

Year 3 Curriculum Overview

		Autumn Term	Spring Term	Summer Term
Core Texts		Leon and the Place Between by Angela McAllister The Mousehole Cat by Antonia Barber	The Miraculous Journey of Edward Tulane by Kate DiCamillo The Lion, the Witch and the Wardrobe by Clive Staples Lewis	Varjak Paw by Sabah Falah Al Said Stone Girl Bone Girl by Laurence Anholt
Writing Genres		Instructions Narrative	Recount Instructions	Narrative Recount
Maths	← Oracy →	Number and place value Read 3-digit numbers in words and write using numerals Represent, partition and order 3-digit numbers Find tenths of whole numbers and express as fractions and decimals Count in steps of 50 and 100 from zero Geometry Name and describe 3D shapes Identify and draw horizontal, vertical, parallel and perpendicular lines. Multiplication and division Revise 2, 5 and 10 times table facts Recall and use multiplication and division facts for the 3, 4 and 8 times table Addition and subtraction Add and subtract multiples of 10 and 100 Add and subtract two 3-digit numbers using efficient mental methods	Fractions Recognise and represent fractions Compare and order fractions Addition and subtraction Use the column method to add and subtract numbers with up to 3-digits Multiplication and division Use written methods to multiply a 1-digit number by a 2-digit number Divide near multiples Divide near multiples with remainders Measurement Add amounts in pounds and pence Understand how to find change beyond £1	Fractions Add and subtract fractions with the same denominator within one whole Find non-unit fractions of an amount Read Roman numerals up to XII Measurement Read digital time Tell the time to 5 minute and 1 minute intervals Use a ruler to measure lengths in millimetres Order add and subtract lengths Measure, compare and order mass Find the perimeter of a 2-D shapes Geometry Identify when a shape has a right angle Identify angles that are less than or greater than a right angle Statistics Interpret a pictogram where the symbol represents multiple items Interpret and construct a bar graph Interpret data in a table
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	Forces and magnets Explore and observe what materials are attracted to a magnet Classify materials according to whether they are magnetic Explore the way that magnets behave in relation to each other	Rocks and fossils 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 Recognise that soils are made from rocks and organic matter

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		<p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Use a marked magnet to find the unmarked poles on other types of magnets</p> <p>Animals, including humans Identify that animals, including humans, need the right types of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Recognise the five food groups help humans to have a healthy, balanced diet</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Explain how muscles work to allow movement</p>	<p>Light Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p>
RE		<p>What do Christians learn from the Creation story? Give examples of what Christians do to show that they care for the world because they believe God is Creator</p> <p>Place the concepts of God and Creation on a timeline</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians living today and for people who are not Christians</p> <p>How do festivals and family life show what matters to Jewish people? Identify some Jewish beliefs about God and forgiveness</p> <p>Discuss and describe the meaning of the Exodus story for Jews today</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Make links with the value of personal reflection, such as saying sorry, being forgiven and being grateful</p>	<p>What is it like for someone to follow God? Make clear links between the story of Noah and the idea of covenant</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Make links between the story of Noah and how we live in school and the wider world</p> <p>How do festivals and worship show what matters to a Muslim? Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (worship)</p> <p>Describe examples of ibadah in Islam (e.g. prayer, fasting, celebrating)</p> <p>Describe a mosque and explain what happens there</p>	<p>What kind of world did Jesus want? Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly</p> <p>How and why do people try and make the world a better place? Make links between religious teachings and why people try to live and make the world a better place (e.g. charity)</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p> <p>Express their own ideas about some ways of explaining the problems of the world and how to make the world a better place</p>

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History		<p>Why did people build Stonehenge? Place key events on a timeline to find out when the 'Stone Age' happened</p> <p>Compare similarities and differences with the Stone Age and our life today</p> <p>Understand the importance of Skara Brae and its contribution to understanding ancient life</p> <p>Research everyday life, such as tool development and farming using a variety of evidence to support ideas</p>	<p>When and where did the Shang live? What can we tell about life in the Shang Dynasty from Fu Hao's tomb? Place key events, people and changes during the Shang Dynasty period and understand their chronological order</p> <p>Use different sources of research e.g. books, pictures, artefacts, internet to find out about China and the Shang Dynasty</p> <p>Explain the importance of Fu Hao</p> <p>Understand what the rulers of the Shang Dynasty did</p>	<p>How and why did Gloucester change in the Victorian era? Sequence key events on a timeline</p> <p>Research and explain what life was like in the 1800s</p> <p>Recognise different architectural features and styles</p> <p>Describe key development in industry and transport</p> <p>Use a variety of historical information to find out about significant people in history</p>
Geography		<p>What is Gloucestershire made of? Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics</p> <p>Describe key topographical features and land-use patterns</p> <p>Explain how some of these aspects have changed over time</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate counties, cities and other features studied</p>	<p>What makes a mountain? Name and locate cities in the UK identifying topographical features (coasts, rivers)</p> <p>Name and locate areas of high ground in the UK</p> <p>Draw an annotated sketch</p> <p>Complete a mountain study</p>	<p>How are canals used? Explain why we have canals</p> <p>Draw an annotated sketch from observation</p> <p>Identify human and physical features of a canal</p> <p>Follow a route on a map with accuracy</p> <p>Compare human and physical features of different canals around the world.</p>
PE		<p>Functional movement Rugby skills Invasion Games with rugby</p> <p>General hand-eye co-ordination Basketball skills Netball skills Invasion Games with basketball/netball</p>	<p>Foot-eye co-ordination Football skills Invasion games with football Gymnastics</p> <p>Hand-eye co-ordination Hockey skills Invasion games with hockey Dance</p>	<p>Hand-eye co-ordination Cricket Tennis Rounders</p> <p>Athletics Running Jumping Throwing Outdoor Education</p>
PSHCE		<p>Health and wellbeing Identify a range of feelings and understand how to manage different emotions</p> <p>Relationships</p>	<p>Health and wellbeing Write about our feelings</p> <p>Understand that everyone has their own personal space</p>	<p>Health and wellbeing Keep ourselves safe and healthy; understand how to deal with unhelpful pressure</p>

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		<p>Children will learn about behaving responsibly</p> <p>Identify qualities of friendship</p> <p>Recognise and respond appropriately to a wider range of feelings in others</p> <p>Living in the wider world Recognise democracy at a local and school level</p> <p>Understand the importance of resolving differences and respecting different viewpoints</p>	<p>Recognise and identify outdoor safety risks</p> <p>Relationships Understand how all families are different, including extended families</p> <p>Recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p> <p>Explain how we can take our trust back in someone</p> <p>Living in the wider world Understand what fair trade is and learn about the sources and produces of fair trade</p>	<p>Understand what puberty is and how our bodies will change as we grow older</p> <p>Relationships Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>Living in the wider world Find out about different roles at school</p> <p>Understand how community facilities work</p> <p>Produce a map of the community</p>
Art		<p>Drawing Experiment with various pencils to show tone and texture</p> <p>Observe and draw simple shapes</p> <p>Colour (Artist - George Seurat) Explore and apply colour mixing</p> <p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist</p>	<p>Texture and form (Artist -Pablo Picasso) Study human faces and recognize proportions when creating a self-portrait</p> <p>Create our own abstract self-portraits in the style of Pablo Picasso</p> <p>Talk about the features and style of Picasso's art work.</p> <p>Use collage materials to create our own Picasso inspired portrait</p>	<p>Printing/ Pattern (Artist – William Morris) Search for pattern around us in the world through pictures and objects</p> <p>Make our own patterns: printing, rubbing</p> <p>Make patterns on a range of surfaces e.g. in clay, dough, on fabric, paper, chalk on playground</p> <p>Use sketchbook for recording textures/patterns</p>
Design & Technology		<p>Structures (Shells) Use nets to make 3D shapes</p> <p>Construct nets and practise joining</p> <p>Design, make and evaluate a shell structure</p>	<p>Food - healthy and varied diet Understand that food can be divided into different groups and that sandwiches can form part of a healthy diet</p> <p>Taste a variety of different breads and sandwiches and examine flavours and textures</p> <p>Design and plan a sandwich for a particular purpose</p> <p>Create our sandwich using tools appropriately Evaluate our design</p>	<p>Textiles-2-D shape to 3-D product Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing</p> <p>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern</p> <p>Investigate a range of 3-D textile products relevant to the project</p>

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Music		Developing notational skills How does music bring us closer together? Enjoying improvisation What stories does music tell us about the past?	Composing using your imagination How does music make the world a better place? Sharing musical experiences How does music help us get to know our community?	Learning more about musical styles How does music make a difference to us every day? Recognising different sounds How does music connect us with our planet
Languages		Count to 10 in French Explore greetings Understand classroom instructions. Learn the days of the week and months of the year.	Say the colours in French. Rehearse classroom instructions. Say the names of fruit. Perform a simple, communicative task.	Sing songs in French. Revise what we have learned so far.
Computing		E-safety Responding to unpleasant communications Understand the need to keep personal information private and am responsible in my online presence NCCE connecting computers Use sequence, selection, and repetition in programs Work with variables and various forms of input and output Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. NCCE Stop-frame Animation Use a range of techniques to create a stop-frame animation using tablets. create a story-based animation Add other types of media to their animation, such as music and text	E-safety Know the difference between personal, private and public online spaces and the risks associated with these Understand that there are rules about using public spaces online NCCE branching databases Understanding of what a branching database is and how to create one. Create physical and on-screen branching databases Use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects Consider real work applications NCCE: sequence in music Explores the concept of sequencing in programming through Scratch Create their own programs, featuring sequences Make a representation of a piano	E-safety Recognise some information online may be untrue Describe my digital trail NCCE desktop publishing Explain the difference between text and images Recognise that text and images can communicate messages clearly Identify the advantages and disadvantages of using text and images Change font style, size, and colours for a given purpose Create a template for a particular purpose NCCE events and actions Develop a program by adding features Identify a way to improve a program and assess design choices. Explain how a sprite moves in an existing project Create a program to move a sprite in four directions Adapt a program to a new context Identify and fix bugs in a program Design and create a maze-based challenge

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