

## Curriculum Overview 2019/20 - Year 3

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
	Theme: Earth! Wind! Fire		Theme: Heroes and Villians		Theme: Ship Ahoy!	
English	<b>Key Text: Imagine a Night</b> (A Finding Tale) <ul style="list-style-type: none"> <li>Character / setting description (2 weeks)</li> <li>Narrative (3 weeks)</li> <li>Diary (3 weeks)</li> </ul>	<b>Key Text: Bob the Railway Dog</b> (A Journeying Tale) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Newspaper reports (2 weeks)</li> <li>Information text (Australia) (2 weeks)</li> </ul> <b>N.B. Could replace with 'The Iron Man' for next cycle</b>	<b>Key Text: The Wolves in the Walls</b> (A Conquering a Monster Tale) <ul style="list-style-type: none"> <li>Narrative ( 3 weeks)</li> <li>Non chronological report ( 3 weeks)</li> </ul>	<b>Key Text: Alice in Wonderland</b> (A wishing Tale) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Persuasion (3 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry (liked to poems from A in W / Lewis Carrol) (2 weeks)</li> <li>Biography (a famous person linked to other curriculum area / theme) : (2 weeks)</li> <li>Instructions (linked to other curriculum area / theme) (2 weeks)</li> </ul>	<b>Key Text: Adventure at Sandy Cove</b> (a Journeying Tale) <ul style="list-style-type: none"> <li>Narrative (3 weeks)</li> <li>Explanation - The Whale (3 weeks)</li> </ul>
Reading	George's Marvellous Medicine	The Abominables	Matilda	Annie	Poetry	Car-Sized Crabs
Spelling	Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Year 3/4 word list - group 2	suffixes '-ness'and '-ful'following a consonant	Year 3/4 - group 6	Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less'and '-ly')	Year 3/4 - group 10
	Prefixes un and dis	Prefixes 'mis-'and 're-'	Prefixes 'sub-'and 'tele-'	Prefixes super-'and 'auto-'	Suffix '-ly'with root words ending in 'le'and 'ic'	From Years 1 and 2: vowel digraphs
	Apostrophes for contractions	Year 3/4 word list - group 3	Apostrophe for contraction		Suffix '-ly'	Year 3/4 - group 11
	Year 3/4 word list - group 1	The /ɪ/ sound spelt 'y'	Year 3/4 - group 5	Year 3/4 - group 7	Year 3/4 - group 8	Revise and revisit
	words with the /eɪ/ sound spelt 'ei' ( <i>vein</i> ), 'eigh'( <i>eight</i> ), 'aigh' ( <i>straight</i> ) or 'ey'( <i>they</i> )	Year 3/4 word list - group 4	Words with the /ʃ/ sound spelt 'ch'(mostly French in origin) as well as 's', 'ss(ion/ure)'		Rare GPCs (/ɪ/ sound)	Revise and revisit
	Homophones there, their, they're, our, are, too, two, to, were, we're, wear, where.	Words ending with the /g/ sound spelt '-gue'and the /k/ sound spelt '-que' (French in origin)	Suffixes '-less'and '-ly'	Words with the /k/ sound spelt 'ch'(Greek in origin)	Year 3/4 - group 9	Revise and revisit
	Homophones ( <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> )	Revisit, revise and proof-reading.				Revise and revisit
Grammar	<ul style="list-style-type: none"> <li>Word types - noun, adjective, verb, adverb</li> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</li> <li>Coordination using coordinating conjunctions</li> <li>Subordination using subordinating conjunctions</li> <li>Simple, compound, complex sentences</li> <li>Formation of nouns using a range of prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Use of the forms a or an</li> <li>Word types - noun, adjective, verb, adverb</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using or prepositions [for example, before, after, during, in, because of]</li> <li>Coordination using coordinating conjunctions</li> <li>Subordination using subordinating conjunctions</li> <li>Simple, compound, complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>Coordination using coordinating conjunctions</li> <li>Subordination using subordinating conjunctions</li> <li>Simple, compound, complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Headings and sub-headings to aid presentation</li> <li>Coordination using coordinating conjunctions</li> <li>Subordination using subordinating conjunctions</li> <li>Simple, compound, complex sentences</li> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and Revise according to need in writing</li> <li>Word types - noun, adjective, verb, adverb</li> </ul>

AP sentence types	Revisit - simple and compound sentences. Introduce complex sentences using subordinating conjunctions. Emotion, sentence	Verb, person	Emotion, sentence	Verb, person	-ing, -ed	-ing, -ed
Maths	Numbers to 1000 (8) Addition and Subtraction (23)	Multiplication / Division (15) Further multiplication and Division (11) Length (10)	Mass (7) Volume (10) Money (10)	Money (4) Time (20)	Picture Graphs and Bar Graphs (5) Fractions (25)	Fractions (5) Angles (7) Lines and Shapes (8) Perimeter of figures (10)
Fluency in Arithmetic	Fluency in addition and subtraction.	Multiplication by 2, 5 and 10 Multiplication by 4 and 8	Multiplication by 3, 6 and 9 Multiplication by 7	Division as grouping Division as sharing	Division by 2 Division by 4 Fluency in multiplication and division.	Fluency in calculation
RE	1. PEOPLE OF GOD 2a.2 What is it like to follow God? 2. INCARNATION 2a.3 What is the Trinity?		3. L.I.2.8 What does it mean to be a Hindu in Britain today? 4. SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'?		5. E.I.2.4 Why do people pray? (3) Christian and Hindu 6. CREATION 2a.1 What do Christians learn from the Creation story?	
Science	- 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	- compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	- 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	- identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors	- 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	- recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things
Computing	Key core skills: Word / PowerPoint / Publisher Espresso Coding/Purple Mash Coding		E-Safety (Think U Know - videos & games) Safer Internet Day Create an I-Book (1st 1/2 term) Create a day in the life of a super hero - promoting E-Safety		Lego We-do Alligators, crocodiles, windmills etc made with Lego We-do kits. Equipments controlled via the Lego We-do interface software Garage Band - chill out summer music for an advert (for something to link with their year group topic in science/humanities)	

<p><b>The Arts</b></p>	<p><b>Context: Warhol / Marlow. Paintings linked to volcanoes. Recreate work of famous artist.</b></p> <ul style="list-style-type: none"> <li>- Evaluate creative works using the language of art, craft and design</li> <li>- Know about great artists, architects and designers in history</li> <li>- Create an accurate replica of a well known piece</li> <li>- Mix primary colours to create secondary colours</li> <li>- Use different brush techniques to create texture</li> <li>- Use colour to create mood</li> <li>- Design products for a consumer</li> <li>- Follow own designs to create a product selecting effective materials</li> <li>- Adapt designs during the making process</li> <li>- Measure and cut materials accurately selecting appropriate tools</li> <li>- Choose appropriate joining techniques dependant on materials</li> <li>- Strengthen joins and constructions using appropriate techniques</li> <li>- Discuss music using the vocabulary duration, tempo and structure</li> </ul>		<ul style="list-style-type: none"> <li>- Work from plans, sketches and mood boards</li> <li>- Work to a colour theme</li> <li>- Create sketch books to record their observations and use them to review and revisit ideas</li> <li>- Begin to deviate away from a whole class idea or approach</li> <li>- Use different brush techniques to create texture</li> <li>- Use colour to create mood</li> <li>- Evaluate creative works using the language of art, craft and design</li> <li>- Develop links with science curriculum to design a game involving simple circuits</li> <li>- Improve on own designs by comparing them to existing design work</li> <li>- Use disassembly to gain understanding of operation</li> <li>- Create a product which employs a scientific force for use e.g. levers, pulleys, gears</li> <li>- Discuss music using the vocabulary duration, tempo and structure</li> </ul>		<ul style="list-style-type: none"> <li>- Evaluate creative works using the language of art, craft and design</li> <li>- Change or develop the work or ideas of an artist, architect or sculptor to create an original product</li> <li>- Know about great artists, architects and designers in history</li> <li>- To review the work of existing designers in an area of study and use this to inform designs</li> <li>- Join materials using appropriate stitching chosen for purpose</li> <li>- Use creative and appropriate techniques to decorate textiles</li> <li>- Design products for a consumer</li> <li>- Follow own designs to create a product selecting effective materials</li> <li>- Adapt designs during the making process</li> <li>- Discuss and give reasons for musical preferences</li> </ul>	
<p><b>Humanities</b></p>	<p><b>Context: Volcanoes / Tsunamis. Pompeii eruption. Water cycle.</b></p> <p>Develop clear narratives about time periods studied</p> <ul style="list-style-type: none"> <li>- Note connections, contrasts and trends over time periods studied</li> <li>- Use historical terms during discussion</li> <li>- Answer questions about change, cause, similarity, difference and significance</li> <li>- Select and organise relevant historical information</li> <li>- Select appropriate information from a range of sources to support historical enquiry</li> </ul> <p>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK</p> <p>- Recall the water cycle and understand its importance to the sustainability of life</p>		<p><b>Context: World War Two; Early British justice systems</b></p> <ul style="list-style-type: none"> <li>- Develop clear narratives about time periods studied</li> <li>- Note connections, contrasts and trends over time periods</li> <li>- Use historical terms during discussion</li> <li>- Answer questions about change, cause, similarity, difference and significance</li> <li>- Select and organise relevant historical information</li> <li>- Select appropriate information from a range of sources to support historical enquiry</li> <li>- Understand how changes in historical periods have contributed to the modern world</li> <li>- Understand Early British justice systems</li> <li>- Develop knowledge of the chronology of significant time periods in British History</li> <li>- Name and locate on a map countries in Europe including the location of Russia</li> <li>- Know key physical and human characteristics of countries within Europe including major cities</li> <li>- Know geographical regions and their identifying characteristics,</li> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK</li> </ul>		<p><b>Context: Vikings</b></p> <ul style="list-style-type: none"> <li>- Develop clear narratives about time periods studied</li> <li>- Note connections, contrasts and trends over time periods studied</li> <li>- Use historical terms during discussion</li> <li>- Answer questions about change, cause, similarity, difference and significance</li> <li>- Select and organise relevant historical information</li> <li>- Select appropriate information from a range of sources to support historical enquiry</li> <li>- Understand the effects of invasion on religion and culture</li> <li>- Recall significant events from the struggle the Kingdom of England by the Vikings and Anglo-Saxons</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Name and locate counties and cities of the United Kingdom</li> <li>- Know geographical regions and their identifying characteristics,</li> <li>- Through the study of land use, can suggest geographical reasons for settlements</li> <li>- Understand land-use patterns and how some of these aspects have changed over time</li> </ul>	
<p><b>PE</b></p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
	<p><b>Topics:</b> Football and Gymnastics.</p>	<p><b>Topics:</b> Tag Rugby and Netball.</p>	<p><b>Topics:</b> Hockey and Health Related Exercise</p>	<p><b>Topics:</b> Table Tennis and Outdoor Adventurous Activities.</p>	<p><b>Topics:</b> Cricket and Athletics.</p>	<p><b>Topics:</b> Rounders and Athletics.</p>
<p><b>PSHE</b></p>	<p>Dreams and Goals</p>	<p>Taking Care Project</p>	<p>Relationships</p>	<p>Spring Fever</p>	<p>Healthy Me</p>	<p>Staying Safe</p>
<p><b>MfL</b></p>	<p>Unit 1 - Bonjour</p>	<p>Unit 2 - En Class</p>	<p>Unit 3 - Mon Corps</p>	<p>Unit 4 - Les Animaux</p>	<p>Unit 5 - La Famille</p>	<p>Unit 6 - Bon Anniversaire</p>

