


Year 3 Curriculum Overview

	Autumn Term	
	1	2
	Hunter Gatherers - Stone Age to Iron Age	
Experiences/Visitors	Super start- exploring as archaeologists Pedestrian training	Stone Age Day Christmas performance
Language	<p><u>English</u> adjectives, expanded noun phrase, consonants, vowels, co-ordinating conjunctions, subordinating conjunctions, paragraphs direct speech</p> <p><u>Reading</u> end, evidence, genre, paragraph</p> <p><u>Maths</u> ascend, descend, complement, flexible partitioning</p> <p><u>Science</u> hard, soft, texture, absorb, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p> <p><u>History</u> ancestors, gathering, foraging, neanderthal, palaeolithic, Mesolithic, Neolithic, tribe</p> <p><u>Art</u> straightforward, summaries, implement, natural, synthetic, bunching, threading, stitching, embroidery, cross stitch, running stitch, stem stitch, matting, shrunken, tease, wool, tops, carding, daub, stamp, emblem, motif, ornamentation, geometric, stylised, abstract</p> <p><u>Music</u> previous, crotchet, quaver, duration, rhythmic patterns, improvise, compose</p> <p><u>Computing</u> domain, responsible, digital device, input, output, program, digital, non-digital, wireless</p> <p><u>PSHE</u> impact, action, welcome, opinion, perspective, citizen, Parliament</p> <p><u>PE</u> passing, control, tackling, dribbling, shooting, travelling</p> <p><u>RE</u> authority, commit, Allah, Muhammad, Mecca, Might of Power, Angel Jibril, Qur'an, Medina</p>	<p><u>English</u> adverbs, direct speech, inverted commas, pronouns, expanded noun phrase, consonants, vowels, co-ordinating conjunctions, subordinating conjunctions</p> <p><u>Reading</u> end, evidence, genre, paragraph</p> <p><u>Maths</u> adjusting, compensating, exchange, find the difference</p> <p><u>Science</u> Light, light source, dark, absence (of light), shadow, reflect</p> <p><u>History</u> pelt, community, grindstone</p> <p><u>DT</u> potential, identical, format, fastening, compartment, technique, finishing, function</p> <p><u>Music</u> diminished, enhanced, dynamics, crescendo, diminuendo, pitch, group, solo</p> <p><u>Computing</u> insert, reverse, observe, capture, animation, flip book, stop frame, frame, sequence, setting, character, events, consistency, evaluation, delete, media, import, transition</p> <p><u>PSHE</u> acceptable, celebrate, solution, reciprocal, conflict, appreciation</p> <p><u>PE</u> trapping, body position, extension, contrasting, fluency</p> <p><u>RE</u> emphasis, imply, 99 beautiful names of Allah, Islamic art, The Annunciation, Shepherds, Angel Gabriel</p>
English	<ul style="list-style-type: none"> Narrative - Based on Stone Age Boy Non-Chronological Report - Prehistoric Animals <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</p>	<ul style="list-style-type: none"> Recount - About Year 3 Stone Age Day Instructions - How to make a salt dough Stone Age necklace Winter list poems <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 15b I know the consonants and vowels in the alphabet</p>

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		<p>17w I can use the determiners a or an according to whether the next words begin with a consonant or a vowel</p> <p>19w I can use a range of the year 3/4 statutory words in my writing</p> <p>20w I can spell most year 3 statutory words correctly</p>
Reading	<p>Whole Class Reading: 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>Fluency: Hansel and Gretel - Traditional Tale Cave Baby - Julia Donaldson - Fiction 1b. I can fluently read an age-appropriate text. (fluency)</p>	<p>Whole Class Reading: 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>Fluency: Marv and the Killer Plants - Alex Falase-Koya - Fiction</p> <p>1w. I can read aloud poems and perform play scripts. (fluency)</p>
Maths	<ul style="list-style-type: none"> Composition to 100 and bridging 100 Place Value- 3-digit numbers 	<ul style="list-style-type: none"> Place value- 3-digit numbers Addition and subtraction- securing mental strategies- calculations up to 999
Science	<p><u>Rocks and soils</u></p> <p>Big question: How are rocks different from each other?</p> <p>Knowledge: -I know the properties of igneous, metamorphic and sedimentary rock -I understand how fossils are formed -I understand that soils are made from rocks and organic matter</p> <p>Skills: -I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -I can gather, record, classify and present data in a variety of ways to help in answering questions -I can take accurate measurements using standard units. -I can gather, record and use data in a variety of ways to answer a simple question. -I can identify differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><u>Light</u></p> <p>Big question: What do we know about light and dark?</p> <p>Knowledge: -I know that we need light in order to see things and that dark is the absence of light -I know that that light is reflected from surfaces -I know that light from the sun can be dangerous and that there are ways to protect their eyes -I know that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Skills: -I can find patterns in the way that the size of shadows change -I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -I can draw, with help, a simple conclusion based on evidence from an enquiry or observation. -I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>
History	<p>The Stone Age</p> <p>Big question: How do we know about life during the stone age period? Why are the ruins at Skara Brae an important source of historical evidence?</p> <p>Knowledge: -Understanding of events, people and changes -Understand some of the different technological, scientific, cultural, and aesthetic achievements of people in the Stone Age.</p> <p>Skills: -I can use a range of sources of information to find out answers to questions about the past. -I can begin to select relevant information to support findings.</p>	<p>Stone Age to Iron Age</p> <p>Big question: Which Age would you like to live in Stone Age, Bronze Age or Iron Age and why?</p> <p>Knowledge: -Understanding of events, people and changes -Know dates and apply this knowledge when referring to historical events and the people who lived at this time; - know the terms common era (CE) and before common era (BCE) in relation to chronology; - know the different periods relating to the Stone Age, Bronze Age, Iron Age; - know about continuity and change between two points in the past; - know about significant people, events and beliefs across periods in history.</p> <p>Skills: -I can develop knowledge and understanding on chronology -I can select and record relevant information -I can develop research skills- library, internet -I can ask and answer relevant questions that build upon knowledge and understanding -I can sequence events or artefacts -I can use dates related to the passing of time</p>
Art	<p>Textile/printing Artist- Orla Kiely</p> <p>Big question: Why do we use textiles? What purpose do they have?</p> <p>Knowledge:</p>	<p>Textile/printing (continued) Artist- Orla Kiely</p> <p>Big question: Why do we use textiles? What purpose do they have?</p> <p>Knowledge:</p>

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	<p>-I know Orla Kiely influences on modern fashion, art and interior design -I know technical vocabulary relevant to the project</p> <p>Skills: -I can continue to gain experience in applying colour with printing. -I can use sketchbooks to collect and record visual information from different sources. -I can develop prints onto fabrics and explore techniques and effects</p>	<p>-I know Orla Kiely influences on modern fashion, art and interior design -I know how to strengthen, stiffen and reinforce existing fabrics -I know how to securely join two pieces of fabric together using stitches or other joins -I know technical vocabulary relevant to the project</p> <p>Skills: -I can use control stitching and produce different stitching -I can continue to gain experience in applying colour with printing. -I can incorporate other materials into the woven design -I can use sketchbooks to collect and record visual information from different sources. -I can record textile explorations and experimentations as well as try out ideas -I can begin to produce different stitching with complex patterns -I can develop prints onto fabrics and explore techniques and effects</p>
DT	<p>Textiles Big question: How do we join textiles effectively?</p> <p>Knowledge: -I know that materials have both functional properties and aesthetic qualities. -I know how to evaluate existing products for progression and application of technical knowledge to find out why certain materials have been chosen -I know how to evaluate existing products for progression and application of technical knowledge to find out how well products have been made. -I know how to gather information about the needs and wants of particular individuals to discuss possible suitable products and designs</p> <p>Skills: -I can develop and improve ideas through discussion. -I can use sketches and diagrams to develop designs. -I can explain my choice of tools and equipment in relation to the skills and techniques they will be using. -I can select materials and components suitable for the task and for the different aspects of making the product. -I can consider the views of others, including intended users, to improve their work. -I can develop skills in hemming, overlaying and embroidery -I can select correct tools for a chosen task</p>	
Computing	<p>Big question: How do we keep ourselves safe using computers?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can identify IT and how its responsible use improves our world in school and beyond. <p>Skills:</p> <ul style="list-style-type: none"> I can use technology purposefully to create, organise, store, manipulate, and retrieve digital content. I can recognise common uses of information technology beyond school. I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Big question: How can we create music on a computer?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can use technology purposefully to create, organise, store, manipulate, and retrieve digital content <p>Skills:</p> <ul style="list-style-type: none"> I can use a computer as a tool to explore rhythms and melodies, before creating a musical composition.
PSHE/RSE	<p>Connecting computers</p> <p>Big question: What is a network?</p> <p>Knowledge: -I know that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. -I know how to select, use and combine a variety of software 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>Skills: -I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output -I can understand computer networks.</p>	<p>Stop-frame animation</p> <p>Big question: How can computers be used to create an animation?</p> <p>Knowledge: 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>Skills: -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>
Music	<p>Story telling/sharing music around camp fire</p> <p>Big question: Can music tell us when not to play?</p> <p>Knowledge: -I know that written music tells you how long to play a note for (duration). -I know what crotchet rests are</p> <p>Skills: -I can begin to musical vocabulary to evaluate music -I can sing the correct rhythm in a song from memory</p>	<p>Christmas singing</p> <p>Big question: Can we hear when notes go higher or lower?</p> <p>Knowledge: -I know that the word 'crescendo' means a sound getting gradually louder (dynamics). -I know that pitch can be represented</p> <p>Skills: -I can hear how dynamics can vary during a song -I can perform to others as a class, in groups or individually</p>

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	<ul style="list-style-type: none"> -I can use the glockenspiel to create short sequences -I can play clear notes on instruments -I can begin to follow a rhythmic pattern using crotchets and quavers and crotchet rests 	<ul style="list-style-type: none"> -I can use listening skills to correctly order and then create phrases using dot notation, showing different arrangements of notes (pitch) -I can begin to use dynamics (loud and soft) in my playing -I can begin to read dot notation showing pitch
RE	<p>Islam</p> <p>Big question: Why is Mohamed (PBUH) so important to Muslims?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -I know a range of key beliefs in Islam and show some knowledge of the Qur'an. -I know why the Qur'an is important to Muslims and how they show respect for their holy text. -I begin to make connections between Mohamed's life, the night of power and the beliefs and practices held by Muslims. -I know why Mohamed is important to Muslims. -I know how to reflect on who is important in their own lives and why. To be able to discuss what they and others believe. <p>Skills:</p> <ul style="list-style-type: none"> -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>Islam/Christianity</p> <p>Big question: Why do Muslims have 99 names for Allah? Why are the angels important in the Christmas story?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -I know the different ideas of God and know where they came from. -I understand that the Qur'an has 99 names for Allah. <p>Skills:</p> <ul style="list-style-type: none"> -I can show knowledge of Mary being visited by Angels. To discuss the feelings of Mary, Joseph, and the shepherds within the Nativity story. -I can begin to make connections between what Christians believe happened at Christmas and how Christmas is celebrated in church and at home. -I can ask questions about puzzling aspects of life and experience -I can begin to make connections between stories, teachings and texts with how different religious people live, worship and celebrate -I can describe a range of beliefs showing some knowledge of specific texts and be able to suggest meaning -I can Ask questions about religions and beliefs, reflect on their own ideas and be able to discuss what they and others believe
PE and Sport	<p>Football/basketball</p> <p>Big questions:</p> <p>How can I use my body to pass, receive and control the ball? How can I use my body to dribble the ball effectively?</p> <p>Knowledge:</p> <p>Football:</p> <ul style="list-style-type: none"> -I know how to position body when kicking passing -I know how to pass the ball accurately over different distances -I know how to find a space when not in control of the ball -I know how to change from using the inside and outside of foot on the ball -I know how to work in small teams to score a goal <p>Basketball:</p> <ul style="list-style-type: none"> - I know how to position hands on the basketball to dribble effectively -I know how to move and pass the ball without 'travelling' -I know how to dribble, stop and shoot with two hands -I know how to move in different ways when not with the ball (sideways, backwards) <p>Skills:</p> <p>Football:</p> <ul style="list-style-type: none"> -I can send a ball using inside of foot -I can trap the ball - I can pass over short distances with players moving -I can find a space to receive the ball -I can use the outside of foot to control ball and dribble - I can work well as a team <p>Basketball:</p> <ul style="list-style-type: none"> -I can dribble, bouncing ball to waist height -I can pass in pairs and moving - I can use defensive body position and running back -I can use a basic 2-handed shot -I can dribble and shoot -I can run into space to receive a ball 	<p>Hockey/gymnastics</p> <p>Big questions:</p> <p>How can I use my body to control the hockey stick and the ball successfully? How can I control my balances, shapes and jumps?</p> <p>Knowledge:</p> <p>Hockey:</p> <ul style="list-style-type: none"> -I know how to hold the stick correctly using left hand at top, right hand half way down -I know to use the flat side of the stick -I know to bend knees and keep back straight for ready position -I know to use the basic rules of the game: no feet and hitting of each other's sticks <p>Gymnastics:</p> <ul style="list-style-type: none"> -I know the importance of conditioning, stretching and endurance in gymnastics -I know what to do with my body when jumping for height and distance - I know how to copy a partner's movement -I know how to roll with control -I know how long to hold a balance for - I know how to move fluently from one shape to another <p>Skills:</p> <p>Hockey:</p> <ul style="list-style-type: none"> -I can use close control with flat side of stick -I can pass into space -I can use a defensive tackling position -I can stop the ball -I can move with improving agility -I can play avoiding use of feet to control ball <p>Gymnastics:</p> <ul style="list-style-type: none"> -I can use extension in balance and shape -I can move in and out of contrasting shapes with fluency -I can use body control and strength when rolling -I can jump for height and distance -I can work with a partner in unison -I can start and finish patterns as a group