

Year 3 Curriculum Overview 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mighty Metals	Scrumdiddlyumptious!	Tremors	Gods and Mortals	Tribal Tales	Flow
English book titles and genres	The Iron Man	Charlie and the Chocolate Factory	The Pebble in my Pocket (3 weeks) Escape from Pompeii (3 weeks)	Who let the Gods out	Stone Age Boy UG: Boy Genius of the Stone Age	The Boy at the back of the Class
Writing opportunities	Annotated drawings Recounts (diary entries) Persuasive letter List poetry Questions Newspaper report Adventure story	Character Description Conscience alley Debate Interviews Newspaper report Diary Entry Fact File Letter Writing Advert	Free verse poetry Blackout poems Story mapping Narrative writing Research and non-chron reports Free story writing Setting description Newspaper article	Letter writing Diary entry Predictions Character descriptions Balanced Arguments	Drawing and annotating Comparison Storytelling in role / enactment Letter writing Research and debate Diary entry Persuasive writing Speech	Writing with empathy Character building Visual literacy Freeze frames Conscience alley Non-fiction writing Formal letter Newspaper report
Maths	Recap number, addition and subtraction		Number- multiplication & Division		Number- recap fractions	

	Place Value Number: Addition & subtraction Recap Number: Multiplication & Division Recap Fractions Statistics Money		Measurement- length and perimeter Number- fractions Measurement- time		Recap multiplication and division Geometry- shape Measurement- Mass and capacity Consolidation addition and subtraction	
Religion	Domestic Church-Homes	Local Church-Promises Advent/Christmas-Visitors	Local Church-Journeys Eucharist-Listening and sharing	Lent/Easter-Giving all	Pentecost-Energy Reconciliation-Choices	World Religions-special places Universal Church
PSHE	Me and my Relationships-Cooperation Friendship	Valuing Differences-Recognising and respecting diversity Being respectful and tolerant	Keeping Myself Safe-Managing risk Drugs and their risks Staying safe online	Rights and Responsibilities-Skills we need to develop as we grow up Helping and being helped	Being my Best-Keeping myself healthy Celebrating and developing my skills	Growing and Changing-Relationships Menstruation Keeping safe

<p>Science</p>	<p>Forces and magnets Pupils should be taught to: Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Animals including humans Pupils should be taught 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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks Pupils should be taught to: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Light Pupils should be taught to: Recognise that they need light in order to see things and that dark is the absence of Light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>(Discrete topic)</p>	<p>Working scientifically</p>	<p>Plants Pupils should be taught to: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p>History</p>			<p>Pompeii</p>	<p>Ancient Greece</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	

Geography Study relevant countries through celebration day based on cohort		Fair trade	Volcanoes •Geographical skills and fieldwork: Use maps to locate countries and describe features studied. •Physical geography relating to volcanoes, mountains and earthquakes	Map work, countries and continents	Fieldwork	Rivers, maps, countries and cities
Art and Design Design and Technology	Iron man project	Food technology Clay fruit Food packaging	Rothko using acrylic Papier-mache volcano	Design and make a Greek Vase	Tool making/ jewellery	Monet painting
Music	Churanga/ progression of musical skills					
Computing	Online Safety	Email	Programming		Touch typing	Creating a QR Quiz
French	Myself	Colours	Families	Animals	Catholic life	The world
PE	Gymnastics Commando Joe	Dance Commando Joe	Basketball Commando Joe	Athletics Commando Joe	Tennis Commando Joe	Netball Commando Joe