


## Year 3 Curriculum Overview

	Spring Term	
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	European Adventure	Fangs and Fire
<b>Experiences/Visitors</b>	Super start- Flight to Madrid and other fun geographical based activities	Trip to Pavilion - We are dragon seekers! Book week trip to the library where we met the author Alex Falase-Koya Prepare for the Children's Parade next term
<b>Language</b>	<ul style="list-style-type: none"> <li>English: adjectives, expanded noun phrase, consonants, vowels, co-ordinating conjunctions, subordinating conjunctions, paragraphs direct speech</li> <li>Reading: end, evidence, genre, paragraph</li> <li>Maths: adjusting, compensating, exchange, find the difference</li> <li>Science: nutrition, nutrients, carbohydrates, sugars, protein, dairy fibre, fat, skeleton, bones, muscles, skull, ribs, spine, muscles, vertebrate invertebrate nutrition, protection</li> <li>Geography: atlas, large vs small-scale map, urban, rural</li> <li>DT: predict, grade, definite healthy, varied, diet, taste, texture, appearance, preference, moist, fresh, savoury</li> <li>Music: Period texture, Instrumental families, instrument, wind, string, percussion, brass. leader, conductor, notes, ensemble, ostinato</li> <li>Computing: Scratch, programming, blocks, commands, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, run the code, note, chord, bug series, explore</li> <li>PSHE: Online, connect, notice, grateful, wellbeing, communication</li> <li>PE: Contrasting, Improvisation, Narrative, movement</li> <li>RE: infer Joseph/Mary, Galilee, baptism, gospels, shepherds, bread of life, Parables, Bible/verse</li> </ul>	<ul style="list-style-type: none"> <li>English: adverbs, direct speech, inverted commas, pronouns. expanded noun phrase, consonants, vowels, co-ordinating conjunctions, subordinating conjunctions</li> <li>Reading: end, evidence, genre, paragraph</li> <li>Maths: factors, product, commutativity, dividend, divisor, quotient, multiples, scaling, distributive law</li> <li>Science: Force, magnetic force, magnet, attract, repel, magnetic, north pole, south pole, develop, enquiry classify</li> <li>History: influence (chinoiserie), founded, appreciation, regency, decadent, decorative, extravagant, oriental, domed roof</li> <li>Art: theory, scope, dimension, Frame Position Boundary Label, Line Symbol Practical Impractical change improve Plan Distance Direction Form Texture Tone Weight Pressure Portrait Appearance Character Personality</li> <li>Music: Inherent, cultural, pentatonic scale, melodies, improvisation, composition</li> <li>Computing: attribute, value, questions, table, branching, database, equal, even, separate, structure, order, selecting, information, decision tree, investigation, survey, distribute, collect</li> <li>PSHE: ancestors, effect, common, Homo sapien, culture, heritage</li> <li>PE: Intercept, Attack, Pass, defend, Underarm, Forehand, grip</li> <li>RE: acknowledged lent, temptation, desert, Ash Wednesday, Judas, betrayal, road to Emmaus</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>Persuasive Writing - Selling bikes to Tom from 'The Boy who biked the World'</li> <li>Non-Chronological Report -All about Spain and Brighton</li> </ul> <p><u>Handwriting</u> 1b I can form lower case letters of the correct size relative to one another 1w I can increase the legibility, consistency and quality of my handwriting</p> <p><u>Composition</u> 2b I can use the structure of similar text types (narrative and non-fiction) to help me plan and write 3b I understand how to use paragraphs in my writing 4b I can create settings, characters and plot in my narrative writing 6b I can read aloud what I have written using appropriate expression 7b I can proof read my own and others' writing (after the writing process) detecting and correcting errors in spelling (using a dictionary) and punctuation</p> <p><u>Vocabulary grammar and punctuation</u> 8b I can use commas to separate two adjectives that are interchangeable 10b I can use coordination to join two main clauses together 10w I can use subordination 15b I know the consonants and vowels in the alphabet 17w I can use the determiners a or an according to whether the next words begin with a consonant or a vowel 19w I can use a range of the year 3/4 statutory words in my writing 20w I can spell most year 3 statutory words correctly 9b I know inverted commas are used to show what is being spoken 9w I can begin to use inverted commas to punctuate direct speech</p>	<ul style="list-style-type: none"> <li>Recount - About trip to Pavilion</li> <li>Descriptive writing based on How to train your Dragon- How to make a salt dough Stone Age necklace</li> </ul> <p><u>Handwriting</u> 1b I can form lower case letters of the correct size relative to one another 1w I can increase the legibility, consistency and quality of my handwriting</p> <p><u>Composition</u> 2b I can use the structure of similar text types (narrative and non-fiction) to help me plan and write 3b I understand how to use paragraphs in my writing 3w I can begin to organise connected ideas into sections or paragraphs 6b I can read aloud what I have written using appropriate expression 7b I can proof read my own and other's writing (after the writing process) detecting and correcting errors in spelling (using a dictionary) and punctuation 7w I can assess the effectiveness and edit my own and others' writing proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning.</p> <p><u>Vocabulary grammar and punctuation</u> 9b I know inverted commas are used to show what is being spoken 9w I can begin to use inverted commas to punctuate direct speech 12b I can use adverbs to modify verbs 13w I can use adverbials for cohesion 16w I can use prepositions 16b I can begin to use a thesaurus to find synonyms to avoid repetition and expand my vocabulary 17w I can use the determiners a or an according to whether the next words begin with a consonant or a vowel 15b I know the consonants and vowels in the alphabet 19w I can use a range of the year 3/4 statutory words in my writing</p>

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<b>Reading</b>	<p><b>Whole Class Reading:</b>            Stone Age Boy - Satoshi Kitamura - Fiction            British museum - So you think you've got it bad? A kid's life in prehistoric times- non fiction</p> <p>3b. I can use a dictionary to check the meaning of words. (V)            4b. I am starting to make inferences based on evidence. (I)            5b. I can predict what might happen in a text using details I have already read to help me. (P)            6b. I can understand what I have read and check that it makes sense by talking to others about it. (E)            7b. I can retrieve and record information from the book I am reading. (R)            8b. I can use non-fiction texts to find out information on a subject. (R)            9b. I can ask and answer questions to improve my understanding of a text (R)            10b. I can tell you what a book I am reading is about. (S)</p> <p><b>Fluency:</b>            Non-Chronological Reports on London            1b. I can fluently read an age-appropriate text (fluency)</p>	<p>20w I can spell most year 3 statutory words correctly</p> <p><b>Whole Class Reading:</b>            The Stone Age: Hunter gatherers and woolly mammoths- Marcia Williams - fiction            3w. I can discuss words in books that capture the readers' interest and imagination. (V)            4w. I can increasingly explain the meaning of words in context. (V)            5w. I can infer how a character in a book is feeling by the actions they take and can explain how I know. (I)            6w. I can predict what might happen from clues in the text. (P)            7w. I can recognise some different forms of poetry. (E)            8w. I can read a wide range of books including fairy stories, myths and legends and retell some of them to others. (E)</p> <p><b>Fluency:</b>            Dragon Poems</p> <p>1w. I can read aloud poems and perform play scripts. (fluency)</p>
<b>Maths</b>	Addition and subtraction- securing mental strategies- calculations up to 999	Multiplication and division
<b>Science</b>	<p><u><b>Animals including humans</b></u></p> <p><b>Big questions:</b>            What do animals and humans need to eat to be healthy?</p> <p><b>Knowledge:</b>            -I know how to identify that animals, including humans, need the right types and amount of nutrition,(carbohydrates, vegetables, protein, dairy, oils) and they get nutrition from what they eat             -I know skeletons and muscles are important for support, protection and movement of the body.</p> <p><b>Skills:</b>            -I can use straightforward scientific evidence to answer questions or to support their findings.            -I can talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships</p>	<p><u><b>Forces and magnets</b></u></p> <p><b>Big questions:</b>            What can magnets do?</p> <p><b>Knowledge:</b>            -I know how the surface affects the movement of objects            -I know that some forces need contact between 2 objects, but magnetic forces can act at a distance            -I know that magnets attract or repel            -I know some magnets have 2 poles (North and South poles)            -I know that magnets attract some materials (some metals) and not others            -I can identify magnetic and non-magnetic materials</p> <p><b>Skills:</b>            -I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.            -I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing  <b>-I can ask relevant questions and using different types of scientific enquiries to answer them</b>            -I can use ideas to pose questions, independently, about the world around them.  <b>-I can gather, record, classify and present data in a variety of ways to help in answering questions</b>            -I can talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships</p>
<b>Geography/History</b>	<p><b>Europe</b></p> <p><b>Big question:</b>            What different landscapes would I see if I travelled through Europe?</p> <p><b>Knowledge:</b>            -I know the name and locations of the counties and cities of the United Kingdom (place knowledge).            -I know that the UK is located within 'Europe' (place knowledge).            -I understand the term 'landscape' to mean the visible (natural/physical) features of an area of land (physical and human geography).</p> <p><b>Skills:</b>            -I can use the 8 points of a compass to build my knowledge of the United Kingdom / the wider world.            -I can use world atlases to locate the countries of Europe (including the location of Russia) and major cities in Europe.            -I can use maps to describe geographical features studied.            -I can ask geographical questions to enquire about places.</p>	<p><b>Fire and Fangs</b></p> <p><b>Big question:</b>            Why/How does the Pavilion look different to other British palaces?</p> <p><b>Knowledge:</b>            -Knowledge and understanding of some of the people, events and periods from the history of their locality, Britain and the wider world. Significant person: Prince Regent, King George IV</p> <p><b>Skills:</b>            -I can demonstrate an understanding of monarchy in the past and how Britain has influenced and been influenced by the wider world.            -I can develop knowledge and understanding on chronology            -I can select and record relevant information            -I can develop research skills- library, internet</p>
<b>DT/Art</b>	<p><b>Food - Designing and making pizzas</b></p> <p><b>Big questions:</b>            How do we create a recipe?</p> <p><b>Knowledge:</b></p>	<p><b>Drawing</b>  <b>Portraits and Cubism</b>                      <b>Artist- Pablo Picasso</b></p> <p><b>Big question:</b>            Does art have to be accurate representations?</p> <p><b>Knowledge:</b></p>

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	<p>-I know that materials can be combined and mixed to create more useful characteristics.</p> <p>- I understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>-I know how to evaluate existing products for progression and application of technical knowledge to find out how well products have been designed.</p> <p><b>Skills:</b></p> <p>-I can develop ideas, discuss and describe to groups the purpose of their products and share possible ideas for amending and adapting.</p> <p>-I can indicate any design features of their products that will appeal to intended users.</p> <p>-I can review ideas and clarify ideas through discussion.</p> <p>-I can model their ideas using prototypes and pattern pieces.</p> <p>-I can select appropriate tools and equipment suitable for the task.</p> <p>-I can follow and adapt plans.</p> <p>-I can discuss and choose own range of materials, tools or ingredients to produce a product fit for purpose. Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>-I can identify the strengths and areas for development in their ideas and products.</p> <p>-I can safely use a Peeler, cutlery, can opener.</p> <p>-I can stir, slice and grate confidently.</p>	<p>-I know what portraits are.</p> <p>-I know what the cubism movement is and its impact on modern art experimentation.</p> <p>-I know about different artists use different media</p> <p>-I know that art can be observational or created from imagination and memory. It can also use/be inspired by first-hand experiences</p> <p>-I know that a piece of art can evolve and source material, gathered using different media, can be referred back to.</p> <p><b>Skills:</b></p> <p>-I can use a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch.</p> <p>-I can use different pencils to create different effects and shadows and shade to support the representation of 3D form.</p> <p>-I can use charcoal to sketch, as well as different types of pencil, and varying the type of paper to change the outcome.</p> <p>-I can compare and comment on drawings from different contexts and cultures.</p> <p>-I can confidently use a variety of tools and surfaces.</p> <p>-I can investigate tone by drawing light/dark, dark to light</p> <p>-I can create different marks and lines with different tools on different scale</p> <p>-I can begin and develop composition, scale and proportion</p> <p><b>Moving on to:</b></p> <p>I can explore ways in which tone, texture and surface detail may be added</p>
Computing	<p><b>Sequencing sounds</b></p> <p><b>Big question:</b> What is sequencing in programming?</p> <p><b>Knowledge:</b></p> <p>-I understand sequencing sounds</p> <p>-I know how to create sequences in a block-based programming language to make music.</p> <p><b>Skills:</b></p> <p>-I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>-I can solve problems by decomposing them into smaller parts</p> <p>-I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>-I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Branching databases</b></p> <p><b>Big question:</b> How can a branching database help to identify a/an _____?</p> <p><b>Knowledge:</b></p> <p>-I know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Skills:</b></p> <p>-I can build and use branching databases to group objects using yes/no questions.</p> <p>-I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
PSHE/RSE	<p><b>Mental Health &amp; Wellbeing, Online Safety, Gender and Healthy Eating</b></p> <p><b>Big questions:</b> What is resilience? How should I behave online? How can I communicate positively with others?</p> <p><b>Knowledge:</b></p> <p><b>Mental Health and Wellbeing</b></p> <p>- I know what big feelings are</p> <p>-I know there are 5 ways to well-being</p> <p>-I know about developing a ‘strong mind’- resilience.</p> <p>-I know we need healthy bodies and healthy minds to feel well.</p> <p>-I know healthy minds refers to our mental health or our emotional well-being.</p> <p>-I know it includes our thinking our feelings and our moods.</p> <p><b>Online Safety</b></p> <p>-I know how to behave online</p> <p>-I know what I should/shouldn’t view, share, upload and download</p> <p>-I know who I should/shouldn’t interact with</p> <p>-I know about Pop up ads and advertising.</p> <p><b>Gender</b></p> <p>-I know about gender Identity &amp; stereotyping</p> <p>-I know that there is more than one way to be a boy or girl.</p> <p>-I know about gender neutral language.</p> <p>-I know that gender stereotypes can limit everyone’s choice.</p> <p>-I know that it is not OK to put someone down because of their gender.</p> <p><b>Healthy Eating</b></p> <p>-I know people make choices every day which can have a positive impact on their current and future health. These include what you eat and drink.</p>	<p><b>Good to be me, GARS</b></p> <p><b>Big questions:</b> Why do we look the way we do?</p> <p><b>Knowledge:</b></p> <p>-I know how to answer questions such as: What makes me me? How do I describe myself? Why do we look the way we do? Are all humans the same? What do we have in common? -I know the definitions of race, racism, anti-racism. -I know what cultural heritage is and why we all eat different foods. -I know ways we can make sure everyone feels like they belong.</p> <p><b>Skills:</b></p> <p>- I understand what makes me me and can use words to describe myself.</p> <p>-I can recognise what I have in common with others.</p> <p>-I understand the words race, racism, and anti-racism.</p> <p>-I can help others feel like they belong.</p> <p>-I can listen to others’ stories and talk about differences respectfully.</p> <p>-I understand what cultural heritage is.</p>

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	<b>Skills:</b> <b>Mental Health and Wellbeing</b> -I can clarify the concepts: mental health and well-being. -I can begin to tell you about how people experience mental health. -I can tell you about the 5 ways to well-being. -I can tell you some of the ways to grow a strong mind. -I can tell you what being grateful means. <b>Online Safety</b> -I understand how online content might make me feel worried or sad. -I understand how my online content can affect others. -I understand that I should ask permission to share content. -I understand who I can talk to online. -I can recognise when I am online too much and take a break. <b>Gender</b> -I can begin to tell you gender stereotypes. -I can tell you there is more than one way to be a boy or a girl.	
<b>Music</b>	<b>Peter and the Wolf</b>  <b>Big question:</b> Do different instruments have different moods in the music?  <b>Knowledge:</b> -I understand that the timbre of instruments played affect the mood and style of a piece of music. (Timbre) -I know that a motif in music can be a repeated rhythm. (Duration)  <b>Skills:</b> -I can identify mood of a piece of music. -I can say how pulse, rhythm and pitch work together to create a song. -I can make repeated patterns (Ostinatos). -I can play the PULSE and change TEMPO when playing percussion -I can follow a rhythmic pattern using <u>crotchets and quavers</u> .	<b>Pentatonic music linked to Chinese music</b>  <b>Big question:</b> Is music the same in other cultures?  <b>Knowledge:</b> -I know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. (Pitch) -I know that many types of music from around the world consist of more than one layer of sound. (texture)  <b>Skills:</b> -I can compare and describe different styles of music -I can begin to improvise using my voice and playing an instrument -I can hear and compose a pattern in the pentatonic scale -I can explore and develop playing skills using the glockenspiel. -I can begin to create rhythmic patterns using crotchet and quavers and their rests
<b>RE</b>	<b>Christianity</b>  <b>Big question:</b> What are the key events of Jesus' life and why are they important to Christians today?  <b>Knowledge:</b> -I know and can describe the main events in Jesus' life. -I know how to begin to make connections between the stories he taught and how Christians choose to live their daily lives. -I know how to begin to ask questions through the parable of Zacchaeus and the story of feeding the 500.  <b>Skills:</b> -I can discuss what is right and wrong. -I can ask appropriate questions and listen to one another -I can describe a range of beliefs showing some knowledge of specific texts and be able to suggest meaning' -I can begin to make connections between stories, teachings and texts with how different religious people live, worship and celebrate' -I can ask questions about religions and beliefs, reflect on their own ideas and be able to discuss what they and others believe	<b>Christianity</b>  <b>Big questions:</b> Why are Shrove Tuesday and lent important to Christians?  <b>Knowledge:</b> -I understand how Jesus may have felt in the wilderness. -I know the sequence of events leading up to Good Friday and Easter Sunday and be able to suggest some meaning.  <b>Skills:</b> -I can describe a range of beliefs showing some knowledge of specific texts and be able to suggest meaning' -I can begin to make connections between stories, teachings and texts with how different religious people live, worship and celebrate -I can ask questions about religions and beliefs, reflect on their own ideas and be able to discuss what they and others believe -I can make connections between the Easter story and how/why Christians celebrate Easter. -I can reflect on what it means to celebrate and be able to discuss what celebrations I have enjoyed
<b>PE and Sport</b>	<b>Rounders</b>  <b>Big questions:</b> What are the roles of fielders in rounders?  <b>Knowledge:</b> -I know how to bowl underarm -I know how to use one hand when hitting -I know how to use body position when batting -I know how to stop a moving ball using body -I know the role of the backstop -I know the role of the fielders on the bases  <b>Skills:</b> -I can be ready to field a ball -I can use a bowling action (underarm) -I can use One-handed hitting	<b>Tennis</b>  <b>Big questions:</b> What is the ready position in tennis and why is it important?  <b>Knowledge:</b> -I know what the ready position is -I know how to serve or feed the ball underarm -I know how to move towards the ball - I know the boundaries of the court -I know how to grip a racquet -I know how to perform a forehand shot with back-swing -I understand boundaries of a court  <b>Skills:</b> -I can use the tennis ready position -I can use types of hitting

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	<p>-I can stop a moving ball with consistency -I can throw over a longer distance</p> <p><b>Dance</b></p> <p><b>Big questions:</b> How can I bring a character to life in a dance move?</p> <p><b>Knowledge:</b> -I know how to create a character and narrative. -I know how to use improvisation to create movements -I know how to use facial expression to bring your movements tomorrow. -I know how to direct a small dance by offering feedback</p> <p><b>Skills:</b> -I can explore and create a character and narrative. -I can perform as two contrasting characters -I can develop movements using improvisation -I can use prop effectively -I can include facial expressions in my performances -I can watch and make decisions on how to improve dance movements (Being a director)</p>	<p>-I can use underarm serving -I can move towards a ball to return using forehand -I can send balls to a partner</p> <p><b>Handball</b></p> <p><b>Big questions:</b> What are the basic rules of handball?</p> <p><b>Knowledge:</b> -I know how to stand in the ready position, -I understand the basic premise of handball including the rules and how to move with the ball - 3- step rule -I know how to use different passes effectively e.g. overarm. underarm, bounce, chest -I know how to block and intercept a pass</p> <p><b>Skills:</b> -I can catch using the ready position -I can pass accurately -I can move with the ball and pass to a teammate -I can intercept the ball -I can attack in small- sided games -I can use accurate passes to attack</p>
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