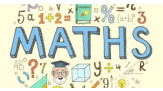






Year 3 Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|--|--|
|   | <p>Place value Represent numbers to 100, partition numbers to 100, represent numbers to 1,000, flexible partitioning of numbers to 1,000, find 1, 10 or 100 more or less, estimate on a number line to 1,000, order numbers to 1,000, count in 50s.</p> <p>Addition and Subtraction Apply number bonds within 10, add and subtract 1s, 10s, 100s, add and subtract two numbers across 10s and 100s, add and subtract 2-digit numbers, inverse operations.</p> | <p>Multiplication and Division Multiplication equal groups, sharing and grouping, multiples of 2, 5 and 10, multiply and divide by 3, multiply and divide by 4, multiply and divide by 8, 2/4/8 times tables.</p> | <p>Multiplication and Division Multiples of 10, multiply a 2-digit number by a 1-digit number with or without exchange, divide a 2-digit number by a 1-digit number with flexible partitioning and remainders.</p> <p>Length and Perimeter Measure and compare millimetres, centimetres and metres, measure and calculate perimeter.</p> | <p>Fractions Understand the denominators of unit fractions, compare and order unit & non-unit fractions, count in fractions on a number line.</p> <p>Mass and Capacity Measure mass in grams & kilograms, compare and find equivalent masses (kilograms and grams) Measure capacity in millilitres and litres, add and subtract and compare mass and volume.</p> | <p>Fractions Add and subtract fractions, find unit and non-unit fractions of sets of objects, reasoning with fractions of an amount</p> <p>Money & Time Pounds and pence, add and subtract money, find change., Roman numerals to 12, tell the time to the minute, read time on a digital clock, use am and pm, years, months, days, hours, minutes, solve problems with money and time.</p> | <p>Shape Understand, measure and compare angles, horizontal/vertical/parallel/perpendicular, recognise and describe 2-D, 3-D shapes, draw polygons, make 3-D shapes</p> <p>Statistics Interpret pictograms, draw pictograms, interpret bar charts, draw bar charts, collect and represent data</p> |
|  | <p>Computing Systems and Networks Develop understanding of digital devices - inputs, processes, and outputs - computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches.</p> | <p>Programming—sequencing sounds Using Scratch motion, sound, and event blocks to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> | <p>Stop-frame animation Use a range of techniques to create a stop-frame animation using tablets, apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> | <p>Data & Information—Branching databases Use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects, create physical and on-screen branching databases, create an identification tool using a branching database, and test it.</p> | <p>Desktop Publishing Using Adobe to consider careful choices of font size, colour and type to edit and improve premade documents, use 'templates', 'orientation', and 'placeholders' to create their own layout.</p> | <p>Programming Using Scratch—moving a sprite in four directions, explore movement within the context of a maze, using design to choose an appropriately sized sprite, programming extensions, through the use of Pen blocks to create a maze and Sprite.</p> |





Year 3 Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|---|--|
|  | <p>Text: Stone Age Boy</p> <p>Historical narrative: Plan and write a full narrative from opening to build-up, climax and resolution.</p> <p>Diary entry: Infer thoughts and emotions of a character, and use these to plan and write a diary entry.</p> <p>Non-chronological report: Use a range of fronted adverbials and subject-specific vocabulary to present facts about the Stone Age, peer edit and present their reports.</p> | <p>Text: Aesop's Fables</p> <p>Villainous speech: Write a powerful speech, exploring the purpose, and strategies to engage and inspire audiences.</p> <p>Fables: Explore a range of Aesop's Fables, then produce own fable which incorporates accurately punctuated dialogue.</p> <p>Explanation text: Write an informative and clearly-presented explanation text, using subject-specific vocabulary and conjunctions to link ideas.</p> | <p>Text: The Iron Man</p> <p>Mystery narrative: Write a complete narrative version of 'The Iron Man', based on their understanding and exploration of the original text.</p> <p>Persuasive letter: Apply the conventions of letter writing to produce a letter using persuasive devices such as rhetorical questions.</p> <p>Poetry: Write and perform a free verse poem, which incorporates adjectives, verbs and similes, inspired by 'The Coming of Iron Man'.</p> | <p>Texts: The Pebble in my Pocket & The Mousehole Cat</p> <p>Descriptive writing: Produce a descriptive text about a storm using personification and multi-sensory description. Then create an interactive multimedia ebook.</p> <p>Recount: Write a first person recount in chronological order, using conjunctions and paragraphs effectively.</p> <p>Explanation: Using research, write a factual, well-structured explanation text, answering a key question.</p> | <p>Texts: Charlie and the Chocolate Factory, and There's a Rang-Tan in my bedroom</p> <p>Descriptive writing: Write setting and character descriptions, using varied and rich vocabulary.</p> <p>Poetry: Analyse the poem 'Chocolate Cake', exploring the poets vocabulary. Then produce their own poem to perform to their peers.</p> <p>Letter: Write a campaign letter about the impact of deforestation. Use factual information alongside persuasive techniques.</p> | <p>Text: Here comes Hercules</p> <p>Narrative: Incorporate a mythical Greek God or Goddess into a narrative set in the modern day, using paragraphs and dialogue accurately.</p> <p>Diary entry: Recount events as a character from the book, explaining what has happened in chronological order.</p> <p>Non-chronological report: Write a factual report about a Greek God or Goddess, using headings and subheadings to structure it clearly.</p> |
|  | <p>Invasion Games 1 – concepts of invasion games.</p> <p>Dance – Extreme Earth stimulus.</p> | <p>Invasion Games 2 – football focus.</p> <p>Gymnastics – movement theme.</p> | <p>OAA – outdoor and adventurous activities, including team building and problem solving.</p> <p>Circuits – circuit training.</p> | <p>Net/Wall Games 1 – Ultimate Frisbee focus.</p> <p>Yoga - yoga poses and mindfulness</p> | <p>Athletics – running, jumping, throwing focus.</p> <p>Dance – The Rainforest stimulus.</p> <p>Sports Day Prep—practicing sports day events</p> | <p>Sports Day Prep—practicing sports day events</p> <p>Striking and Fielding Games – fundamentals.</p> <p>Net/Wall Games – fundamentals.</p> |
|  | <p>Me and My School Class rules New challenges Valuing themselves School Council</p> | <p>Me and My relationships What makes a good friend Falling out</p> | <p>Safe and unsafe:- What is risk Road Safety Pressure Safe and unsafe touches</p> | <p>Happy and Healthy Me My body Balanced diet Impact of healthy diet Making choices</p> | <p>Me and Other People My identity My community – school and local Similarities and differences in community</p> | <p>Me in the World Money Managing money Good value Resource allocation</p> |



Year 3 Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|--|--|
|  | Exploring living by rules Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers | Religion in the home Compare and contrast the practice of religion in the home in different religious communities | Symbols of worship Compare and contrast the use of symbols, actions and gestures used in worship by different communities | Sharing special food Investigate some features of key religious festivals and celebrations and identify similarities and differences | The beginning of the World Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers | Religious Leaders Explore into the life of key religious figures and make links with teachings and practices of special significance to followers |
|  | Animals We explore the role of skeletons and muscles in humans and other animals for support, protection, and movement. We explore how animals, including humans, obtain nutrition from their diet, emphasising the need for the right types and amounts of food. | Plants This unit explores the functions of different parts of flowering plants, including roots, stems, leaves, and flowers. It investigates plant requirements for growth and the role of flowers in pollination, seed formation, and dispersal. | Forces We explore how objects move on different surfaces and examine magnetic forces, including attraction, repulsion, and magnetic materials. It covers identifying magnetic poles and predicting interactions and emphasizes practical tests, observations, and presenting findings. | Forces (continued) We explore how objects move on different surfaces and examine magnetic forces, including attraction, repulsion, and magnetic materials. It covers identifying magnetic poles and predicting interactions and emphasizes practical tests, observations, and presenting findings. | Rocks and Soils This unit covers comparing and grouping rocks based on appearance and physical properties, understanding fossil formation, and recognising that soils are made from rocks and organic matter. It involves setting up practical enquiries, making observations, and using evidence to answer questions. | Light We explore the nature of light, recognising that light is needed to see and that dark is the absence of light. It covers how light reflects and shadow formation. The unit emphasises practical tests, observations, accurate measuring, and using evidence to support findings. |



Year 3 Curriculum Overview

| | Autumn | Spring | Summer |
|--|--|---|---|
|  | Electrical Systems—Electrical Poster Complete design criteria, review their initial ideas against the design criteria, assemble an electric poster, including a functional, simple circuit, test that the simple circuit works by adding a battery, evaluate their electric posters. | Textiles—Cross stitch and applique Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch. | Cooking and Nutrition - Eating Seasonally Explain that fruits and vegetables grow in different countries based on their climates, understand that eating seasonal fruit and vegetables positively affects the environment, design a tart recipe using seasonal ingredients. |
|  | Cave Life Chronicles (Stone Age) We become archaeologists and carry out an archaeological dig to find artefacts. Back in class, we use the artefacts to find out information about the past and order key events from the Stone Age in chronological order on a timeline. | Living in the Metal Ages (Bronze & Iron Age) We will continue developing our knowledge of prehistory by looking at the Bronze and Iron Age in detail. This will include researching general life, artefacts and settlements including hillforts. We will be designing our own Iron Age shield and creating a menu for a typical meal. | Gods and Mortals (Ancient Greece) We will be selecting and using a range of historical sources to find out about life in ancient Greece, Identifying the legacy of ancient Greece and how it has had an impact on Britain today. |
|  | Maps, Markers and My Village We will be developing locational knowledge by naming and locating the main towns and cities in and around Wombourne and Wolverhampton. We will build on previous fieldwork skills by using local maps to plan a safe route around the village while locating local landmarks. | Tremors We develop our locational knowledge of the equator/ northern/southern hemisphere and recall the continents and oceans. We study the Pacific ring of fire and investigate the Earth's physical geography, including mountains, volcanoes and earthquakes. | Scrumdiddlyumptious We explore economic activity in west Africa and look at land use patterns, economic activity and the distribution of resources (food) linked to climate. We focus on areas with significant deforestation such as Ivory Coast, Ghana, Nigeria and Cameroon. |
|  | Art and Design: Insects, drawing and print making Cave painting art work | Art and Design: Monsters, sculptures and digital design (link to computing stop frame animation – design, digital, sculpt) | Art and Design: The rainforest (link to Geog – collage, draw, paint) |
|  | Christmas Carol Service Sing songs confidently in groups, recognise changes in music, using words like 'pitch' 'dynamics' and tempo. | Recorder – Charanga- First Notes to First Band- Recorder Create and repeat extended rhythmic patterns, vocally or by using clapping- Rhythm games within the unit. | The drums of Africa—KYE KYE KULE Si Njay Njay Njay, compare and contrast two pieces of music on the same theme. |
|  | 'Salut' 'Il/Elle est' Know how to greet people and give personal information. Ask and talk about sisters and brothers. Describe others. | 'La Nourriture' Name foods and describe them. | 'L'Ecole' Describe the school day—through times and lessons. |