



### Year 3 Curriculum Overview for Academic Year 2020-21

Subject	Autumn	Spring	Summer
<b>English:</b>	<p><b>Class texts:</b></p> <p>Stig of the Dump – Setting focus            What makes Stig/Barney a good friend? - Recount</p> <p>The Great Kapok Tree – Environmental story            Save the rainforests – Persuasive letter            Reading</p> <p><b>DERIC Questions</b> – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p><b>Class text:</b></p> <p>Elf Road – story structure            House to use a portal safely - Instructions            Kassim and the greedy dragon - Character            Information about dragons – Information text</p> <p>Reading</p> <p><b>DERIC Questions</b> – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p><b>Class text:</b></p> <p>The thing in the basement - Suspense            Should Chandlers Field have a basement? - Discussion</p> <p>Daft Jack and the beanstalk – Openings and endings            Why you need to keep belongings safe - Explanation            Reading</p> <p><b>DERIC Questions</b> – A range of decoding, explanation, reasoning, inference and choice questions.</p>
<b>Maths</b>	<p><b>Maths No Problem</b></p> <p>Numbers to 1000            Addition and subtraction methods            Revise 2,5 and 10 times tables            Multiplication facts 3, 4 and 8 times tables            Multiplication and division methods            Reasoning</p>	<p><b>Maths No Problem</b></p> <p>Measure to kilometres            Reading and using weighing scales            Measuring capacity in millilitres and litres            Money word problems using £ and pence            Time using analogue and digital clocks            Reasoning</p>	<p><b>Maths No Problem</b></p> <p>Picture and bar graphs            Fractions            Finding and comparing angles in shapes            Lines and shapes            Perimeter of figures            Reasoning            Consolidate 2,5,10,3,4,8 times tables</p>
<b>Science</b>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements, using a range of equipment</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>		

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	<ul style="list-style-type: none"> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		
	<p style="text-align: center;"><b>Light</b></p> <p>How light travels and investigate how shadows.</p> <p style="text-align: center;"><b>Animals, including humans</b></p> <p>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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p style="text-align: center;"><b>Rocks and Soils</b></p> <p>Identify and classify different types of rocks and understand how fossils are formed.</p> <p style="text-align: center;"><b>Forces and Magnets</b></p> <p>Investigate how magnets attract and repel and learn about gravity, friction and resistance.</p>	<p style="text-align: center;"><b>Plants</b></p> <p>Investigate what plants need in order to grow and name the parts of a plant and their function. Learn about the life cycle of a plant and how plants produce seeds.</p>
<b>Computing</b>	<p style="text-align: center;">Online Safety</p> <p>Safety on the internet and acceptable behaviours online.</p> <p style="text-align: center;">Research</p> <p>Develop skills from year 2 on how to research on a subject provided.</p>	<p style="text-align: center;">Online Safety</p> <p>Creating documents: Developing word processing skills</p> <p>Desktop publishing: Using computers to create drawings and posters</p> <p>Coding: Using SCRATCH to create an animated character and create programmes to control the character.</p>	<p style="text-align: center;">Online Safety</p> <p>Internet research: Understanding networks and the internet.</p> <p>Digital presentation: Use software to present information and develop presentation skills</p>
<b>History</b>	<p>What can we learn from early civilisations? Research using a range of sources inventions made by early civilisations that we still use today.</p>	<p>How did life change from the Stone Age to the Iron Age?</p> <p>Research using a range of sources on changes in Britain from the Stone Age to the Iron Age.</p>	<p>How was life different for the poor and rich of Tudor England?</p> <p>Research using a range of sources the difference in life for the rich and poor of Tudor England.</p>
<b>Geography</b>	<p>What is it like in the Amazon Rainforest? Identify physical and human features of rainforests.</p> <p>Explain weather conditions.</p> <p>Understand the impact of deforestation and different views.</p>	<p>Where on Earth are we?</p> <p>Research the countries, main cities, counties and rivers of the United Kingdom.</p>	<p>Why is climate important?</p> <p>Learn about the different biomes of the world, their features and where they are located.</p>
<b>Art and design</b>	Painting:	Collage:	Fabric Stitching:

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	<p>Understand and identify key aspects of colours.</p> <p>Artist study: Van Gogh</p> <p>Dry Media: Still life and shading</p> <p>Artist study: Anderson Debernadi</p>	<p>Create a collage using overlapping and layering</p> <p>Artist study: Robin Brooks</p> <p>Printing:</p> <p>Create printing blocks using relief or impressed techniques.</p> <p>Movement: Pop Art</p>	<p>Add detail to work using different types of stitch, including cross stitch.</p>
<b>Design and technology</b>	<p>Exploring and investigating movement:</p> <p>Understand how mechanical systems such as linkages and levers or pneumatic systems create movement.</p>	<p>Sculpture:</p> <p>Strengthen frames using diagonal struts.</p> <p>Architecture: Earthquake engineering</p>	<p>Food:</p> <p>Use a variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>Feel Good Week</p>
<b>Religious Education</b>	<p>Prayer and Worship:</p> <p>How do different faiths pray?</p> <p>Symbols and Artefacts:</p> <p>Why are symbols important to different faiths?</p>	<p>Celebrations:</p> <p>What are the religious milestones?</p> <p>Religious Attire:</p> <p>What do religious leaders wear in different faiths?</p>	<p>Food and Mutual Respect:</p> <p>Similarities and differences between festivals?</p> <p>Symbols or Images:</p> <p>Study and compare patterns in different faiths.</p>
<b>French</b>	<p>All about me, numbers and colours:</p> <p>Ask and answer simple questions.</p> <p>Repeat sentences heard and begin to use accurate pronunciation.</p>	<p>Weather and objects in school:</p> <p>Use simple adjectives to describe.</p> <p>Recognise familiar words in written form.</p>	<p>Animals and food:</p> <p>Write single words from memory.</p> <p>Record descriptive sentences from a word bank.</p>
<b>Music</b>	<p>Bringing us together:</p> <p>Learn to sing and use their voices to create and compose music.</p> <p>Glockenspiel:</p> <p>Learn a musical instrument to create and compose music.</p>	<p>Three Little Birds: To preform, listen, review and evaluate music.</p> <p>Let your Spirit Fly:</p> <p>To understand and explore how music is created using tempo and pitch.</p>	<p>The Dragon Song:</p> <p>To learn and sing and use their voices to sing with others.</p> <p>Reflect, Rewind and Replay:</p> <p>To compose music using their voices and instruments.</p>
<b>Physical Education</b>	<p>Rounders</p> <p>Gymnastics</p> <p>Football</p>	<p>Netball.</p> <p>Dance</p> <p>Hockey</p>	<p>Swimming</p> <p>Athletics</p> <p>Outdoor Adventure</p>
<b>PSHE</b>	<p>Being me in my world: think about what makes a good school and our aims for the year.</p> <p>Celebrating Differences: to understand</p>	<p>Dreams and Goals: developing team working skills to achieve a goal.</p> <p>Healthy Me: learn how to stay safe at home and in the local area.</p>	<p>Relationships: think about our families and the roles everyone has.</p> <p>Changing Me: learn how our bodies change from babies to adulthood and discuss moving</p>

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	friendship issues and how to deal with these using the restorative approach.		on to year 4.
<b>Educational Visits</b>	Visitor – How do different faiths Pray? Subject to confirmation. The Living Rainforest- subject to confirmation	Visit to St Peters Church- subject to confirmation Science forces workshop- subject to confirmation	Butser Farm- subject to confirmation Hampton Court Palace- subject to confirmation