**  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages. | **Structures (Spring 2)**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | **Food Tech (Summer 2)**  To understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques that link to the Mediterranean. |
| Music | **Autumn 1**  Lunch Time choir  **Autumn 2**  **Singing** - in unison (do - so) with expression, vary style.  **Listening** –**Recorded** **Music**- Baroque – Bach/Pachelbel.  **Live Music** - Piano (Bach Prelude).  **Pulse** - Downbeats  **Rhythm** – Ta-a.  **Pitch** – Sing and play within MRD  **Notation** – Read and play MRD Dot notation.  **Structure** – Echo phrases  **Composition/improvisation** Improvise using un-tuned percussion within whole class on the spot responses (Kye Kye).  Compose rhythmic accompaniment to song. | **Spring 1**  Lunch Time choir  **Spring 2**  **Singing** - Sing with articulation - African songs Q&A Phrases/echo  **Listening** –**Recorded** **Music**- Irish Music – Rattlin bog.  **Live Music** - Tin Whistle (Irish Music).  **Rhythm** – Read stick notation including minim.  **Pitch** – Id and order MRD phrases (dot notation).  **Notation** - Stave notation – Treble clef, lines and spaces - BAG.  **Structure** – Call and answer phrases  **Composition/improvisation** – Improvise within MRD tone range, vocally.  Compose using phrases Q&A / Echo - beg, mid, end | **Summer 1**  Lunch time choir  **Summer 2**  **Singing** - Singing vary structure. Ostinato, layered.  **Listening** –**Recorded** **Music**- Indian Classical – Ravi Shankar.  **Live Music** - Tabla (Indian Classical music).  **Pitch** – Identify both rising and falling phrases.  **Rhythm** – Compose with known rhythms.  **Notation** - Recognise stave notation range of a third.  **Structure** – Drone  **Composition/improvisation** - Improvise within MRD tone range using tuned percussion. Compose rising and falling phrases using letter names and rhythms. |
| Spanish | **Self, Family and Friends**  Name, age, feelings, where you live [rehearsed answers]  Body parts with definite article  Colours  Numbers 1 – 10 (in and out of sequence, add)  **School Life**  Objects in pencil case with indefinite article  Classroom instructions [basic]  Numbers 1 – 20 (in and out of sequence, number bonds to 20)  Further colours including written words linked to Christmas | **The World Around Us**  Days and months  1 – 10 (R/W)  1 - 31 [odd and even]  Birthdays [saying own and others']  **Animals and Home**  Zoo Animals  Descriptions [singular adjectival agreement]  Dear zoo story [join in with simple, repetitive sentences]  1 – 39 [count in 2s] | **Leisure**  Sports 1 and opinions [simple sentences]  1 - 39 [random order/ backwards]  **Summer**  Jungle animals. Exotic Fruits + opinions  Handa’s surprise story [performance: simple, repetitive sentences]  1 – 39 [calculations, halving/ doubling] |