

# Curriculum Overview

Year 3 (Key Stage 2)

2023-2024

Subject	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
<b>Topic</b>	Countries of the World	Rainforests	Ancient Egypt	Vikings	Mountains, Rivers & Coasts (Coasts)
<b>History</b>			Ancient Egypt Trip: Museum of Art & History (Egyptian exhibition)	Invaders & Settlers: Vikings	Investigating Coast and Mountains - What Are They?
<b>Geography</b>	Countries of the World Children research their own countries and present them to the class.	Rainforests	Where is Egypt? The Nile		
<b>Science</b>	Animals including Humans - Nutrition, food labels, skeletons, muscles	Rainforests classifying rainforest plants, identifying parts of plants, classifying animals, food chains)	Light & Shadow Ancient Egypt unit - Tombs, Torches and Timekeepers	Forces & Magnets or Forces & Magnets	Under the Sea - marine habitats, classifying marine animals, 7 life processes, respiration, movement, reproduction  Rocks, Fossils & Soil lessons
<b>English</b>	<p>FICTION: Ocean Meets Sky - Reading comprehension, narrative writing, character and setting descriptions</p> <p>Poetry: diamond, cinquains;</p> <p>NON-FICTION: Travel brochures- persuasive writing</p> <p>Grammar, Punctuation and Spelling: Conjunctions, adverbs, prepositions, direct speech, nouns &amp; pronouns, paragraphs, similes &amp; metaphors</p>	<p>NON-FICTION: Lost in the Rainforest: non-chronological reports</p> <p>FICTION: Rainforest Topic Setting and character descriptions of animals</p> <p>Poetry: list poems</p> <p>Grammar, Punctuation and Spelling: synonyms, conjunctions, fronted adverbials</p>	<p>FICTION: Tales of Ancient Egypt, narrative writing,</p> <p>NON-FICTION: instructional texts, biography, Imperative verbs</p> <p>Grammar: fronted adverbials</p>	<p>FICTION: Vikings Writing narrative journeys</p> <p>NON-FICTION: Newspaper Reports- can also use GRAMMARSaurus (grammar: adjectives, similes, headings and subheadings )</p>	<p>FICTION: Explorers Writing stories in the style of an explorer.</p> <p>NON-FICTION:, diary writing, letter writing</p> <p>Grammar: conjunctions, adjectives, prepositions, similes, compound words</p>
<b>Mathematics</b>	<p><b>Place value:</b> making numbers to 100</p> <p>Partitioning numbers to 100</p>	<p><b>Addition and Subtraction:</b></p>	<p><b>Multiplication and Division part B:</b></p> <p>Multiples of 10</p>	<p><b>Fractions A:</b></p> <p>Understand the whole</p> <p>Compare and order unit</p>	<p><b>Fractions B:</b></p> <p>Add and subtract fractions</p> <p>partition the whole</p>

	<p>Placing numbers on a number line</p> <p>Represent numbers to 1000</p> <p>Partition numbers to 1000</p> <p>Place numbers to 1000 on a numberline.</p> <p>Comparing and estimating numbers to 1000</p> <p>Counting in 50s</p>	<p>Add and subtract with 1s, 10s and 100s.</p> <p>Add and subtract across 1s,10s and100s</p> <p>add 2 and 3 digit numbers</p> <p><b>Multiplication</b></p> <p>Review multiples of 2,5 and 10</p> <p>Multiplication and division of 3,4 and 8 times tables</p>	<p>Multiply and divide 2 digit numbers by 1 digit numbers.</p> <p><b>Length and Perimeter:</b></p> <p>Measure in metres, centimetres and millimetres</p> <p>Compare, subtract and add lengths</p>	<p>fractions</p> <p>Count fractions on a number line</p> <p>Equivalent fractions as a bar model.</p> <p><b>Mass and capacity:</b></p> <p>Measure mass in grams,kilograms and milligrams</p> <p>Compare, add and subtract mass</p>	<p>Unit and non-unit fractions of a set of objects.</p> <p><b>Money:</b></p> <p>Convert pounds and pence</p> <p>Add and subtract amounts of money</p> <p>Find change</p> <p>Time:</p> <p>Roman numerals</p> <p>Time to 1 and 5 minutes</p> <p>Years, months, days and hours</p> <p>Solve problems with time</p> <p><b>Shape:</b></p> <p>Turns and angles</p> <p>Right angles</p> <p>Polygons</p> <p>Drawing and measuring accurately.</p>
<b>PSHE</b>	Family and Relationships	Health and Wellbeing	Safety and the Changing body	Citizenship	Economic Wellbeing
<b>Music</b>	<p><b>Around the world - India</b></p> <p>Improvising using given notes</p> <p>To perform a piece of music using rag, tal and drone</p>	<p><b>Rainforests Music</b></p> <p>Body percussion</p> <p>Imitating rainforest noises using instruments.</p>	<p><b>Music: Ancient Egypt</b></p> <p>Learning about ragtime style music, Dixieland music and scat singing.</p> <p>Children create a jazz motif using a swung rhythm</p>	<p><b>Developing Singing Technique (Theme: The Vikings ?</b></p> <p>The children develop their singing technique.</p> <p>Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>	<p><b>Mountains</b></p> <p>Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture</p>
<b>ICT</b>	<p>Online safety</p> <p>Data handling</p>	Digital Literacy	Scratch	Networks	Emailing

<p><b>Art/DT</b></p>	<p><b>Self portraits in the style of Picasso.</b></p> <p>Indian Art.</p> <p>Formal Elements of Art</p>	<p><b>Rainforests - Art/DT lessons textiles and Henri Rousseau</b></p>	<p><b>Craft and design - Ancient Egyptian Scrolls</b></p> <p><b>Ancient Egypt Art/DT lessons</b></p>	<p><b>Viking Art (adapted)</b></p>	<p><b>Craft (tie-dyeing &amp; weaving) weaving based on water</b></p> <p>water art</p> <p>Art medium term plan mountains and rivers</p> <p>Mountain Views - sketching, collage, printing</p>
<p><b>French</b></p>	<p>Introduce yourself, numbers 0-20, months, days of the week, seasons and feelings. Discover or rediscover characters of the book: Their school, daily activities and physical description. Learn how to tell the time, countries and nationalities.</p>	<p>My age, birthdays and family tree. Learn how to say your address, describe the season that corresponds to my birthday and a painting. Numbers from 0-69. Learn a poem "Monsieur Automne", read</p>	<p>Places in town, some shops, follow and indicate itinerary. Learn the vocabulary of jobs and road signs, use euros.</p>	<p>Name animals of the zoo, idioms with the verb to avoir/être, describe a turtle, farm animals.</p>	<p>Name some extracurricular activities and instruments. Talk about your week-end, sports and other daily activities. Take part in a play. Talk about what you can do at the beach. Describe what is in your suitcase., write a postcard, name the main monuments of Paris, describe a marine landscape.</p>
<p><b>PE</b></p>	<p>Develop an understanding of the warm up process and explain it's importance.</p> <p>To develop the ability to throw an object.</p> <p>Dodgeball ( different versions:( throwing into a net to rescue teammate, nurse and doctor)</p> <ul style="list-style-type: none"> <li>· throw an object.</li> <li>· throw an object at a target.</li> <li>· throw an object into a target.</li> </ul> <ul style="list-style-type: none"> <li>· identify the importance of a warm up.</li> <li>· direct a simple warm up routine.</li> </ul>	<p>Develop the ability to control a ball in a range of ways.</p> <p>Catching and bouncing skills in a small sided game.</p> <p>Dodgeball, Basketball: dribbling, obstacle race, passing to a teammate</p> <ul style="list-style-type: none"> <li>· travel confidently in a range of ways.</li> <li>· control and bounce a large ball.</li> <li>· control an object when it is coming towards me.</li> <li>· communicate with teammates</li> <li>· control a ball and move it around my body.</li> </ul>	<p>Use kicking skills in a small sided game.</p> <p>Football: passing, control of ball</p> <ul style="list-style-type: none"> <li>· travel confidently in a range of ways.</li> <li>· control a ball with my feet while moving.</li> <li>· kick a ball towards a target with my feet.</li> <li>· control a ball moving towards me using my feet.</li> <li>· communicate with teammates.</li> </ul>	<p>Use a combination of ball control skills in a competition.</p> <p>Dodgeball: throwing at a moving object, catching a moving object</p> <p>Football: passing and moving into space, kicking at a target</p> <p>Basketball: catching and passing to a specific target, dribbling around an opponent</p> <ul style="list-style-type: none"> <li>· I can travel confidently in a range of ways.</li> <li>· I can throw and kick an object at a target.</li> <li>· I can throw and kick an object into a target.</li> </ul>	<p>Use a combination of ball control skills in a competition.</p> <p>Football: dribbling, shooting, defending, beating an opponent, small sided competition</p> <p>Basketball: dribbling, passing, shooting and lay ups</p> <p>can pass and control a ball coming to me</p> <p>can defend and attack in a friendly game</p> <ul style="list-style-type: none"> <li>· can communicate with teammates.</li> <li>· can demonstrate sportsmanship.</li> </ul>

	<ul style="list-style-type: none"><li>· explain the benefits of a well designed warm up.</li></ul>	<ul style="list-style-type: none"><li>· move a ball in a range of ways</li></ul>		<ul style="list-style-type: none"><li>· I can control an object when it is coming towards me with my hands and feet.</li><li>· I can communicate with teammates.</li><li>· I can demonstrate sportsmanship.</li></ul>	
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