

### Year 3 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<p><b>Topic:</b> Drawing-Portraits</p> <p><b>Knowledge:</b> Know about some great artists</p> <p>Understand basic facial proportions</p> <p>Art vocabulary</p> <p><b>Skills:</b> Explore mark making using a range of medium (pencil, charcoal, pen)</p> <p>Explain what he/she likes and dislikes about their work.</p>	<p><b>Topic:</b> Sculpture-Egyptian artefacts</p> <p><b>Knowledge:</b> Egyptian culture</p> <p>Technical terms</p> <p><b>Skills:</b> Collect ideas and develop a plan (3D work)</p> <p>Roll and shape clay to recreate simple form</p>	<p><b>Topic:</b> Collage-Symbolism Trees</p> <p><b>Knowledge:</b> Warm and cold colours</p> <p>How colours affect mood and atmosphere</p> <p>Art vocabulary</p> <p><b>Skills:</b> Tear, cut and apply paper</p> <p>Overlap and layer</p>	<p><b>Topic:</b> Painting-Stone Age cave painting</p> <p><b>Knowledge:</b> know about cave art (techniques, style and materials used)</p> <p>Apply knowledge of warm/cool colours</p> <p><b>Skills:</b> Experiment with different materials to create a range of effects.</p> <p>Use watercolour paint</p> <p>Apply a colour wash</p>	<p><b>Topic:</b> Mixed media - Kandinsky link</p> <p><b>Knowledge:</b> Know about key artists and their work.</p> <p>Understand that some colours are contrasting and effect</p> <p>Understand how to simplify drawings and create abstract images.</p> <p><b>Skills:</b> Apply colour blocks/lines using ready mix paint</p> <p>Select colours for effect</p> <p>Create a simple composition</p>	
<b>Computing</b>	<u>Connecting Computers</u>	<u>Desktop Publishing</u>	<u>Branching Databases</u>	<u>Sequencing Sounds</u>	<u>Stop Frame Animation</u>	<u>Events and Actions in Programming</u>
<b>DT</b>	<p><b>Topic:</b> Packaging</p> <p><b>Knowledge:</b> Making packaging for Egyptian artefacts.</p> <p><b>Skills:</b> planning for a purpose, designing,</p>		<p><b>Topic:</b> Healthy eating</p> <p><b>Knowledge:</b> Designing and making sandwiches</p> <p><b>Skills:</b> Planning a healthy lunch, spreading, cutting, slicing, and grating.</p>		<p><b>Topic:</b> Photo Frames</p> <p><b>Knowledge:</b> Designing and making a product for a chosen user</p>	

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	measuring, cutting and joining.				<b>Skills:</b> measuring, sawing, sanding and joining, problem solving, evaluating.	
<b>English</b>	<p><b>Topic:</b> Place value of Grammar</p> <p><b>Class Reader:</b> The Hodgehog</p>	<p><b>Topic:</b> Instructions- How to look after a animals</p> <p><b>Purpose:</b> To explain (instruct)</p> <p><b>Audience:</b> Year 2</p> <p><b>Register:</b> expert voice (formal)</p> <p><b>Topic:</b> Supertato (Picture book)</p> <p><b>Purpose:</b> To entertain (Understanding story plot)</p> <p><b>Audience:</b> Year 3 children (our class)</p> <p><b>Register:</b> Authorial style copying style of Sue Hendra</p> <p><b>Class Reader:</b> Flat Stanley by Jeff Brown</p>	<p><b>Topic:</b> The Pencil (Picture book)</p> <p><b>Purpose:</b> to entertain (Characterisation-good pencil vs bad rubber)</p> <p><b>Audience:</b> Year 3 (another class)</p> <p><b>Register:</b> Authorial styles</p> <p><b>Topic:</b> Recount: Stone Age Trip or workshop</p> <p><b>Purpose:</b> To recount</p> <p><b>Audience:</b> Yourself</p> <p><b>Register:</b> Informal</p> <p><b>Class Reader:</b> Wolves by Emily Gravett</p>	<p><b>Topic:</b> Brochure: Persuade you to come to Craneswater</p> <p><b>Purpose:</b> To persuade</p> <p><b>Audience:</b> Year 2</p> <p><b>Register:</b> Informal chatty</p> <p><b>Topic:</b> Journey</p> <p>Purpose to entertain (settings)</p> <p><b>Audience:</b> Year 2 (old school)</p> <p><b>Register:</b> Authorial styles</p> <p><b>Class Reader:</b> Twelfth Night by William Shakespeare</p>	<p><b>Topic:</b> Dragons Non-Chron Report</p> <p><b>Purpose:</b> to inform</p> <p><b>Audience:</b> Year 3</p> <p><b>Register:</b> Formal, scientific</p> <p><b>Topic:</b> Dragon / Egyptians Story</p> <p><b>Purpose:</b> To entertain (Speech + Settings and plot)</p> <p><b>Audience:</b> Year 3</p> <p><b>Register:</b> Authorial style</p> <p><b>Class Reader:</b> Cool by Michael Morpurgo</p>	<p><b>Topic:</b> How it works Explanation</p> <p><b>Purpose:</b> To explain</p> <p><b>Audience:</b> Year 3 Pupils</p> <p><b>Register:</b> Informal</p> <p><b>Topic:</b> Pirate Story</p> <p><b>Purpose:</b> To entertain (Speech + Characterisation and plot)</p> <p><b>Audience:</b> Year 3</p> <p><b>Register:</b> Authorial Style (Pirate voices)</p> <p><b>Class Reader:</b> Anna Hibiscus by Atinuke</p>

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<b>French</b>	<p>Phonics 1</p> <p><b>Knowledge:</b></p> <p>Learn key French sounds</p>	<p><b>Topic:</b></p> <p>I'm Learning French</p> <p><b>Knowledge:</b></p> <p>Learn key French sounds</p> <p>Learn key information about France</p> <p>Learn basic greetings</p> <p>Ist person verb (to be called)</p> <p>Numbers 1-10</p> <p>Learn some colours</p> <p><b>Skills:</b></p> <p>Ask and answer simple questions</p> <p>Read short phrases</p>	<p><b>Topic:</b></p> <p>Animals</p> <p><b>Knowledge:</b></p> <p>Names of animals</p> <p>Gender &amp; articles</p> <p>1<sup>st</sup> person (to be)</p> <p><b>Skills:</b></p> <p>Ask and answer simple questions</p> <p>Read short phrases</p>	<p><b>Topic:</b></p> <p>Musical Instruments</p> <p><b>Knowledge:</b></p> <p>Names of instruments</p> <p>Gender &amp; articles</p> <p>1<sup>st</sup> person (to play)</p> <p><b>Skills:</b></p> <p>Ask and answer simple questions</p> <p>Read short phrases</p> <p>Write short phrases</p>	<p><b>Topic:</b></p> <p>I am able to</p> <p><b>Knowledge:</b></p> <p>Common activities</p> <p>1<sup>st</sup> person (to be able)</p> <p><b>Skills:</b></p> <p>Ask and answer simple questions</p> <p>Create a short spoken passage</p> <p>Read short phrases</p> <p>Write short phrases</p>	<p><b>Topic:</b></p> <p>Ice Cream</p> <p><b>Knowledge:</b></p> <p>Negative</p> <p>Gender &amp; articles</p> <p>1<sup>st</sup> person (to like)</p> <p><b>Skills:</b></p> <p>Ask and answer simple questions</p> <p>Giving opinions</p> <p>Read short phrases</p> <p>Write short phrases</p>
<b>Geography</b>	<p><b>Topic:</b> - Getting to know our school</p> <p><b>Knowledge:</b> The local area - around school</p> <p>The layout of the school</p>				<p><b>Topic:</b> Location study of Southsea/Gunwharf/Countryside</p>	

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	<p>Introduction to how maps are used</p> <p><b>Skills:</b> Using the points of a compass</p> <p>Creating a map</p> <p>Sketching and adding symbols</p>		<p><b>Knowledge:</b> Comparing city life to countryside (a region in the UK - Southsea- local area)</p> <p>Learn about where we are in Portsmouth</p> <p>Other areas of our city</p> <p>Local beach &amp; urban areas</p> <p>Understand how physical features are impacted by the weather and other processes</p> <p>Looking at erosion and then linking to land use in Southsea (human geography)</p> <p><b>Skills:</b> Use 4-figure grid references for OS map (Portsmouth)</p> <p>Sketching maps and using their own symbols</p> <p>Fieldwork to make observations - Southsea walk and Gunwharf trip for aerial view of the city</p>
<p><b>History</b></p>	<p><b>Topic:</b> Egyptians</p> <p><b>Knowledge:</b> An understanding of where and when Ancient Egypt was</p> <p>When the civilisation and events took place</p> <p>Daily life, mummification and the afterlife</p> <p><b>Skills:</b> Chronology</p>	<p><b>Topic:</b> Stone Age to Iron Age</p> <p><b>Knowledge:</b> An understanding of when this period of history happened</p> <p>What life was like</p> <p>Hunter gathering and the change to farming</p> <p>Stone Age communities</p> <p>Stonehenge &amp; Maiden Castle</p>	

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	<p>Historical enquiry</p> <p><b>Trips/enrichment opportunities:</b> Egyptian museum</p>		<p><b>Skills:</b> Chronology</p> <p>Continuity and change</p> <p>Historical enquiry</p> <p>Interpretations of the past</p> <p><b>Trips/enrichment opportunities:</b> Stone Age day, Hooke Court</p>			
<p><b>Maths</b></p> <p>(Fluency, problem solving and reasoning included in all topics)</p>	<p><b>Topic: Number</b></p> <p>Place Value to 1000</p> <p>Compare numbers to 1000</p> <p>Read and write numbers in words</p> <p>Add and subtract formally with 3 digits including exchange</p> <p>Estimation of calculations</p> <p>Use of inverse to check answers</p>	<p><b>Topic: Number</b></p> <p>Add and subtract formally with 3 digits including exchange</p> <p>Estimation of calculations</p> <p>Use of inverse to check answers</p> <p>Mental arithmetic within add/ subtract</p> <p>Solve problems including missing number problems</p>	<p><b>Topic: Number</b></p> <p>Multiplication facts within 3,4,8 times tables</p> <p>Multiply and divide to TU by U with mental and written methods</p> <p>Solve mixed number problems involving 4 operations and missing number/ digit problems</p> <p><b>Topic: Money</b></p> <p>Add and subtract money amounts in context</p>	<p><b>Topic: Measure</b></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Measure the perimeter of simple 2D shapes</p> <p>Solve simple problems involving the above</p> <p><b>Topic: Number</b></p> <p>Fractions into tenths</p>	<p><b>Topic: Number</b></p> <p>Use diagrams for recognising equivalent fractions</p> <p>Compare and order unit fractions</p> <p>Add and subtract fractions with the same denominator</p> <p>Solve mixed number problems involving the above</p> <p><b>Topic: Geometry</b></p>	<p><b>Topic: Statistics</b></p> <p>Bar charts, pictograms and tables- solve problems within this context</p> <p><b>Topic: Measure</b></p> <p>Understand, use and compare measure within mass and capacity</p> <p>Problem solving including the above and within 4 operations</p> <p>Tell and write the time using 12 and 24-hour clock and Roman numerals</p>

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	<p>Mental arithmetic within add/ subtract</p> <p>Solve problems including missing number problems</p> <p>Mixed number problems involving 4 operations</p>	<p>Multiplication facts within 3,4,8 times tables</p> <p>Multiply and divide to TU by U with mental and written methods</p> <p>Count from 0 in 4, 8, 50, 100</p>	<p>Solve problems within money</p>	<p>Understand unit fractions with denominators</p> <p>Find simple fractions of amounts</p>	<p>Recognise and use term angle</p> <p>Identify right angles within a full turn</p> <p>Identify horizontal, vertical, perpendicular, parallel</p> <p>Draw 2D shapes and make 3D shapes using modelling materials</p> <p>Recognise 3D shapes in different orientations</p>	<p>Estimate and read the time to one minute</p> <p>Seconds in a minute, days in a month including a leap year</p> <p>Compare and record durations of time</p>
<b>Music</b>	<p><b>Topic:</b> Ballads</p> <p><b>Knowledge and skills:</b> understand features and traditions of different genres, use musical vocabulary to</p>	<p><b>Topic:</b> Developing singing technique</p> <p><b>Knowledge and skills:</b> ensemble singing, recognise simple notation, perform rhythms accurately and make suggestions</p>	<p><b>Topic:</b> Easter production (performance)</p> <p><b>Knowledge and skills:</b> ensemble singing with increasing confidence, understand the religious meanings behind the songs</p> <p><b>Cross curricular link:</b> RE</p>	<p><b>Topic:</b> Pentatonic melodies (composition)</p> <p><b>Knowledge and skills:</b> learn about the music used to celebrate the Chinese New Year, play a</p>	<p><b>Topic:</b> Traditional instruments and improvisation</p> <p><b>Knowledge and skills:</b> explore music from different genres, play the correct notes of the rag, improvise</p>	

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	<p>discuss timbre and dynamics, compose a piece of music in a given style.</p> <p><b>Cross curricular link:</b> English (story structures)</p>	<p>for improving performances.</p> <p><b>Theme:</b> The Vikings (History)</p>		<p>pentatonic melody, write and perform a group composition</p> <p><b>Theme:</b> Chinese New Year</p>	<p>along to a drone, read from musical notation.</p> <p><b>Theme:</b> India</p>	
<b>RE</b>	<p><b>Concept:</b> Belonging</p> <p><b>Knowledge:</b> Buddhism</p> <p>Sangha Day</p> <p>Beliefs, religious figures, festivals</p> <p><b>Big picture:</b> Different religions</p> <p>Learn Buddhism beliefs</p>	<p><b>Concept:</b> Special</p> <p><b>Knowledge:</b> Christianity/ Buddhism places of worship</p> <p>Religious practices, beliefs</p> <p><b>Big picture:</b> Different religions</p> <p>Learn Christian beliefs and compare with Buddhism</p>	<p><b>Concept:</b> Love</p> <p><b>Knowledge:</b> Christianity- crucifixion</p> <p>Religious figures, practices</p> <p><b>Big picture:</b> Different religions</p> <p>Quiz about Christianity to discuss what the children remember about the religion</p>	<p><b>Concept:</b> Festivals</p> <p><b>Knowledge:</b> Buddhism</p> <p>Wesak (Buddha Day)</p> <p>Religious practices, beliefs</p> <p><b>Big picture:</b> Different religions</p> <p>Quiz about Buddhism to discuss what the children remember about the religion</p>	<p><b>Concept:</b> Beliefs</p> <p><b>Knowledge:</b> Humanism</p> <p>Beliefs</p> <p><b>Big picture:</b> Different religions</p> <p>Compare differences between Buddhist, Christian and Humanist beliefs</p>	
<b>PE</b>	<p>Seated volleyball, bean bag curling and fitness circuits</p>	<p>Dance- Egyptians</p>	<p>Gymnastics- balance</p>	<p>Dodgeball/spikeball/ PE shed games</p>	<p>Tag rugby</p>	<p>Rounders</p>
	<p>Playground games, Daily Mile</p>	<p>Endball</p>	<p>handball</p>	<p>cricket</p>	<p>Sports Day/Athletics</p>	<p>Tennis</p>

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	intro and throwing and catching skills				
<b>PSHE</b>	<p><b>Topic:</b> Vision and values</p> <p><b>Knowledge:</b> Rules and Routines Health and safety Mental Health and wellbeing Growth Mindset</p> <p><b>Skills:</b> Active listening Setting goals Learning from experience Resilience</p> <p><b>Topic:</b> Being a good friend</p> <p><b>Knowledge:</b></p>	<p><b>Topic:</b> Anti-Bullying</p> <p><b>Knowledge:</b> Link to anti-bullying week Understanding what bullying is Developing strategies for dealing with bullying</p> <p><b>Skills:</b> Empathy Active listening Making decisions</p>	<p><b>Topic:</b> Building Relationships</p> <p><b>Knowledge:</b> Investigating our feelings Understanding the consequences of our actions Taking responsibility for our choices Understanding how to make other people feel positive and happy</p> <p><b>Skills:</b> Self-regulation Communication Empathy</p>	<p><b>Topic:</b> Different People in the UK</p> <p><b>Knowledge:</b> Understanding similarities and differences between groups of people Disability Race and ethnicity Different families Celebrating our differences Gender identity Visit from Able Ability</p> <p><b>Skills:</b> Empathy Recognise and learn from others' experiences Evaluating social norms</p>	



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	<p>Understanding what makes a good friend</p> <p>Understanding how to work co-operatively</p> <p><b>Skills:</b></p> <p>Communication</p> <p>Empathy</p> <p>Team work</p>				
<b>Science</b>	<p><b>Topic:</b> Animals including humans</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for</li> </ul>	<p><b>Topic:</b> Rocks</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Topic:</b> Plants</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Skills:</b> All working scientifically skills with a focus on <b>setting up tests, interpreting and communicating results, and evaluating</b></p>	<p><b>Topic:</b> Forces and Magnets</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of</li> </ul>	<p><b>Topic:</b> Light</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque</li> </ul>

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	<p>support, protection and movement</p> <p><b>Skills:</b> All working scientifically skills with a focus on <b>asking questions and making predictions</b></p>	<p><b>Skills:</b> All working scientifically skills with a focus on <b>asking questions and recording data</b></p>		<p>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> <li>• describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other</li> </ul> <p><b>Skills:</b> All working scientifically skills with a focus on <b>making predictions and observing and measuring</b></p>	<p>object</p> <ul style="list-style-type: none"> <li>• find patterns in the way that the size of shadows change</li> </ul> <p><b>Skills:</b> All working scientifically skills with a focus on <b>making predictions and observing and measuring</b></p>
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