



Year 3 Curriculum Overview

	Autumn 1 Topic: Values in Action	Autumn 2 Topic: Stone Age to the Iron Age	Spring 1 Topic: The Romans	Spring 2 Topic: Natural Disasters	Summer 1 Topic: Exploring Europe	Summer 2 Topic: Anglo Saxons and the Scots
Enrichment	London transport museum -1.10.24/ 8.10.24	Stone Age workshop – 15.11.24	Rock climbing – 30.1.24/31.1.24 Roman Day	Volcano VR Workshop – 11.3.25	Kenton Hindu temple	Canons park visit Visit to St Albans Verulamium
English	<p>Focus text: A range of texts and short stories linked to the school values</p> <p>Children read and then retell the story – Dogger – Assessed piece</p>	<p>Focus text: Stone Age Boy by Satoshi Kitamura</p> <p>Children to read the story the Stone Age and write a setting description using a scene from the book – Assessed piece</p> <p>Cross curricular links: History</p> <p>Theme(s): inclusion, compassion, kindness, friendship</p> <p>Writing Genres: Character/ setting Comparative writing</p>	<p>Focus text: Escape from Pompeii by Christina Balit</p> <p>Children will interlink their work from History and English to write a Non-chronological report about the Romans - Assessed piece</p> <p>Cross curricular links: History & Art</p> <p>Theme(s): Overcoming challenges, determination, resilience, self-belief</p>	<p>Focus text: Harper and the Scarlett Umbrella by Carrie Burnell</p> <p>Children to read the first few chapters of the story Mr Majekia and will then write their own short fantasy story - Assessed piece</p> <p>Cross curricular links: PSHE</p> <p>Theme(s): inclusion, compassion, kindness, friendship</p>	<p>Focus text: Poetree by Shauna Reynolds LaVoy</p> <p>Extended writes: Children to read the story Poetree and retell the story in their own words - Assessed piece</p> <p>Cross curricular links: Science & Art</p> <p>Theme(s): friendship, nature, power of words</p> <p>Writing Genres: Haiku poems Nature poems Retelling a story</p>	<p>Focus text: Song of the River by Gil I Lewis</p> <p>Extended writes: Children to write a diary entry from the perspective of the main character - Assessed piece</p> <p>Cross curricular links: Geography, & Science</p> <p>Theme(s): Rescue, danger, bravery</p> <p>Writing Genres: (Fiction writing focus) Character description Persuasive Letter Diary entry</p>

		Diary entry	Writing Genres: Non-chronological reports Comparative writing	Writing Genres: Setting description Beginning of a fantasy a narrative Weather poetry		
Reading Focus	Focus text: Bug club reading texts (colour book bands) Whole class, one-to-one & paired reading activities. Move into introducing reciprocal reading – weekly whole class teaching of skills.	Focus text: Stone Age Boy	Focus text: Escape from Pompeii by Christina Balit (extracts)	Focus text: Harper and the Scarlet Umbrella	Focus text: Poetree by Shauna Reynolds LaVoy (Focus on developing oracy skills)	Focus text: Song of the river by Gill Lewis
Maths	Addition and Subtraction: Using efficient methods for addition and subtraction Recognising that addition is commutative but subtraction is not. Place Value: Understanding place value of numbers to 1000. Using varied representations to show addition and subtraction of 3-digit numbers.	Place Value: Applying knowledge of number facts and place value to measure length, mass, volume and capacity. Time: Telling the time using a digital clock. Recognising that there are 60 minutes in an hour. Statistics: Creating and interpreting pictograms and bar charts.	Right Angles Addition: Securing mental calculation methods for addition. Time: Calculating how many minutes to the next hour using number bonds to 60 and addition and subtraction. How many days in a year and in each month? Leap years.	Column Addition 2, 4, and 8 times tables Column Subtraction Time: Introducing time duration. What will the time be in 1 hour, 3 hours, 10 minutes, 20 minutes etc. (Not crossing the hour).	Fractions: Unit fractions Comparing and ordering fractions. Identifying the part and the whole. Division: Calculating fractions of quantities using knowledge of division facts. Time: Time duration, crossing the hour. Using number lines to record mental calculations. Efficient methods to partition 60.	Fractions: Non-unit fractions. Representing fractions using bar models and number lines. Adding and subtracting fractions. Solving problems related to fractions. Shape: Identifying the properties of 2D and 3D shapes including parallel and perpendicular sides. Time: Telling the time on an analogue clock.

<p>Science</p>	<p>Topic: Animals including humans</p> <p>Key Learning Objectives:</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working Scientifically Focus:</p> <p>Researching</p> <p>To 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.</p>	<p>Topic: Forces including magnets</p> <p>Key Learning Objectives:</p> <p>To compare how things, move on different surfaces</p> <p>To notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>To observe how magnets, attract or repel each other and attract some materials and not others</p> <p>To 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</p> <p>To describe magnets as having two poles</p> <p>To predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Topic: Diet & Nutrition: (2 weeks)</p> <p>Key Learning Objectives: To 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</p> <p>Experiment:</p> <p>Looking at the fat content of different foods</p> <p>Working Scientifically Focus:</p> <p>Observations over time</p> <p>Topic: Plants (part 1)</p> <p>Key Learning Objectives:</p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To 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</p>	<p>Topic: Rocks and Soils</p> <p>Key Learning Objectives:</p> <p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>To recognise that soils are made from rocks and organic matter.</p> <p>Experiment:</p> <p>Starburst experiment – showing the way different rocks form and look when they are exposed to different things</p> <p>Working Scientifically Focus:</p> <p>Comparative/fair testing</p>	<p>Topic: Plants (part 2)</p> <p>Key Learning Objectives:</p> <p>To investigate the way in which water is transported within plants</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Experiment:</p> <p>Make your own paper seed and investigate wind dispersal by testing different versions to find the best flier.</p> <p>Working Scientifically Focus:</p> <p>Observations over time</p> <p>Diet & Nutrition: To 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</p>	<p>Topic: Light</p> <p>Key Learning Objectives:</p> <p>To recognise that they need light in order to see things and that dark is the absence of light</p> <p>To notice that light is reflected from surfaces</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>To find patterns in the way that the size of shadows change.</p> <p>Experiment:</p> <p>How does distance from a light source affect the size and shape of the shadow?</p> <p>Working Scientifically Focus:</p> <p>Comparative/fair testing Pattern Seeking</p>
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Computing	<p>Online Safety Children create a class charter linked to appropriate behaviour and contact online. They will learn to understand what is a good digital friend, how their activities online create a digital footprint, as well as how to promote appropriate online behaviour when playing games and interacting with others.</p>	<p>We are Presenters In this unit the children will gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. They will learn to edit their video, including adding narration and editing clips by setting in/out points. They will understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</p>	<p>We are Programmers (Coding) In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation using a series of scripted instructions (program) for graphic objects.</p>	<p>We are Bug Fixers (Coding) During this topic, the children will work with example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. They will practise solving problems through logical thinking.</p>	<p>We are Who We Are Pupils create a set of presentations for different audiences and discuss issues of online trust and privacy. They will learn to create a number of structured presentations, create a narrated presentation and consider issues of trust and privacy when sharing information.</p>	<p>We are Opinion Pollsters In this unit, the children create their own opinion poll, seek responses, and then analyse the results. The children will learn to understand some elements of survey design understand some ethical and legal aspects of online data collection</p>
Geography / History	<p>United Kingdom Atlas/Map Skills</p> <p>Focus: children will briefly revisit looking at the UK including the four countries and the seas surrounding.</p> <p>They will name and</p>	<p>From the Stone Age to the Iron Age</p> <p>Key Question: How did Britain change from the Stone Age to the Iron Age?</p> <p>Focus: The children will learn about how Britain</p>	<p>The Romans</p> <p>Key Question: What was the Roman Empire and how did it impact Britain?</p> <p>Focus: Caesar's attempted invasion, the Roman Empire by AD 42</p>	<p>Volcanoes & Earthquake</p> <p>Focus: children will learn about different volcanoes around the world. They will understand how volcanoes and tectonic</p>	<p>Europe (including the location of Russia)</p> <p>Focus: children will use interactive maps to locate countries in Europe, including capital cities, rivers and mountains. They will compare and contrast a</p>	<p>Anglo Saxons & Scots</p> <p>Key Question: Were the Anglo Saxons invaders or settlers?</p> <p>Focus: The Romans withdrawal from Britain and the Anglo-Saxons and Scots invasions,</p>

	<p>locate the counties around London and the major UK cities. They will identify geographical regions such as nature reserves and the human and physical features. They will explore the UK's key topographical features including hills, mountains, coasts and rivers as well as land use patterns.</p> <p>They will explore the UK's natural resources including how and where we get energy e.g. wind turbines, coal, petroleum - Want to include but ran out of time.</p>	<p>changed from the Stone Age to the Iron Age, looking carefully at the eras and the chronology of events. They will look at the religion of the time, tribal kingdoms, farming, art and culture.</p>	<p>and the power of its army, successful invasion by Claudius, British resistance (e.g. Boudicca) and Romanisation of Britain incl. culture, impact of technology, beliefs incl. early Christianity</p>	<p>plates affect earthquakes.</p>	<p>European country with the U.K focusing on topographical features e.g. Italy (linked to Roman topic). They will use persuasive techniques to convince someone to holiday in the Mediterranean.</p>	<p>settlements and kingdoms. Explore Anglo-Saxon art and culture. The children will also look at crime and punishment from the time and how it compares to now.</p>
R.E.	<p><u>Sanatana Dharma – The Hindu Religion</u> Key Question: <i>What are Hindu values?</i></p> <p>Do I learn similar values in my religion? How are Hindu values similar to the Whitchurch values?</p> <p>WALT explore Hindu stories and examine how these are used as guidance for how to live a good life.</p>	<p><u>Christianity</u> Key Question: <i>Has Christmas lost its true meaning?</i></p> <p>- How do I celebrate Christmas? - Is religion the most important influence and inspiration in everyone's life?</p> <p>WALT investigate how people celebrate Christmas and explore</p>	<p><u>Christianity</u> Key Question: <i>Is it important to believe in miracles?</i></p> <p>Are there stories of miracles in all religions? How would I feel if I witnessed a miracle?</p> <p>WALT know some of the miracles Jesus performed and how people reacted to him in biblical times.</p>	<p><u>Christianity</u> Key Question: <i>What were the key events of Easter week?</i></p> <p>How might it have felt to see Jesus arriving in Jerusalem on Palm Sunday? Who do I admire that I would line the streets and cheer for him/her?</p> <p>WALT recall key events in the Easter story and to understand that the crucifix symbolises</p>	<p><u>Sanatana Dharma – The Hindu Religion</u> Key Question: <i>What are the daily and annual events in the Hindu calendar?</i></p> <p>How are prayer rituals similar to and different from other religions?</p> <p>What do the festivals commemorate and how is this similar to other religions?</p>	<p><u>Comparison Topic</u> Key Question: <i>How does a pilgrimage influence your connection to God?</i></p> <p>When do I feel connected to God?</p> <p>We will learn about Hindu, Christian and Muslim pilgrimages and how this might help people to feel closer to God.</p>

		the religious and secular elements.		Jesus' sacrifice and love for all Christians.	We will learn about daily prayer, festivals, temples, famous leaders and sources of inspiration.	
Art / DT	<p>Design and Technology</p> <p>Cooking and Nutrition:</p> <p>Eating seasonably</p> <p>Explain that fruits and vegetables grow in different countries based on their climates. Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.</p> <p>Know that eating seasonal fruit and vegetables has a positive effect on the environment.</p> <p>Design their own tart recipe using seasonal ingredients.</p> <p>Understand the basic rules of food hygiene and safety.</p> <p>Follow the instructions within a recipe.</p>	<p>Art</p> <p>Painting and mixed media: Prehistoric paintings</p> <p>Recognise the processes involved in creating prehistoric art.</p> <p>Explain approximately how many years ago prehistoric art was produced.</p> <p>Use simple shapes to build initial sketches.</p> <p>Create a large scale copy of a small sketch.</p> <p>Use charcoal to recreate the style of cave artists.</p> <p>Demonstrate good understanding of colour mixing with natural pigments.</p> <p>Discuss the differences between prehistoric and modern paint.</p> <p>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</p> <p>Successfully make positive and negative handprints in a range of colours.</p>	<p>Art</p> <p>Roman busts- Planning, designing and sculpting roman busts from clay</p>	<p>Art</p> <p>Growing Artists:</p> <p>Observational drawings of plants focusing on detail and proportion</p> <p>Exploring shading techniques to create tone and depth</p> <p>Texture rubbings to create nature-inspired artwork in the style of Max Ernst and botanical artist Maud Purdy.</p> <p>Botanical drawings exploring scale and composition.</p>	<p>Design and Technology</p> <p>Structures: Famous structures around Europe</p> <p>Draw and label a simple building that includes the most common features.</p> <p>Recognise that a building (or bridge) is made up of multiple 3D shapes.</p> <p>Design a landmark with key features which satisfy a given purpose.</p> <p>Score or cut along lines on the net of a 2D shape.</p> <p>Use glue to securely assemble geometric shapes.</p> <p>Utilise skills to build a complex structure from simple geometric shapes.</p> <p>Evaluate their work by answering simple questions.</p>	<p>Design and Technology:</p> <p>Textiles: Cushions</p> <p>Use a cross-stitch to join two pieces of fabric together.</p> <p>Design and cut the template for a cushion.</p> <p>Use cross-stitch and appliqué to decorate a cushion face.</p> <p>Make a cushion that includes appliqué and cross-stitch.</p>

		Apply their knowledge of colour mixing to make natural colours.				
Music	<p>Rhythmic Patterns</p> <p>Reading rhythmic notation (semibreve, minim, crotchet, paired quavers).</p> <p>Combining rhythmic and melodic ostinati.</p> <p>Composing rhythmic ostinati based on spoken phrases.</p> <p>Notating own rhythmic patterns.</p> <p>Improving ensemble skills.</p>	<p>Christmas Carols</p> <p>Singing with pitch accuracy and expression.</p> <p>Following dynamic indications.</p> <p>Responding to visual directions.</p> <p>Performing in time with the music.</p> <p>Singing from memory.</p>	<p>Descriptive Music</p> <p>Identifying the expressive use of tempo, instruments, dynamics, rhythm.</p> <p>Singing with expression and changing dynamics.</p> <p>Composing music to represent sequences of movements.</p> <p>Composing melodic and rhythmic patterns using note values and letter names.</p> <p>Playing melodies and rhythms.</p> <p>Reading rhythmic notation.</p>	<p>Pentatonic Scales</p> <p>Singing with pitch and rhythmic accuracy in harmony.</p> <p>Identifying a pentatonic melody by ear.</p> <p>Reading music notation (semibreves, minims, crotchets/rests, paired quavers, E-F').</p> <p>Combining melody, beat, rhythmic ostinato and drone.</p> <p>Improvising pentatonic melodies.</p> <p>Improving ensemble and instrumental skills.</p>	<p>Recorder Skills</p> <p>Reading music notation (B, A, G, C/minims, crotchets/rests, paired quavers).</p> <p>Developing recorder playing technique.</p> <p>Improving ensemble skills.</p> <p>Playing in time with the backing tracks.</p> <p>Following leader's visual cues.</p> <p>Following dynamics.</p> <p>Copying simple melodic patterns.</p> <p>Improvising melodies with up to four notes.</p>	
Indoor P.E.	<p>Gymnastics</p> <p>Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in</p>	<p>OAA</p> <p>OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn</p>	<p>Dance</p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison,</p>	<p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning</p>	<p>Handball</p> <p>Pupils to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-</p>	<p>Dodgeball</p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball</p>

	<p>combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p>what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.</p>	<p>formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>	<p>even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p>	<p>whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>
<p>Outdoor P.E.</p>	<p>Fundamentals Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will</p>	<p>Ball Skills Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<p>Football Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as</p>	<p>Athletics Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p>Tennis Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>

	be given the opportunity to work on their own and with others, taking turns and sharing ideas.			<p>footwork, held ball, contact and obstruction.</p> <p>Tennis Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>		
PSHE	<p>Being me in my World</p> <p>In this unit the children will spend time discussing and identifying positive things about themselves and their personal achievements. They will use this to set personal, attainable goals for themselves and will learn to face new challenges positively and make responsible choices, understanding when and how to ask for help when needed. Setting personal goals</p>	<p>Celebrating Difference</p> <p>In this topic, the children will look closely at their friends and families, discussing their relationships and how each member is important to them. The children will also learn that many families have differences and conflict and will learn strategies to deal with these. The children will move onto looking at conflicts in school and dealing with negative behaviour, focusing on helping and supporting others and</p>	<p>Dreams and Goals</p> <p>In this unit the children think about both themselves and the people in their lives and how they have faced and over difficult challenges and achieved success. They will take a more in depth look at their own future aspirations, identifying dreams and ambitions that are important to them. They will learn to set attainable goals for themselves by breaking their goals down into a number of steps that</p>	<p>Healthy me</p> <p>This topic focuses on the importance of staying fit and healthy, looking at how exercise is important and how it affects our bodies. The children will develop their knowledge of different medicines and understand that like medicines, some household substances can be harmful is not used properly.</p>	<p>Relationships</p> <p>In this unit, the children revisit the roles and responsibilities each member of their family plays and reflect on the expectations for both males and females. They move onto looking at identifying and putting into practice some of the skills of friendship, including how to negotiate in conflict situations. Finally, the children will move onto focusing on one of our school's key drivers, being a global citizen</p>	<p>Changing me</p> <p>In this unit the children learn to understand that in animals and humans, lots of changes occur between conception and growing up. The children will develop their understanding of how babies grow and develop and what a baby needs to live and grow healthily. They will learn to identify how boys' and girls' bodies change both on the inside and the outside during the growing up process and explain how</p>

	<p>The children will go on to looking at why rules are important in our school and how they relate to their rights and responsibilities' and will use this to create their own class charter.</p>	<p>problem solving a bullying situation.</p>	<p>will lead to success. They will recognise that there may be obstacles which might hinder their achievements but will find ways to overcome these. Difficult challenges and achieving success.</p>		<p>and will work to explain how some actions and work of people around the world help and influence their lives.</p>	<p>these changes are necessary so that their bodies can make babies when they grow up.</p>
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