

### Year 3 - Long Term curriculum overview

Y3 Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Tell Me a Dragon Poem <b>Descriptive Poem</b> My Dragon is. My Dragon has...</p> <p><b>Non Chronological Report</b></p> <p>The Dragon Machine <b>Descriptive Narrative</b> George finding dragons in the library. Prepositions and adverbs.</p>	<p>The Stone age Boy</p> <p><b>Letter Writing</b> (Chronological letter of events home)</p>	<p>Lila and The Secret of the Rain</p> <p><b>Dialogue</b> Lila conversation with the Sky</p> <p><b>Narrative</b> Description and Action writing going up and down the mountain</p>	<p>Willow Wilding</p> <p><b>Dialogue</b> Building in feelings</p>	<p>Georges Marvelous Medicine</p> <p><b>Character descriptions</b> Grandma</p> <p><b>Dialogue</b> Conversation between George and Grandma</p> <p><b>-Instructions</b> Making medicine</p>	<p>Greta and the Giants</p> <p><b>Narratives</b></p>
<b>Maths</b>	<p><b>-Place Value</b> (numbers to 100, numbers to 1000, 1, 10, 100 more/less, count in 50s)</p> <p><b>-Addition and Subtraction</b> (Number bonds within 10, add/subtract 1s, 10s, 100s across 10 and 100)</p>	<p><b>-Addition and Subtraction</b> (Add/Subtract numbers with and without exchanges and across 10 and 100), add/subtract 2 and 3 digit numbers, complements to 100, inverse operations)</p> <p><b>-Multiplication and Division</b> (Equal groups/arrays, multiply/divide by 2,3,4,5, 8 and 10)</p>	<p><b>-Multiplication and Division</b> (Reasoning about multiplication, multiply 2 digit by 1 digit numbers with and without exchanges, divide 2 digit by 1 digit numbers with and without remainders)</p> <p><b>-Length and Perimeter</b> (measure in mm, cm and m, equivalent lengths, compare lengths, add/subtract lengths, measure and calculate perimeter)</p>	<p><b>-Fractions A</b> (understand denominators and numerators, order unit and non-unit fractions, fractions on a number line, equivalent fractions on a number line and on bar models).</p> <p><b>-Mass and Capacity</b> (Read scales, measure mass in g and kg, equivalent mass in m and kg, compare mass, add/subtract mass, measure mass/capacity in ml and l, equivalent volumes in ml and l, add/subtract volume and capacity)</p>	<p><b>-Fractions B</b> (Add/Subtract fractions, unit and non-unit fractions of sets of objects, reasoning with fractions)</p> <p><b>-Money</b> (Pounds and pence, Add/Subtract money, Find change)</p> <p><b>-Time</b> (Roman numerals, tell time to nearest 5 minutes/one minute, read time on digital clocks, know am/pm, understand seconds, minutes, hours, days, months and years, solve time problems)</p>	<p><b>-Shape</b> (Turns, angles, right angles, compare angles, measure and draw, horizontal and vertical, parallel and perpendicular lines, recognise and describe 2-D/3-D shapes, draw polygons)</p> <p><b>-Statistics</b> (interpret/draw pictograms, interpret/draw bar charts, collect/represent data. Two way tables)</p> <p><b>-Consolidation</b></p>

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<b>Science</b>	<b>Food and our bodies</b> (balanced diets, how bones and muscles help movement, animal diets and skeletons,	<b>Earth Rocks</b> (different types, how they are formed (sedimentary, igneous and metamorphic), how fossils are formed, compare/group/describe rocks,)	<b>Light and Shadows</b> (how light allows us to see, how shadows are formed, how mirrors reflect light/images)	<b>Magnets</b> (What forces are, how magnets attract/repel, magnetic and non-magnetic objects)	<b>Green Plants</b> (names and functions of parts of plants/flowers, what plants need to grow healthily, how plants reproduce)	
<b>Art and Design</b>		<b>Texture and Pattern</b> (explore textures and patterns in nature, Print onto a grid, make vibrant linear designs, create art inspired by Piet Mondrian, create art using printed tiles)		<b>Form and Sculpture 1</b> (design and evaluate a bowl, make a paper Mache bowl, create 3D sculpture shapes, describe 3D objects in terms of visual elements e.g. line, shape, space, colour, form)		<b>Form and Sculpture 2</b> (design and evaluate a product, use collage to create a 3D effect, create simple forms with wire and cover with tissue paper)
<b>DT</b>	<b>Structure - Castles</b>		<b>Cooking – Eating seasonally</b>		<b>Electric system - Electric Poster</b>	
<b>Music</b>	<b>Unit 1 - Pulse</b>	<b>Unit 2 - Voice</b>	<b>Unit 3 - Rhythm</b>	<b>Unit 4 - Pitch</b>	<b>Unit 5 – Technology, structure and form</b>	<b>Unit 6 – 20<sup>th</sup> Century Music</b>
<b>Computing</b>	<b>We are programmers</b> (Learn about algorithms, create simple programmes, debug programmes)	<b>We are bug fixers</b> (What bugs are, different types of bugs, how to find and fix bugs)	<b>We are who we are (presentations)</b> (Collect/present information visually, add narration, create a PowerPoint presentation about themselves)	<b>We are presenters</b> (locate/search information on the internet, create presentation with background images, orally present their presentation)	<b>We are Co-authors (Wikis)</b> (Use Wikipedia to find information, edit Wikipedia, create their own Wiki and edit them)	<b>We are opinion pollsters</b> (Analysing and collecting data) (Plan and undertake an online survey, collect/analyse data, present findings to an audience)

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<p><b>RE</b></p>	<p><b><u>What do light and dark represent?</u></b></p>	<p><b><u>What are the deeper meanings of our celebrations?</u></b></p>	<p><b>Could Jesus heal people?</b> (Listen to Bible stories involving miracles, Explore whether they were really miracles or whether they had some other explanations, Think about what miracles the children would like to happen to make the world a better place)</p>	<p><b>What is good about Good Friday?</b> (Recall key events in the Easter story, Understand why Jesus' crucifixion symbolises hope for Christians, Understand that Christians believe that Jesus died on the cross to save others)</p>	<p><b>Do Sikhs think it is important to share?</b> (Understand the meaning of sharing and explore examples, Understand the role that 'langar' plays in the Sikh faith, Learn about the Guru Granth Sahib and its importance in the Sikh religion)</p>	<p><b>What is the best way for a Sikh to show commitment to God?</b> (Explore the meaning of the word 'commitment', Explore the different ways that Sikhs show their commitment to God (sharing with others, following the rules in the GGS, undertaking 'seva' (service to others etc), Explore what we are committed to in our everyday lives and how we can show more commitment to those things)</p>
<p><b>PSHE</b></p>	<p><b>Beginning and Belonging</b> (Establish class rules, Identify emotions experienced in new situations, Identify groups they belong to, Know how to access support in new situations or if they are feeling left out)</p>	<p><b>Anti-Bullying</b> (Understand what bullying is, Give examples of different types of bullying, Reasons why it happens, Learn strategies to deal with bullying)</p>	<p><b>Financial Capability</b> (Know that we receive money through a variety of means, including paid work, Know ways to keep money safe, including saving it, Understand that we make choices about how we spend money, Be able to manage money effectively in real life situations)</p>	<p><b>Sex and Relationship Education</b> (Use scientific terms to describe body parts, Describe familiar hygiene routines, Explain how common illnesses are spread and how to prevent this, Be able to anticipate new responsibilities for their personal hygiene)</p>	<p><b>Managing Risk</b> (To identify risk Strategies in risky situations, How to receive and give help in risky situations, Take calculated risks and manage risky situations)</p>	<p><b>Healthy Lifestyles</b> (Talk about some of the physical and mental benefits of exercise, Know that eating healthy, being active and getting enough sleep contribute to a healthy lifestyle, Understand why our bodies need foods from each of the food groups, Lead active and healthy lifestyles)</p>

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<p><b>PE</b></p>	<p><b>Ball Handling Skills</b> (Stop/catch/ strike a ball with control and accuracy, Pass a ball to someone else and receive a ball when moving ,Take part in conditioned games with opponents , Improve skill of travel, receiving, aiming, chasing, dribbling avoiding, dodging attacking, defending, moving in and out of space)</p>	<p><b>Gymnastics</b> (Perform various rolls, balance on body parts, develop flexibility, strength, technique, control and balance, create sequences of gymnastic movements both individually and with a partner)</p>	<p><b>Dance</b> (Listen and respond to music, generate movements inspired by music, sequence movements and perform dances using a range of movement patterns)</p>	<p><b>Striking/Fielding Games</b> (Stop/catch/ strike a ball with control and accuracy, Pass a ball to someone else and receive a ball when moving, Take part in conditioned games with opponents, Experience small sided and modified competitive net, striking/fielding and invasion games; use simple tactics; apply simple rules and conventions)</p>	<p><b>Gymnastics</b> (Hand Apparatus) (Link actions involving hand apparatus into movement phrases, Show control and coordination of both body movement and the hand apparatus, Develop flexibility, strength, technique, control and balance, Perform gymnastics actions with hand apparatus showing changes in speed, level and direction)</p>	<p><b>Athletics</b> (Develop the stamina to keep jogging for 2 minutes, Participate in an athletic ‘triathlon’ (run/jump/throw), Run, jump and throw showing control and co-ordination, Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination, Improve skills of running, jumping and throwing.</p>
<p><b>History</b></p>	<p><b>Prehistoric Britain</b> (Three main periods of Pre-historic Britain (Stone, Bronze and Iron), Life in those periods, changes between Stone/Bronze/Iron ages)</p>		<p><b>Romans</b> (Spread of Roman Empire, Roman influences on Britain/Life in Roman Britain, How the Celts fought back)</p>		<p><b>Anglo-Saxons</b> (Where they came from and why, life in Anglo-Saxon Britain, significance of Sutton Hoo)</p>	
<p><b>Geography</b></p>		<p><b>Earthquakes and Volcanoes</b> (what they are and their effects, where they occur and are located, how they are measured and the impact on people’s lives)</p>		<p><b>Sustainable Living</b> (what sustainable living consists of, difference between renewable and non-renewable energy, importance of</p>		<p><b>Florida</b> (non-European location) (Where Florida is located, climate comparison with the U.K., wildlife, geographical features)</p>

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				sustainable living to the planet)		
<b>French</b>	<p><b>All About Me 1</b> (To learn that French is spoken in many countries, To learn about diversity within language, To respond to simple questions, To be able to talk about members of their family, To start to count in French, To say how old they are and ask others.</p>	<p><b>All About Me 2</b> (Repeat words modelled by teacher, show understanding with an action, Learn specific vocabulary, develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers, Copy simple vocabulary, Begin to recognise written vocabulary/ single words, Use indefinite articles in the singular with masculine and feminine nouns)</p>	<p><b>Games and Songs 1</b> (Identify specific words and sound; learn a French song, To know the effect of plurals on nouns, To use newly learnt vocabulary, Begin to know the numbers 11–20 in sequential order, Understand simple instructions, Recognise some familiar words when they see them written down, Use French for real purposes)</p>	<p><b>Games and Songs 2</b> (Understand and respond to a few familiar spoken Words, Recognise a familiar question and respond with a simple rehearsed Response, Write some single words from memory, with plausible spelling, Begin to recognise written phrases, Use the high-frequency verb forms (I have,it is, there is/are).</p>	<p><b>Activities and Celebrations 1</b> (Recognise and say some action verbs, Join in a song and recognise their own birthday month when they hear it, Take part in a birthday game and respond to words and sentences in written form, Read familiar words aloud, Copy-write accurately words and simple sentences, Understand a wider range of verbs, Recall and pronounce some newly learnt words, Understand the question Qu'est-ce que tu peux faire? Reply to the question using the structure je peux + infinitive verb</p>	<p><b>Activities and Celebrations 2</b> (Understand and respond to a few familiar spoken words and short phrases, Repeat and say familiar words and short simple phrases, using understandable pronunciation, Children can, with support, substitute one element in a simple phrase to vary the meaning, Begin to recognise written phrases, Can use the high-frequency verb forms (I have,it is, there is/are).</p>