**Logo

Description automatically generatedDREAM Curriculum Overview 2022 - 2023**

**Year 3**

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| **Term:** | **Autumn Term** | | **Spring Term** | **Summer Term** |
| **Unit Name:** | **Captain Caveman** | | **Ain’t No Mountain High Enough/**  **Disasters and Destruction** | **Feeling Hot, Hot, Hot** |
| **Hook:** | Stone Age Day-  Cave drawings, making jewellery, food, costumes | | Walk around the local area- using maps and compasses  Volcanic experiment | A taste of Brazil – Day dedicated to Brazil |
| **Home Learning:** | Project ideas sent out before topic starts- See separate sheet | | Project ideas sent out before topic starts- See separate sheet | Project ideas sent out before topic starts- See separate sheet |
| **Showcase:** | Make a video clip to display learning | | Make a video clip to display learning | Make a video clip to display learning |
| **Enrichment:** | Stone Age experience | |  |  |
| **Suggested Books to Enjoy!** | Stone Age Boy (Fiction)  UG: Boy Genius of the Stone Age and His Search for Soft Trousers (Fiction) | Cave Challenge (Non-Fiction)  How to Wash a Woolly Mammoth (Instructional) | Journey to the Centre of the Earth (Fiction)  The Slow Man- Allan Alhberg (Poetry- The Mysteries of Zigomar) | Mama Panya’s Pancakes: a Village Tale from Kenya (Fiction) |

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| **Subject Area:** | | **Autumn Term** | | | | | | **Spring Term** | | | | | | **Summer Term** | | | | | |
| **Reading** | | -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  -Using dictionaries to check the meaning of words that they have read  -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  -Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  -Predicting what might happen from details stated and implied  -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | | | | | -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.  -Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  -Recognising some different forms of poetry | | | | | | -Reading books that are structured in different ways and reading for a range of purposes  Identifying themes and conventions in a wide range of books  -Discussing words and phrases that capture the reader’s interest and imagination  -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  -Asking questions to improve their understanding of a text  -Identifying main ideas drawn from more than one paragraph and summarising these  -Identifying how language, structure, and presentation contribute to meaning  -Retrieve and record information from non-fiction | | | | | |
| **Writing Focus and Features** | | **Narrative- Adventure Story**  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Using and punctuating direct speech | | | **Non-Fiction- Instructions**  Using conjunctions, adverbs and prepositions to express time and cause  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | | | **Narrative – Fantasy Story**  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using and punctuating direct speech. | | **Non-Fiction Recount**  Using the present perfect form of verbs in contrast to the past tense.  **Poetry-** Imaginary | | | | **Non-Fiction- Non- Chronological Report**  Using conjunctions, adverbs and prepositions to express time and cause. | | | | | **Narrative- Mystery**  Consolidation of writing genre components introduced in Year 3 as well as previous year groups. |
| **SPaG** | | **Skill components from Year 2 consolidated and applied plus:**  Introduction to inverted commas to punctuate direct speech | | | Clause, subordinate clause  Prepositions  Time and place conjunctions | | | Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel. | | Formation of nouns using a range of prefixes | | | | Introduction to paragraphs as a way to group related material.  Headings and subheadings to aid presentation. | | | | | Use of the present perfect form of verbs instead of the simple past.  Word families based on common words, showing how words are related in form and meaning. |
| **Handwriting** | | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. | | | | | | | | | | | | | | | | | |
| **Spelling** | | Use the first 2 or 3 letters of a word to check its spelling in a dictionary  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  **Spelling rule-**Long ei  **Spelling rule-**Long ei spelt ey  **Spelling rule-**Long ei spelt ai | | | **Spelling rule-** er spelt ear  Homophones and near homophones  **Spelling rule**- ly  **Spelling rule**- ly with more than one syllable  **Spelling rule-** le to -ly  **Spelling rule-** ic, al to -ly  **Spelling rule**- ly exception words | | | **Spelling rule-** Short ‘I’ sound spelt ‘y;  **Spelling rule-** Adding suffixes  **Spelling rule-** Adding suffixes  Challenge words | | **Spelling rule-** Prefix mis, negative meanings  **Spelling rule-** Prefix dis- negative meanings | | | | **Spelling rule-** K sound spelt ‘ch’  **Spelling rule -**al  **Spelling rule-** ‘zher’ sound spelt ‘sure’  **Spelling rule-** ‘cher’ sound spelt ‘ture’  **Spelling rule-** ‘cher’ sound spelt ‘ture’  **Spelling rule-** Prefix bi- and re-  gue, que  **Spelling rule-** Sh sound spelt ‘ch’ | | | | | **Spelling rule** -ary  **Spelling rule-** Short ‘u’ spelt ‘o’  **Spelling rule-** Short ‘u’ sound spelt ‘ou’  **Spelling rule-** Common word families ‘struc’ ‘uni’  **Spelling rule-** Common word families ‘scope’ ‘spect’  **Spelling rule-** Word families ‘press’ ‘vent’  Silent letter revision |
| **Spoken Language** | | These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.  **Pupils should be taught to:** - listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge. - use relevant strategies to build their vocabulary. - articulate and justify answers, arguments and opinions -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - speak audibly and fluently with an increasing command of Standard English. - participate in discussions, presentations, performances, role play, improvisations and debates. - gain, maintain and monitor the interest of the listener(s). - consider and evaluate different viewpoints, attending to and building on the contributions of others. - select and use appropriate registers for effective communication. | | | | | | | | | | | | | | | | | |
| **Mathematics** | | Adding and subtracting across 10 (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-1-adding-and-subtracting-across-10/>  Numbers to 1,000 (4 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-2-numbers-to-1-000/> | | | Numbers to 1,000 cont’d (4 weeks)  Right angles (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-3-right-angles/>  **Trust Assessment Checkpoint** | | | Manipulating the additive relationship and securing mental calculation (4 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-4-manipulating-the-additive-relationship-and-securing-mental-calculation/>  Column addition (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-5-column-addition/> | | 2, 4, 8 times tables (3 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-6-2-4-8-times-tables/>  Column subtraction (1 week)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-7-column-subtraction/>  **Trust Assessment Checkpoint** | | | | Unit fractions (5 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-8-unit-fractions/>  Non-unit fractions (4 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-9-non-unit-fractions/> | | | | | Parallel and perpendicular sides in polygons (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-10-parallel-and-perpendicular-sides-in-polygons/>  Time (1 week)  <https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-11-time/>  **Trust Assessment Checkpoint** |
| **RE**  **(Community Schools)** | | What makes some books sacred? | | | What are the deeper meanings of festivals of light? | | | What do different people believe God is like? | | What matters to Christians about Easter? | | | | What is worship? | | | | | What qualities do leaders of religions demonstrate? |
| **Computing** | | **Digital Citizenship**  Be Internet Legends: Think before you share  Project: Digital Citizenship presentation | | | **Computer Science**  Purple Mash: Coding  (Unit 3.1) | | | **Information Technology**  Apple Everyone Can Create: Photo- Everyday Objects  Project: Create a personified picture | | **Computer Science**  Apple Everyone Can Code Early Learners: Loops | | | | **Information Technology**  Apple Everyone Can Create:Video- Your First Movie  Project: Create your own introduction | | | | | **Computer Science**  App Design Template from \*Early Learners.  Project: Create an App in Keynote |
| **Science** | | **Ready Steady Sow**  *(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 Investigate the way in which water is transported within plants.  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | | | | | | | | | | | | | | | |
| **Funny Bones**  *(Animals including humans – Muscles and skeletons)*  Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | | | | **We Will Rock You**  *(Rocks and Soils)*  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. | | | **Opposites Attract**  *(Forces)*  Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | | | | **Ready Steady Cook**  *(Animals including humans - nutrition)*  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. | | | **To Infinity and Beyond**  *(Light)*  Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | | | |
| **Working Scientifically**  Children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  Asking relevant questions and using different types of scientific enquiries to answer them.  Setting up simple practical enquiries, comparative and fair tests.  Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  Identifying differences, similarities or changes related to simple scientific ideas and processes.  Using straightforward scientific evidence to answer questions or to support their findings. | | | | | | | | | | | | | | | | | |
| **History** | | *(Stone Age to Iron Age)*  Changes in Britain from the Stone Age to the Iron Age. | | | | | |  | | | | | |  | | | | | |
| **Geography** | |  | | | | | | *(Hills and Mountains)*  Name and locate key topographical features of the United Kingdom and their and physical characteristics, including hills and mountains.  Key aspects of physical geography, including mountains. | | | | *(Volcanoes and Earthquakes)*  Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. | | (Rainforests)  Climate zones, biomes and vegetation belts.  Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.    *(Tropics, hemispheres and time zones.)*  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | | | | | |
| **Geographical skills and fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography.  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | | | | | | | | | | | | | |
| **Art and Design** | | **Painting/Drawing**  *(Stone Age Art)*  To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including drawing and painting with a range of materials. | | | | | | **Painting/Drawing**  *(Landscapes)*  To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including drawing and painting with a range of materials. | | | | | | **3D - Clay**  *(Celtic Knots/Coins)*  To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques with a range of materials. | | | | | |
| **Drawing**  **Materials**: Experiment with different grades of pencils such as HB, 2B etc.  **Tones and Textures:** Toning drawing techniques: hatching, cross hatching, scribbling, stippling, blending. Investigating light/dark, light/dark shapes, shading for light and dark but also for third dimension and perspective.  **Style:** Make observational drawings of objects to demonstrate sketching skills. Artists such as Leonardo da Vinci and Mark Powell pen sketches on envelopes, maps, | | | | | | | | | | | | | | | | | |
| **Design and Technology** | | **Mechanisms**  Understand and use mechanical systems in their products including pulleys, cams, levers and linkages. For example inventing something to move rocks and/or water. | | | | | | **Structures**  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. For example build a structure to withstand an earthquake. | | | | | | **Cooking and Nutrition**  *(Linked to Science Topic)*  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | |
| **When designing and making, pupils should be taught to:**  **Design**: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  **Evaluate**: investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world | | | | | | | | | | | | | | | | | |
| **Physical Education** | | Swimming  Yoga | Swimming  Fitness | | | | | Swimming  Gymnastics | | Football  Dance | | | | Netball  Athletics | | | Cricket  Rounders | | |
| **Music** | | **Musical Futures**  Learn to play...  Tuned percussion | **Musical Futures**  Learn to play...  Tuned percussion | | | | | **Culture Club**  World Music Experiences | | **Culture Club**  Future Composition | | | | **Summertime!**  Sing, Rap and Play | | | **Sequencing**  Chrome Music Lab | | |
| **PSHE** | | **Being Me in My World**  Setting personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others’ perspectives | **Celebrating Difference**  Families and their differences  Family conflict and how to manage it (child-centred)  Witnessing bullying and how to solve it  Recognising how words can be hurtful  Giving and receiving compliments | | | | | **Dreams and Goals**  Difficult challenges and achieving success  Dreams and ambitions  New challenges  Motivations and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting | | **Healthy Me**  Exercise  Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it’s important online and offline scenarios  Respect for myself and others  Healthy and safe choices | | | | **Relationships**  Family roles and responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen  Being aware of how my choices affect others  Awareness of how other children have different lives  Expressing appreciation for family and friends | | | **Changing Me**  How babies grow  Understanding a baby’s needs  Outside body changes  Inside body changes  Family stereotypes  Challenging my ideas  Preparing for transition | | |
| **MFL**  **(All documentation see Language angels)** | | Core vocabulary and Phonetics | I’m learning  French/ Spanish/ Italian | | | | | Animals | | Musical instruments/fruit | | | | Little red riding hood | | | Ancient Britain or I can | | |
| **SMSC** | | Our Year 3 Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens. | | | | | | | | | | | | | | | | | |
| **Fundamental British**  **Values** | | Our Year 3 Curriculum actively promotes the Fundamental British Values of *democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith*, in order to prepare children for life in Modern Britain. | | | | | | | | | | | | | | | | | |
| **HGCP Values**  **Cycle 1**  **2022 2023** | Friendship | | | Service | | | Responsibility | | | | Generosity | | | | Creativity | | | Truthfulness | |
| **HGCP Values**  **Cycle 2**  **2023 2024** | Perseverance | | | Peace | | | Hope | | | | Forgiveness | | | | Trust | | | Thankfulness | |
| **HGCP Values**  **Cycle 3**  **2024 2025** | Respect | | | Compassion | | | Wisdom | | | | Humility | | | | Justice | | | Courage | |