



# YEAR 3 CURRICULUM OVERVIEW 2021/22

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b>	Funny Fiction: Pupils will read Roald Dahl's 'The Twits' and understand the characters and their relationships with each other. They will build on their knowledge of story writing from Pre-Prep and plan short stories of their own, retelling them orally in class and producing picture books for their peers as well as other written tasks. They will begin to use Alan Peat's sentence types to give writing some variety. Phonic knowledge will be reviewed, revised and secured. They will look at calligrams and acrostics to produce their own versions.	Playscripts: Pupils will look at and read examples of playscripts and use this knowledge to write and perform their own scripts. This will be transferred to story writing as dialogue. They will use 'Descriptosaurus' to focus on settings and personalities and then build this in to their own story writing focussing on punctuating direct speech. Spellings will be topic-based and basic punctuation and grammar secured.	Aesop's Fables: The children will learn about characterisation and settings within narrative writing and experiment with planning techniques for their own writing. They will discuss the morals within the stories and debate if they are still relevant today.	Buccaneers and Buried Gold: The children will read an abridged version of Stevenson's classic novel 'Treasure Island'. Written tasks will include a variety of genres, but all will write swashbuckling adventure stories!	Animals with attitude: The children will read 'The Diary of a Killer Cat', continue to develop their comprehensions skills and write extended, humorous pet diaries. The children will read and enjoy performance poetry, presenting in small groups. They will all be encouraged to learn an animal-themed poem and perform it to their class. This will be recorded and produced as a class anthology of animal poetry.	Show and Tell: Pupils will further develop their speaking and listening skills through presentations on a subject that is of interest them. The children will develop their note-taking and note-making skills with a view to present a talk in front of their peers. During the last few weeks of the summer term, the children will spend time in their outside learning classrooms, writing and enjoying summer poetry.
<b>Maths</b>	The pupils will build on the concrete and conceptual mathematical understandings they developed in Key Stage 1. They will have covered the national curriculum strands of mental and written addition and subtraction; mental and written multiplication and division.		Partition 3-digit numbers place them on a number line. Multiplying and dividing by 10 and 100. Expanded addition - 2 digits added to 3 digits numbers. Finding common fractions of amounts. Find unit and non-unit fractions using division. Tell the time to the nearest minute. Calculate time intervals.		Add and subtract multiples of 10 and near multiples. 3-digit compact addition. Subtraction of large numbers using counting on. Finding fractions of amounts, adding and subtracting fractions with the same denominator. Identify and sort 2-D and 3-D shapes. Count in equal steps. Partition to double halve and multiply.	
<b>Science</b>	Light Teeth and healthy eating		States of Matter Sound and magnetism		Plants, rocks and minerals	
<b>Humanities</b>	Has childhood changed over time? Where on Earth are we? Settlements in locality. Where does our stuff come from? Christmas and other celebrations; introduction to Sikhism		How do we know about the ancient Egyptians? Creation, Noah, Abraham, Joseph		From Caveman to Ironman How does water go round and round?	
<b>MFL (German)</b>	Introduction to Germany; greetings; colours; numbers 1-6; Nikolaus; Christmas.		Parts of the body; counting to 12; weather; Easter.		Numbers to 20; food and drink; sports.	
<b>Art</b>	Independence: exploring a range of media & techniques. Sketchbook covers: doodle art (artist context) Self-portraits: line drawing. Exploring texture through rubbings, clay and print. Matisse and colour - observational drawings of boots, colour collages and monoprints.		Colour and paint. Organisation and brush skills. Pattern - simple repeats and pattern forms. Artist contexts.		Observational drawing and painting and creative design – range of media and scales – working outside where possible - theme of flowers, leading to Pop Art flower prints. Aboriginal art - dot paintings and journey sticks from walks outside. Artist workshop (tbc)	
<b>DT</b>	The children will design and make a range of projects starting with some simple ceramics processes, cutting/drilling soft woods and basic electronics. The children will learn to follow procedures for safety in the workshop.		Pupils will use a range of resistant materials and the projects become slightly more complex. Pupils become more confident with measuring, marking out and cutting shapes whilst using appropriate tools for the task. They will be introduced to some basic computer-aided techniques to help with some of their projects.		The pupils will continue to build on the skills they have learnt through previous projects. Their knowledge will broaden as they apply similar principles to different materials. They will begin to independently choose the appropriate tool for the task.	
<b>Music</b>	Musicianship and music literacy To build on pupils' musical intuition, develop skills using the tools – solfa, rhythm syllables and Curwen hand-signs. Timbre. Exploring instrument families through study of Peter and the Wolf and selection of mmts in Carnival of the Animals. Vocal development and developing pitch awareness. Listening and appreciating diverse styles of music. Inspirational performances.		Musicianship and music literacy To build on pupils' musical intuition, develop skills using the tools – solfa, rhythm syllables and Curwen hand-signs. Creative composition exploring duration, patterns, texture, dynamics in sound. Creating lyrics through awareness of link between syllables and rhythm. Vocal development. Phrasing. To develop the experience of using the Thinking Voice. Listening and appreciating diverse styles of music Inspirational performances.		Musicianship and music literacy To build on pupils' musical intuition, develop skills using the tools – solfa, rhythm syllables and Curwen hand-signs. To use known songs to create accompaniments to, in preparation for a performance. To investigate how music can represent people and allow them to interact with each other. Vocal development. Performing and playing. Raising awareness of the Singing Voice sound qualities. Listening and appreciating diverse performances. Inspirational performances	
<b>Drama</b>	Activities designed to develop confidence and performance skills.		Rehearsing for a performance.		Activities designed to develop confidence and performance skills.	
<b>Computing</b>	Programming sequences in music using Scratch. Learning about computer systems and networks.		Desktop publishing Programming repetition in games using Scratch.		Creating media - animation Branching databases	
<b>PE</b>	Gymnastics. Swimming. - We have been relearning some basic skills and building on those with progressive practices in each of the four strokes.		Racket Sports. Swimming. Continuing with expecting a high standard of basic good practices such as push and glides with streamling every time the children start. This term sees our house galas.		Athletics. Swimming. With increased endurance and skills the children will be following a simple program as well as practice drills and whole stroke work. Water safety skills and knowledge will be revised as many increase their use of outdoor water activities.	
<b>Games</b>	Mixed football, mixed tag rugby, mixed hockey, mixed netball		Mixed tag rugby, mixed football, mixed netball, mixed netball		Mixed cricket and mixed rounders	
	Health and Wellbeing: What is meant by a healthy lifestyle		Relationships: How to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts		Living in the wider world: Respect for self and others and the importance of responsible behaviours and actions	

**PSHE**

How to maintain physical, mental and emotional health and wellbeing and how to manage risks to these

Ways of keeping physically and emotionally safe

How to make informed choices about health and wellbeing and to recognise sources to help with this

How to respond in an emergency.

How to recognise risky or negative relationships including all forms of bullying and abuse.

How to recognise and manage emotions in a range of relationships

How to respond to risky or negative relationships and ask for help.

How to respect equality and diversity in relationships.

Rights and responsibilities as members of families, other groups and ultimately citizens

Different groups and communities

To respect equality and to be a productive member of a diverse community

The importance of respecting and protecting the environment

Where money comes from, keeping it safe and the importance of managing it effectively.

A basic understanding of enterprise.