


Year 3 Curriculum Overview

	Summer Term	
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	Park Life (park/bee focus)	Park Life (park/conservation focus)
Experiences/Visitors	Trip to the Park Visit from a beekeeper	
Language	<ul style="list-style-type: none"> English: adjectives, expanded noun phrase, consonants, vowels, subordinating conjunctions, paragraphs direct speech, alliteration Reading: end, evidence, genre, paragraph, meadow, hawkmoth, larvae, defend, mend, menace, pollinate, reproduce, crops, chemicals, tatty, antenna, charge, scramble, snoozing, dozing, dazed, prodding Maths: commutative law, distributive law, dividend, divisor, quotient, unit-fractions, equal parts Science: force, magnetic force, magnet, attract, repel, magnetic, north pole, south pole, develop, enquiry, classify Geography: characteristic, gather, interpret, enquiry/enquiry question, green space, city park, leisure, data, data collection, bar chart/ graph, pictograph, scale interval, x and y axis DT: predict, grade, definite healthy, varied, diet, taste, texture, appearance, preference, moist, fresh, savoury Music: transition, tension, key, structure, introduction/ intro, verse, chorus, minor, major, melody, styles Computing: insert, reverse, observe, capture, animation, flip book, stop frame, frame, sequence, setting, character, events, consistency, evaluation, delete, media, import, transition PSHE: purpose, amends, justice, embarrassed, shame, guilt PE: heart rate, relax, coordination, balance, improve, skipping, underarm, overarm, caught out, batter, bowler, fielder, squats, plank, agility, stamina RE: community, reference, Prayer/Salah, Wudu, Ramadan, Zakat, Hajj	<ul style="list-style-type: none"> English: adverbs, direct speech, expanded noun phrases, , co-ordinating conjunctions, subordinating conjunctions, paragraphs, subheadings, time connectives, past tense, hook Reading: evidence, genre, stanza, habitat, ceased, poetry, brimming, thrive, wildfire, gushes, ancient, woodlands, galore, oil slick, jolly, glistening, glaciers, glee, species, guardian, waste, reduce, sustainable, resources, energy, efficient, appliance, industry, atmosphere. Maths: non-unit fractions, durations of time, angles, right-angles, parallel lines, perpendicular lines Science: fair test, comparative test, conclusion, evidence, roots, stems/trunks, leaves and flowers/blossom, pollen, insect/wind pollination, seed formation, seed dispersal, Geography: characteristic, green space, city park, leisure Art: temporary, abstract, assistance, Collage, Cutting Shapes Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Music: ambiguous, pulse, rhythm, tempo, melodic phrases, call and response, minim Computing: adapt, perform, launch, slide, motion, event, logic, move, resize, extension block, pen up, set up, pen, debugging, errors, setup, code, test, actions, modify PSHE: aid, emotions, strengths, genitals, enthusiastic, ambition PE: sustained, bounce, control, extension, sequence, dynamic, static, explosive power, fluency, Japana, half-lever RE: sought, Mosque, Mount Hira, Minarets, Mihrab, Minbar, Dome Mecca, Church, Altar, lectern, Pulpit, pews, font, crucifix DT: stability, version, produce, Structure, net, material, three dimensional, Loose, fixed, system, input, process
English	<ul style="list-style-type: none"> Poetry- alliteration Narrative writing–wormery stories Skills: Subordinating conjunctions, direct speech, expanded noun phrases, paragraphs, direct speech	<ul style="list-style-type: none"> Recount – diary writing based on WALL.E Skills: paragraphs, adverbs, direct speech, subordinating conjunctions, time connectives, past tense <ul style="list-style-type: none"> Non- Chronological report on bees. Skills: Subordinating conjunctions, co-ordinating conjunctions, expanded noun phrases, subheadings, hook
Reading	Whole Class Reading: Bee Boy Clash of the Killer Queens- Tony De Saulles - Fiction Skills: VIPERS: vocabulary, infer, predict, explain, retrieve, sequence Fluency: Bee girl-QET (fiction) The Lost Words- Robert Macfarlane and Jackie Morris (Poetry)	Whole Class Reading: One Broken Planet (Poetry) Skills: VIPERS: vocabulary, infer, predict, explain, retrieve, sequence Guardians of the Planet- Brian Eno (non-fiction) Skills: VIPERS: vocabulary, infer, predict, explain, retrieve, sequence

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	<ol style="list-style-type: none"> 1. To be able to recognise and decode accurately and effortlessly 2. To change voice, tone and stress to indicate direct speech 3. To read to show emotional feeling 4. To fluctuate voice and use strength of pitch and volume to match the text. Use poems/ different poetry and playscripts 5. To identify how language, structure and presentation contribute to meaning. 	<p>Fluency: One Broken Planet (Poetry) Rusty's diary- QET (Fiction)</p> <ol style="list-style-type: none"> 1. To be able to recognise and decode accurately and effortlessly 2. To change voice, tone and stress to indicate direct speech 3. To read to show emotional feeling 4. To fluctuate voice and use strength of pitch and volume to match the text. Use poems/ different poetry and playscripts 5. To identify how language, structure and presentation contribute to meaning.
<p>Maths</p>	<ul style="list-style-type: none"> • Multiplication and division Unit-fractions 	<ul style="list-style-type: none"> • Non-unit fractions • Time • Shape
<p>Science</p>	<p>Forces and magnets (continued)</p> <p>Big question: <i>What can magnets do?</i></p> <p>Knowledge: -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>Skills: -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 -I can ask relevant questions and using different types of scientific enquiries to answer them -I can use ideas to pose questions, independently, about the world around them. -I can gather, record, classify and present data in a variety of ways to help in answering questions -I can talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships</p>	<p>Plants</p> <p>Big question: <i>What do the parts of a plant do and why?</i></p> <p>Knowledge: -I know the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -I know requirements of plants for life and growth vary from plant to plant. -I know that ferns, conifers and cacti thrive in different conditions -I know how water is transported within plants. -I know the role of pollination and seed formation.</p> <p>Skills: -I can set up simple practical enquiries, comparative and fair tests -I can make predictions and begin to give a reason. -I can discuss enquiry methods and describe a fair test. - I can make decisions about what to observe during an investigation. - I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. - I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>
<p>Geography/History</p>	<p>Queen's Park- Fieldwork</p> <p>Big question: <i>In what ways are green spaces needed in places like Brighton?</i></p> <p>Knowledge: -I know the correct terms for different land uses and settlements (human geography).</p> <p>Skills: -I can begin to identify different land uses and settlements from aerial photographs and maps (physical and human geography). -I can use data sampling methods (random or systematic). -I can interpret and present data using bar charts, pictograms and tables (maths). -I understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy (maths).</p>	<p>Locational knowledge</p> <p>Big Question: <i>What is plastic pollution and how can we stop it spoiling our beach environments?</i></p> <p>Knowledge <i>I know that Brighton is located along the South coast of England.</i></p> <p>Skills</p> <ul style="list-style-type: none"> - I can use maps to describe geographical features studied. - I can ask geographical questions to enquire about places. - I can use a range of data sources to answer a geographical enquiry. - I can use data sampling methods (random or systematic). - I can solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables - I can use fieldwork to observe and record the human and physical features in

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	<p>-I can solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables (maths). -I can use a range of data sources to answer a geographical enquiry. -I can use fieldwork methods to answer an enquiry question about the local area including sketch maps, plans and graphs, and digital technologies -I can use fieldwork to observe and record the human and physical features in the local area using at least one of the following methods: sketch maps, plans and graphs, digital technologies.</p>	<p>the local area using at least one of the following methods: sketch maps, plans and graphs, digital technologies.</p>
<p>Art/DT</p>	<p>Collage Artist- Frieda Kahlo Identity, gender and cultural heritage, personal stories.</p> <p>Big Question: Can art change our emotions and how we feel?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know about Frida Kahlo’s art and how she used symbolism to represent herself in her art. - I know how to explore collage materials in different ways to achieve different effects, exploring texture. <p>Skills:</p> <ul style="list-style-type: none"> - I can explore other ways of developing cutting, tearing, folding, scrunching. - I can incorporate other mediums such as paint, drawing and prints. - I can adapt my ideas and explain my choices with an appropriate vocabulary. 	<p>Pneumatic systems</p> <p>Big question: How do mechanical systems such as levers and linkages create movement?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -I know how to make strong, stiff shell structures. -I know how mechanical systems such as levers and linkages or pneumatic systems create movement. <p>Skills:</p> <ul style="list-style-type: none"> -I can research and explain how particular parts of their products could work using different mechanisms, equipment, and materials. -I can Share and clarify ideas through discussion. - I know how to order and record the stages of making the product. - I can follow plans and procedures for safety and hygiene. - I can use a wide range of materials, tools and components -I can evaluate success of my finished product using my design criteria.
<p>Computing</p>	<p>Stop-frame animation</p> <p>Big question: How can computers be used to create an animation?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know how to select, use and combine a variety of software (including internet services) on a range of digital devices. -I know how 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>Skills:</p> <ul style="list-style-type: none"> -I can capture and edit digital still images to produce a stop-frame animation that tells a story. -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>Events and actions in programs</p> <p>Big question: How can you programme a sprite to make marks?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - I know how to select, use and combine a variety of software (including internet services) on a range of digital devices. -I know how 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>Skills:</p> <ul style="list-style-type: none"> -I can write algorithms and programs that use a range of events to trigger sequences of actions. -I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. -I can solve problems by decomposing them into smaller parts. -I can sequence, select, and repeat in programs. -I can work with variables and various forms of input and output. -I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
<p>PSHE/RSE</p>	<p>Drugs and Alcohol Education, Relationships, Protective Behaviours,</p> <p>Big questions: What are drugs? What is shame, guilt and embarrassment? Can I control my feelings?</p>	<p>Relationships, Sex & Health Education, changes and moving forward, going for goals</p> <p>Big question: How can we feel good about ourselves?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -I know how to promote body confidence and safety via confident use of scientific names

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	<p>Knowledge:</p> <ul style="list-style-type: none"> -I know the safety and risk in everyday medicines and drugs. -I know that some drugs are legal and some are illegal. -I know that a drug is a chemical. -I know some drugs are medicines. -I know drugs, medicines and other chemicals need to be stored safely. -I know taking drugs, alcohol and tobacco can affect a young persons' brain. -I know about shame, guilt and making amends. -I know about how to cope with embarrassment. -I know everyone has the right to feel safe all the time. -I know nothing is too small or awful to talk about it. -I know about body confidence. -I know what the early warning signs. -I know about the safety continuum. -I know the difference between safe and unsafe touch. -I know about the safety network around me. <p>Skills:</p> <ul style="list-style-type: none"> -I can begin to tell you about the effects and risks of everyday drugs on human brains and bodies. -I can begin to tell you why some people make risky choices. -I can tell you what a drug and medicine is. -I can clarify safer and riskier choices. -I can tell you how to stay safer with drugs litter and everyday substances like cleaning products, medicine, tobacco, and alcohol at home and in the environment like the park. -I can tell you how to say no safely. -I can tell you how I can get help. -I can tell you what guilt means and ways to make amends. -I can tell you what I can do if I feel embarrassed. -I can tell you that I have a right to feel safe. -I can say when I feel safe and unsafe. -I can name the private and personal parts of the body. -I can describe my early warning signs, can tell you what fun to feel scared and risking on purpose means and give you some examples. -I can tell you what I can do if something does not feel fun to feel scared anymore. -I can tell you when I think touch is safe and unsafe. -I can tell you what the underwear rule is. -I can tell you about being boss of my body. -I can tell you about the sort of person who can help me. -I can ask for help. 	<p>for the private and personal parts of the body.</p> <ul style="list-style-type: none"> -I know these are the parts of your body under your pants. -I know the correct use of the term vulva. -I know they are personal and private and they belong to me. -I know that usually only myself, my family or a doctor or nurse might see them. -I know different types of changes and coping with difficult feelings about changes. -I know different coping strategies when experiencing change/moving forward. -I know how to take responsibility for own behaviour and learning, setting a goal and planning how to achieve it. -I know how to develop a growth mindset - can't do it yet. <p>Skills:</p> <ul style="list-style-type: none"> -I can tell you what is the same and what is different between most girls' and most boys' bodies. -I can name the private and personal parts of the body. -I can tell you how to keep my personal and private parts of the body safe. -I can tell you that bodies come in all shapes and sizes. -I can tell you what I could do or say if I notice someone being mean about someone else's body. -I can tell you how we feel good about ourselves. -I can suggest some ways to make myself feel better if I feel down. -I can tell you how changes can make me feel. -I can tell you some ways to manage change. -I can set short term learning goals.
<p>Music</p>	<p>Park Life-creating songs</p> <p>Big question: Does this song make me feel happy or sad?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -I know how some songs are happy or sad (due to pitch and key). <p>Skills:</p> <ul style="list-style-type: none"> -I can begin to use musical terms to describe a piece of music and compositions. -I can use expression and say how the words of the song tell a story. -I can choose particular instruments and identify the sound of different instruments for a particular sound. -I can explore how the words of the song tell a story. -I can hear and label happy and sad songs. 	<p>Reading music</p> <p>Big question: What does reading music mean?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - To know and understand that 'reading' music means using how the written note symbols look and their position to know what notes to play (notation). <p>Skills:</p> <ul style="list-style-type: none"> -I can use musical words to describe what you like/dislike -I can copy melodic phrases with accuracy at different speeds; fast and slow. -I can create question-and-answer phrases (call and response). -I can copy melodic phrases with accuracy at different speeds; fast and slow. -I can begin to follow a rhythmic pattern using crotchets, quavers, their rests and minims.

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RE	<p>Islam</p> <p>Big question: What are the five pillars and why are they important to Muslims?</p> <p>Knowledge: I can describe the Five pillars of Islam and show an understanding for why they underpin the Muslim faith.</p> <p>Skills: I can begin to make connections between the second pillar; prayer (Salah) and why it is an important religious practise for Muslims. I can understand why Muslims fast and how Ramadan and Eid are followed and celebrated. I can show an understanding of what happens when Muslims go on Hajj. I can reflect on the third pillar Charity. (Zakat) I know how to ask questions about why charity is an important religious belief and I am able to discuss which charities I believe to be important and why. 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.</p>	<p>Christianity and Islam</p> <p>Big questions: What is inside a church and a mosque and why are they important to worshippers?</p> <p>Knowledge: I can demonstrate a knowledge of the key features of a mosque and a church.</p> <p>Skills: -I can ask questions and reflect on my own ideas of a 'special place' and talk about why this place is special to me and what I do there. -I can understand why these places of worship are important to the believer. -I can identify some simple similarities and differences between these places of worship. -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 my own ideas and be able to discuss what I and others believe.</p>
PE and Sport	<p>Cricket</p> <p>Big question: What skills do I need to become a good cricket player?</p> <p>Knowledge: -I know how to position body when batting and bowling underarm. -I know how to use body position to stop a moving ball. -I know how to throw for accuracy and distance. -I know the role of a wicket keeper.</p> <p>Skills: -I can forward drive with the bat. -I can bowl an underarm ball at a target. -I can use the correct foot placement to strike the ball. -I can stop a moving ball using a long barrier technique. -I can use an overarm throw for distance.</p> <p>Fitness Training</p> <p>Big question: What does fitness mean and how can I improve it?</p> <p>Knowledge: -I know why we need to rest after exercise. -I know that the heart is a muscle. -I know what a ladder work-out is. -I know how to compare scores and what to do to better their scores.</p> <p>Skills: -I can keep moving for 20 seconds without stopping. -I can work consistently across different activities.</p>	<p>Athletics</p> <p>Big question: How do I position my body to become better at throwing and jumping?</p> <p>Knowledge: -I know how to take-off and land in different ways. -I know how to change pace when running. -I know how to use body position to throw an object. -I know how to approach a hurdle. -I know how to work collaboratively.</p> <p>Skills: -I can take off using combination jumps - I can recognise different speeds of running. -I can approach hurdles safely. -I can throw with accuracy (javelin throw). -I can skip. -I can work as a group to score points.</p> <p>Gymnastics</p> <p>Big question: What are the different ways I can work with a partner to perform a sequence of moves?</p> <p>Knowledge: -I know how to perform a front support, dish, arch and japana. -I know which muscles to engage for jumping. -I know the terms 'mirror' and 'match' when working with a partner. -I know how to link two movements together smoothly. -I know the difference between dynamic and static stretching.</p>

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	<p>-I can develop strength by performing a range of exercises. -I can relax and be calm after exercise. -I can challenge myself to beat my best score.</p>	<p>Skills: -I can perform a 'japana'. -I can use bounces and broad jumps in a sequence. -I can use mirror and match with a partner. -I can transition from a 'japana' to another shape with control. -I can use stretches while moving and still to increase flexibility.</p>
<p>MFL</p>	<p>Mi Día Escolar</p> <p>Know/Understand How to talk about their school day in Spanish using simple sentences. Key vocabulary and phrases related to school life, including:</p> <ul style="list-style-type: none"> • School subjects • Times of the school day • Opinions about subjects (likes/dislikes) • Basic classroom objects <p>How to ask and answer simple questions about school (e.g. favourite subject, what they study). That language can be adapted and extended using familiar vocabulary, connectives and structures. How previously learned language (e.g. opinions, basic verbs, personal information) can be reused in a new context. Key grammatical features including:</p> <ul style="list-style-type: none"> • Use of simple verbs (e.g. <i>I study, I like, I have</i>) • Basic adjectival agreement • Use of connectives (e.g. <i>and, but</i>) • Introduction to negative forms <p>Skills Talk about their school day orally with increasing confidence and accuracy. Say which subjects they study and give simple opinions. Ask and answer questions about school topics. Read and understand short texts about school life using familiar language. Write simple sentences and short paragraphs about their school day. Use connectives to extend sentences. Apply phonics knowledge to read aloud with improving pronunciation. Reuse previously learned vocabulary and structures in new contexts. Adapt model sentences to create their own ideas. Begin to build longer responses by combining phrases and adding detail.</p>	<p>Los Animales</p> <p>Know/Understand How to talk about animals in Spanish using simple sentences. Key vocabulary and phrases related to animals, including:</p> <ul style="list-style-type: none"> • Names of common animals (pets and wild animals) • Descriptions (size, colour) • Simple opinions about animals (likes/dislikes) • Whether they have or do not have a pet <p>How to ask and answer simple questions about animals (e.g. <i>Do you have a pet?, What is your favourite animal?</i>). That language can be adapted using familiar vocabulary, connectives and sentence structures. How previously learned language (e.g. opinions, colours, basic verbs) can be reused in a new topic. Key grammatical features including:</p> <ul style="list-style-type: none"> • Use of verbs such as <i>to have</i> and <i>to be</i> • Simple adjectival agreement (colour/size) • Use of connectives (e.g. <i>and, but</i>) • Use of the negative form (<i>I do not have...</i>) <p>Skills Talk about animals orally with increasing confidence and accuracy. Name and describe animals using simple adjectives. Say whether they have a pet and describe it. Ask and answer questions about animals. Read and understand short texts about animals using familiar language. Write simple sentences and short descriptions about animals. Use connectives to extend sentences and add detail. Apply phonics knowledge to support accurate pronunciation when reading aloud. Reuse previously learned vocabulary and structures in new contexts. Adapt model sentences to create their own descriptions. Build longer responses by combining phrases and adding opinions.</p>