Curriculum Overview – YEAR 3

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Living ang Growing in Christ					
Inclusion					
Kindness	_Resilience_	_Respect_	_Self-belief_	_Diversity_	_Honesty_
Curriculum Title Savage Stone Age	**Curriculum Title** Mighty Mammals	**Curriculum Title** Grovelling Grown ups	**Curriculum Title** Going with the flow	**Curriculum Title** Footsteps	**Curriculum Title** Making strong bonds.
Curriculum Question What was life like for people living in the stone age?	**Curriculum Question** What makes mammals mighty?	**Curriculum Question** What is the journey of a river?	**Curriculum Question** How does the land meet the sea?	**Curriculum Question** What do you think the significance of the Shang Dynasty were?	**Curriculum Question** How can we take care of others?
Real life experience/ trips Stone age day- Woodland area			Visit Horton Kirby to see the River Darent		
Events, Celebrations & Fundraising: Saints Assembly, Black History Month, Remembrance Day Christmas Carol Service Take over day, Harvest Festival, Diwali, Wear in Pink, Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day, Halloween, Bonfire Night		Random Acts of Kindness challenge World Book Day, Passion Service, Mental Health Awareness, Internet Safety Day Wear Green for Macmillan, Chinese New Year, Road Safety Week, World Maths Day, Easter		Diversity Class Assembly Sports day Careers day	
History Focus: **Stone Age** Was Stone Age man simply a hunter and gatherer, concerned only with survival? Concepts: Similarity and difference/change/ Covers Old and Middle Stone Age. Focus on hunter-gatherer lifestyle. How different was life in the Stone Age when man started to farm? Concepts: similarity and difference.	**History Focus:** Why is it so difficult to work out why Stonehenge was built? Content Focus on Bronze Age: how, where, when and why Stonehenge was built. How much did life really change during the Iron Age and how can we possibly know? Concepts: enquiry using evidence to test an interpretation Case study Danebury.			**History Focus:** **Shang Dynasty** 1, Why do YOU think the Shang dynasty MIGHT be important? Significance. 2.How different was the Shang society to other civilizations at the time? Characteristic features. 3. What can we tell about the Shang dynasty from the objects that have survived?	**History Focus:** 5. What was distinctive about the Shang people's beliefs? 6. If the Shang dynasty was so well organised why did come to an end after just 600 years Causation and what makes it so special for people today?

New Stone Age taming wild animals, growing wheat and barley/use of oxen/ need for flint tools/clearing forests for farming/use of pottery What can we learn about life in the Stone Age from a study of Skara Brae?	Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery Concepts: Using evidence, piecing together clues Content: Existence of different Celtic tribes across Britain Roman invasion AD43			Analysing sources Using evidence 4. Why has our understanding of the Shang dynasty changed so much in the last 100 years?	
Geography Focus:		**Geography Focus:** Rivers • To locate and research world rivers. • To name and locate rivers and seas in the UK. • To label and explain key features of the water cycle. • To name different parts of a river and understand what they mean.	**Geography Focus:** • To identify the features of a river and its different stages. • To understand the journey a river makes from the hills to the sea. • To locate oceans around the world and understand the parts of the ocean. • To locate the seas around the world and identify which ocean they belong to.	**Geography Focus:**	**Geography Focus:**
Art Focus: Colour Mixing colours, using tones, sketching.	**Art Focus: Line & Tone** Recreating stone age cave art.	**Art Focus: Colour** Cutting skills, coiling & mosaic. Using skills learnt to recreate river art.	**Art Focus: Pattern & Shape** Self-belief river Tone/ texture/ mediums	**Art Focus: Texture, Form &** Cross stitch, making nets, produce 3D work.	**Art Focus: Weave, Sew & Collage** Working on artist Roy Lichtenstein. Creating a collage based on his work and recreating art work using Pop art.
	Technology Focus: Explore Mechanisms **Stone Age Tools** **To sketch a stone age tool** **To design an effect toll for survival** **To make a stone age tool using natural recourses.**		**Technology Focus: Prepare & Make a Food product** Planning and making pizzas. Hygiene, preparing and handling food.	**Complete a strong structure:** Clay Hybrid Animal Models	**Technology Focus: Describe & Use Textiles & Electrical Components** Clay Hybrid Animal Models Plan and structure a model of their own

	Stone Age Day- Creating authentic cave paintings using natural recourses/ How fires were made/ Den building/ Making Stone age pottery.		Mr Twit beards (link to literacy).		Hybrid animals. Planning the possible factors that can go wrong. Evaluation at the net of unit.
Science Focus: **Rocks, fossils and Soil**	**Science Focus:** **Animals including Humans**	**Science Focus:** **Light**	**Science Focus:** **Plants**	**Science Focus:** **Forces and Magnets**	**Science Focus:** **Recap topics**
• 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	• 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. • research different food groups and how they keep us healthy, and design meals based on what they find out. • identify that humans and some other animals have skeletons and muscles for support, protection and movement • compare and contrast the diets of different animals (including their pets) • identifying and grouping animals with and without skeletons and observing and comparing their movement. •	• 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 changes.	• 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.	• compare how things move on different surfaces • notice that some forces need contact between 2 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	
English Focus: **The Stone Age Boy** To be able to understand how a character feels. To be describe setting and characters form the Stone Age period gather	**English Focus:** **How To Wash A Woolly Mammoth** Comprehension- checking understanding and ordering sequence of text. Instruction writing. **A letter to Santa** Diary entry Letter writing	**English Focus:** **Twits** Use information given to write a description of a character. To create ideas for how the Twits can upset each other. To identify the features of a	**English Focus:** **An Emotional Menagerie (Poetry)** To identify a range of emotions, feelings. Creating images for feelings. Description of what the feeling is.	**English Focus:** **The Barnabus Project** Create hybrid animals. Description of animas. Comprehension of texts. Newspaper report writing. Non-fiction texts of hybrid animals. Creating stories based on hybrid animals.	**English Focus:** **Charlotte's Web** Character profiles. Expanded noun phrases. Story writing. Diary entry. Persuasive writing. Haiku Poetry **Spag- recap previous learning**

To research an activity during the Stone Age period, gather. To write a set of instructions for a Stone Age activity To express time and place using conjunctions o write an set of instructions for a Stone Age activity **Ug** Comprehension- inferring, predicting text and **Non- fiction texts about the stone age** **Spag- nouns, verbs, adjectives, adverbs.**	**John Lewis Advert** Creating digital blogs Diary entry Interpreting feeling and creating dialogue between characters. **Spag- Conjunctions, subordinate conjunctions, propositions.** **Paragraphs.** **Heading/ Subheadings.** **Articles 'a' or 'an'.**	playscript. To write a playscript for The Twits. I can answer questions from a text. To write a police statement about an incident in the story. To research information about RSPCA. **George's Marvellous Medicine** Identifying alliteration, onomatopoeia and rhyming patterns in Roald Dahl's poetry and exploring their effect on the reader. Writing an original poem, using Roald Dahl's work as a model. Using alliteration and adverbs effectively. Using persuasive language. : Identifying how Roald Dahl uses language, punctuation and text styles to generate excitement. Writing similes using Roald Dahl's work as a stimulus. Understanding how dramatic techniques bring stories to life. **Spag- Inverted commas, homophones**	Using figurative language to recreate a poem on chosen feeling. **Rivers- Marc Martin (Poetry)** To clarify topic vocabulary To organise paragraphs around a theme To organise paragraphs around a theme To recognise the key features of descriptive poetry To use figurative language such as metaphor. To use figurative language such as personification To retrieve and record information from non-fiction To use vivid language to describe. To plan and organise my ideas to effectively support my writing **Spag- Prefixes, Suffixes.**	**The Owl Tree** Comprehension Diary entry in role of characters. To identify thoughts and feelings. To write a persuasive letter. **Spag- Present perfect and simple past. Recap prior lessons.**	
Maths Focus: **Number and place value** • Count from 0 in multiples of 4, 8, 50 and 100 • find 10 or 100 more or less than a given number		**Maths Focus:** • Solve division problems using my knowledge of times tables • Begin to use formal written methods to solve multiplication and division problems		**Maths Focus:** **Geometry** • I can draw 2-D shapes and make 3-D shapes using modelling materials	

- Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- Compare and order numbers up to 1,000
- Identify, represent and estimate numbers in different ways
- Read and write numbers up to 1,000 in numerals and in words

Addition and Subtraction

- Add and subtract numbers mentally, including:
  - a three-digit number and 1s,
  - a three-digit number and 10s,
  - a three-digit number and 100s

- Add and subtract numbers with up to 3 digits, using column method
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts and place value

Multiplication and Division
- Know my 3, 4- and 8-times tables.
- Multiply a two-digit number by a 1-digit number

- Solve missing number questions involving multiplication and division using the inverse

Fractions
- count up and down in tenths and that they can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.
- find a fraction of a set of objects.
- find fractions of a number or shape
- Recall common equivalent fractions
- add and subtract fractions with the same denominator
- compare and order unit fractions, and fractions with the same denominators.
- solve problems that finding, ordering or comparing fractions.

Measurement

- measure and compare in these units of length, weight and capacity.
- measure the perimeter of a 2-D shape
- work on money problems, adding and subtracting amounts of money and working out how much change is left.
- tell and write the time from a clock with numbers or Roman numerals or using 12- and 24-hour clocks.
- tell the time accurately to the nearest minute.
- measure and record time passing in seconds, minutes and hours.
- use vocabulary such as o'clock, a.m. /p.m., morning, afternoon, noon and midnight
- Recall the number of seconds in a minute and the number of days in each month, year and leap year
- calculate how long an event or task took to complete.

- I can recognise and can describe 3-D shapes even when they have been turned about in different ways.
- I know an angle is used to measure how far something turns.
- I know what a right angle is
- I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.
- I can tell whether an angle is greater than or less than a right angle.
- I know when a line is horizontal or vertical
- I know when two lines are perpendicular or parallel.

Statistics
I can create scaled bar charts and pictograms
• I can create Venn and Carroll diagrams
• I can create a table of information;
• I can ask and answer two-step questions about charts, tables and diagrams.

PSHE Focus:	PSHE Focus:	PSHE Focus:	PSHE Focus:	PSHE Focus:	PSHE Focus:
TEN TEN:	PSHE Focus:	PSHE Focus:	PSHE Focus:	**Valuing Difference**	Identity, society and equality: Celebrating difference.
- Module 1, Unit 1.	**TEN TEN:**	**TEN TEN:**	**TEN TEN:**	PSHE Focus:	
Session 1: Get Up!	- Module 2, Unit 3.	- Module 2, Unit 1. Story		**TEN TEN:**	

Session 2: The Sacraments - Module 2, Unit 2, Session 1: Friends, Family and Others - Module 3, Unit 1, Session 2: What is the Church?	Session 4: Drugs, Alcohol and Tobacco Session 5: First Aid Heroes .	Sessions: Jesus, My Friend - Module 2, Unit 3, Session 1: Sharing Online Session 2: Chatting Online - Module 3, Unit 2, Session 1: How Do I Love Others?	- Module 3, Unit 1, Session 1: A Community of Love	- Module 2, Unit 2, Session : When Things Feel Bad - Module 2, Unit 3, Session 3: Safe In My Body	*Pupils learn about valuing the similarities and differences between themselves and others. *Pupils learn about what is meant by community. *Pupils learn about belonging to groups
RE Focus: **Year 3 - HOMES -** God's vision for every family **Judaism** **Year 3 -** Synagogue	**RE Focus:** **Year 3 - PROMISES -** Promises made at Baptism **Year 3 - VISITORS -** waiting for the coming of Jesus	**RE Focus:** **Year 3 - JOURNEYS -** Christian family's journey with Christ **Year 3 - LISTENING & SHARING -** Jesus gives himself to us	**RE Focus:** **Year 3 - LISTENING & SHARING -** Jesus gives himself to us. **Year 3 - GIVING ALL -** Lent: remembering Jesus' total giving.	**RE Focus:** **Year 3 - ENERGY -** Gifts of the Holy Spirit**.** **Year 3 - CHOICES -** Importance of examination of conscience	**RE Focus:** Islam- **Year 3 –** The Mosque **Year 3 - SPECIAL PLACES -** Holy places for Jesus and the Christian community
PE Focus: **Dance Val Sabin** - Improve strength - Improve flexibility - Show an awareness of space - Show contrast in shape and movement - Perform routines using different exercises in sequence linking moves and actions Recognise good performances in themselves and others and use what they have learned to improve their work.	**PE Focus:** **Gymnastics Val Sabin** - Improve strength - Improve flexibility - Show an awareness of space - Understand different uses of curl, stretch,tense, relax - Perform routines using different exercises in sequence - Sequence moves and link actions - Perform movements with control and coordination.	**PE Focus:** **Dance Val Sabin** Improve strength - Improve flexibility - Show an awareness of space - Show contrast in shape and movement - Perform routines using different exercises in sequence linking moves and actions Recognise good performances in themselves and others and use what	**PE Focus:** **Gymnastics Val Sabin** - Improve strength - Improve flexibility - Show an awareness of space - Understand different uses of curl, stretch,tense, relax - Perform routines using different exercises in sequence - Sequence moves and link actions - Perform movements with control and coordination.	**PE Focus:** **Dance Val Sabin** Improve strength - Improve flexibility - Show an awareness of space - Show contrast in shape and movement - Perform routines using different exercises in sequence linking moves and actions Recognise good performances in themselves and others and use what	**PE Focus:** **Athletics** - Running and Walking - Running over obstacles - Throwing for distance - Throwing for accuracy - Jumping for height and distance - Combination Jumping - Master these fundamental movement skilks with a good level of consistency when

Games Football Skills • Show an awareness of space • Passing skills with control and accuracy • Dribbling • Shooting • Select a running speed for an appropriate activity • Small sided games • Attacking and defending with efficiency • Performing under pressure • Basic principles of competitive games for attacking and defending. • Develop and use simple tactics • Understand the importance of rules and fairness • Develop own games • Refine skills and movements after evaluation from others Social skills -teamwork ,determination Demonstrate good sportsmanship	• Make increasingly clear and fluent movements • Recognise good performances in themselves and others and use what they have learned to improve their work. **Games Basketball** Show an awareness of space • Passing skills(chest pass, bounce pass, push pass) Move ball with increasing accuracy and control • Dribbling • Shooting Throw and catch with control under limited pressure to keep possession and score goals • Possession game – boxes • Small sided games • Introduce competitive games on the basic principles for attacking and defending. • Develop and use simple tactics • Understand the importance of rules and fairness • Develop own games • Refine skills and movements after evaluation from others. Social skills -teamwork ,determination Demonstrate good sportmanship	they have learned to improve their work. **Games Hockey** • Passing skills with control • Dribbling • Shooting • Move ball with increasing accuracy. • Select running speed for appropriate activity Small sided games • Introduce competitive games and the basic principles for attacking and defending. • Develop and use simple tactics • Understand the importance of rules and fairness • Develop own games • Attacking and defending with efficiency • Performing under pressure • Refine skills and movements after evaluation from others Social skills -teamwork ,determination Demonstrate good sportmanship	• Make increasingly clear and fluent movements • Recognise good performances in themselves and others and use what they have learned to improve their work. **Games Netball** Passing (chest pass, bounce pass, shoulder pass) Throw and catch with control under limited pressure to keep possession and score goals • Footwork skills • Shooting • Possession game – boxes • Small sided games • Introduce competitive games on the basic principles for attacking and defending. • Develop and use simple tactics • Understand the importance of rules and fairness • Develop own games • Refine skills and movements after evaluation from others. Continue competitive games on the basic principles for attacking and defending Social skills -teamwork ,determination	they have learned to improve their work. **Athletics** • Running and Walking • Running over obstacles • Throwing for distance • Throwing for accuracy • Jumping for height and distance • Combination Jumping • Master these fundamental movement skilks with a good level of consistency when moving and standing still Personal target setting Recognise good performances in themselves and others and use what they have learned to improve their work	moving and standing still Personal target setting Recognise good performances in themselves and others and use what they have learned to improve their work **Cricket/Rounders** • Batting / striking techniques • Catching methods • Fielding efficiency • Match practice Strategic batting principles • Small sided games • Introduce competitive games on the basic principles for attacking and defending. • Develop and use simple tactics • Understand the importance of rules and fairness • Develop own games • Refine skills and movements after evaluation from others. Social skills -teamwork ,determination. Demonstrate good sportmanship

Computing Focus:	Computing Focus:	Computing Focus:	Computing Focus:	Computing Focus:	Computing Focus:
-I can explore a new programming environment -I can identify that commands have an outcome -I can explain that a program has a start -I can recognise that a sequence of commands can have an order -I can change the appearance of my project -I can create a project from a task description	-I can explain how digital devices function -I can identify input and output devices -I can recognise how digital devices can change the way we work -I can explain how a computer network can be used to share information -I can explore how digital devices can be connected -I can recognise the physical components of a network	I can explain that animation is a sequence of drawings or photographs -I can relate animated movement with a sequence of images -I can plan an animation -I can identify the need to work consistently and carefully -I can review and improve an animation -I can evaluate the impact of adding other media to an animation	-I can explain how a sprite moves in an existing project -I can create a program to move a sprite in four directions -I can adapt a program to a new context -I can develop my program by adding features -I can identify and fix bugs in a program -I can design and create a maze-based challenge	-I can recognise how text and images convey information -I can recognise that text and layout can be edited -I can choose appropriate page settings -I can add content to a desktop publishing publication -I can consider how different layouts can suit different purposes -I can consider the benefits of desktop publishing	-I can create questions with yes/no answers -I can identify the attributes needed to collect data about an object -I can create a branching database -I can explain why it is helpful for a database to be well structured -I can plan the structure of a branching database -I can independently create an identification tool
Music Focus: **Soundstart- cello/ violin**	**Music Focus:** **Soundstart cello/ violin**	**Music Focus:** **Soundstart cello/ violin**	**Music Focus:** **Soundstart cello/ violin**	**Music Focus:** **Soundstart cello/ violin**	**Music Focus:** **Soundstart cello/ violin**
Spanish -Days of the week and months of the year. -Greetings. Numbers up to 31. -I can tell the date.	**Spanish** -Day of the dead. -Christmas songs. -Christmas cards -Christmas traditions	**Spanish** -How old are you? -I can understand classroom instructions. -Colours -Valentines' activities about friendship.	**Spanish** -Parts of the body -To create our Mr. Potato and describe him. - Clothes.	**Spanish** -People around me: family and pets. - Songs and traditional games.	**Spanish** -All about school. -Outdoor games and activities.