

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Books	The Journey - Aaron Becker  The Sheep Pig Dick King-Smith	Egyptian Cinderella & Cinderella of The Nile  The Sheep Pig, Dick King-Smith	Chalk – Bill Thomson	TBC	TBC	TBC
Curriculum	<b>English</b> Narrative Persuasive writing	<b>English</b> Story openers Newspaper Reports	<b>English</b> Instructions	<b>English</b> TBC	<b>English</b> TBC	<b>English</b> TBC
	<b>Maths</b> Place Value Addition & Subtraction	<b>Maths</b> Addition & Subtraction	<b>Maths</b> Addition & Subtraction Multiplication & Division	<b>Maths</b> Addition & Subtraction Length Perimeter Fractions	<b>Maths</b> Fractions Mass & Capacity Money	<b>Maths</b> Time Shape Statistics
	<b>Science</b> <b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	<b>Science</b> <b>Animals, including humans</b> 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. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	<b>Science</b> <b>Scientific Enquiry</b> Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements. Gather, record, classify and present data in a variety of ways to help in answering questions.	<b>Science</b> <b>Forces and Magnets</b> Explore contact and non-contact forces; Compare how things move on different surfaces; Explore different types of magnets; Explore the properties of magnets and everyday objects that are magnets; Understand that magnetic forces can act at a distance; Explore the everyday uses of magnets	<b>Science</b> <b>Plants</b> Compare the effect of different factors on plant growth; Identify and describe the functions of different parts of a flowering plant and how they are used in photosynthesis; Investigate the way in which water is transported within plants; Explore the part that flowers play in the life cycle of flowering plants; Understand pollination and the way seeds are dispersed; Compare the effect of different factors on plant growth	<b>Science</b> <b>Light</b> Identify the difference between light sources and non light sources; Explore the light that comes from the sun and how to stay safe; Explore materials that are reflective; Discover how shadows are formed; Investigate how shadows change throughout the day; Investigate how you can change the size of a shadow

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025



	<p><b>History</b> Imagine if we lived in the Stone Age To understand how our knowledge of the past is constructed from a range of sources including archaeology. Note connections, contrasts and trends over time and develop the appropriate use of historical terms, especially focusing on changes within the Stone Age. Civilisation</p>	<p><b>History</b> Imagine if we discovered an unexplored tomb Pyramids and tombs Tutankhamun Howard Carter Comparison of time periods (with Stone Age) Belief</p>	<p><b>History Egyptians</b> What does the evidence tell us about everyday life for men, women and children? What did Ancient Egyptians have in common with other civilisation from that time?  <b>Stone Age to Iron Age</b> How should we remember the Bronze Age? How much did life really change during the Iron Age and how can we possibly know?</p>		<p><b>History</b> Timebox 1: Short fun sessions to build up pupils' chronological understanding.  Local study linked looking at evidence in immediate locality: just a 3 key question enquiry looking at how the local area has changed in the last 100 years using mainly physical evidence.</p>	
		<p><b>Geography</b> Where is Egypt?</p>	<p><b>Geography</b> Climate Zones  How is latitude linked to climate? How does the climate vary and what are the main zones?</p>	<p><b>Geography</b> North America  Where is North America and what is it like? Where and what is the United States of America? What are the Rockies like? What happened when Mount St Helens erupted? Which US state would I like to live in and why? How does New York compare with my home area?</p>		<p><b>Geography</b> Rio and South East Brazil  Where is South America and what is it like? What time is it in different parts of South America? How does Brazil compare with my country? How does Brazil compare with my country? What's special about Rio de Janeiro? How is my life linked to south-east Brazil?</p>

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025



	<p><b>Design technology</b>                  Technical knowledge – build Stone Age axes, exploring how they can be made stronger, stiffer and more stable</p>			<p><b>Design Technology</b>  <b>Shell Structures</b>                  Gift boxes/ containers</p>	<p><b>Design Technology</b>  <b>Healthy and varied Diet</b>                  Wraps and rolls</p> <p>Design, make and evaluate a wrap or roll for children for celebratory picnic.</p>	<p><b>Design Technology:</b>  <b>Textiles</b>                  Create a fabric bag for use at school linking to 3D nets learning in maths.</p>
	<p><b>Art</b>  <b>Drawing and Sketchbooks</b>  <b>Cave Paintings</b>                  Charcoal                  Painting                  Chalk pastels</p>	<p><b>Art</b>  <b>Working in Three Dimensions</b>  <b>Canopic Jars</b>                  Drawing                  Sculpture (clay)</p>	<p><b>Art</b>  <b>Surface and colour</b>  <b>Working with Shape and Colour</b>                  “Painting with Scissors”:                  Collage and stencil in response to looking at artwork.</p>			
	<p><b>RE</b>  <b>Hinduism</b>  <b>Diwali</b>                  Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p><b>RE</b>  <b>Christianity</b>  <b>Christmas – Incarnation</b>                  Has Christmas lost its true meaning?</p>	<p><b>RE</b>  <b>Christianity</b>  <b>Jesus’ miracles – Incarnation</b>                  Could Jesus heal people?                  Were these miracles or was there some other explanation?</p>	<p><b>RE</b>  <b>Christianity</b>  <b>Easter – Forgiveness - Salvation</b>                  What is ‘Good’ about Good Friday?</p>	<p><b>RE</b>  <b>Hinduism</b>  <b>Hindu beliefs</b>                  How can Brahman be everywhere and in everything?</p>	<p><b>RE</b>  <b>Hinduism</b>  <b>Pilgrimage to the River Ganges</b>                  Would visiting the River Ganges feel special to a non-Christian?</p>
		<p><b>Computing</b>                  Online Safety</p>	<p><b>Computing</b>                  Programming                  Animations in Scratch</p>	<p><b>Computing</b>                  AR &amp; VR                  Creating 360 images</p>	<p><b>Computing</b> Programming                  Microbit LED animations</p>	<p><b>Computing</b>                  Video creation                  Voiceover film</p>

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025



	<p><b>Music</b> Improvise and compose music for a range of purposes including using Stone Age type instruments.</p>	<p><b>Music</b> Finish This –English National Opera – Music making programme Develop listening and composition skills: learning how to interpret music, record music, and experiment with telling stories through music, using voice, body and instruments</p>	<p><b>Music</b> <b>Ukulele Project</b> – Learning an instrument. Reading music</p>	<p><b>Music</b> <b>Ukulele Project</b> – Learning an instrument. Reading music</p>	<p><b>Music</b> <b>Charanga – Playing in a Band</b> What Stories Does Music Tell Us About the Past?</p>	<p><b>Music</b> <b>Charanga – More Musical Styles</b> How Does Music Help Us Get to Know Our Community?</p>
	<p><b>PHSE</b> <b>Relationships: families and friendships</b> Diverse families; what makes a family, features of family life</p>	<p><b>PHSE</b> <b>Relationships: Safe relationships</b> Respectful disagreement Personal boundaries, safely responding to others, the impact of hurtful behaviour, Multicultural London; <b>Respecting ourselves and others</b> recognising respectful behaviour, the importance of self-respect, courtesy and being polite</p>	<p><b>PHSE</b> <b>Living in the wider world: Belonging to a community</b> Working children, the value of rules and laws, rights, freedoms and responsibilities <b>Media Literacy and digital resilience</b> How the internet is used assessing information online</p>	<p><b>PHSE</b> <b>Living in the wider world: Money and work</b> Careers in space science, Different jobs and skills, job stereotypes, setting personal goals</p>	<p><b>PHSE:</b> <b>Health and Wellbeing: Keeping safe</b> Risks and hazards, safety in the local environment and unfamiliar places.</p>	<p><b>PHSE</b> <b>Health and Wellbeing: Physical health and mental well being</b> Eyes on the ball, health choices and habits, what affects feelings, expressing feelings. <b>Growing and changing</b> Coping strategies, personal strengths and achievements, managing and reframing set backs</p>
	<p><b>PE</b> Dodge ball Pickle ball</p>	<p><b>PE</b> Hockey Gymnastics</p>	<p><b>PE</b> Dance Touch Rugby</p>	<p><b>PE</b> Ball Games – Throwing and Catching Tennis and Badminton</p>	<p><b>PE</b> Basketball OAA</p>	<p><b>PE</b> Athletics-Track Athletics-Field</p>

# YEAR 3 CURRICULUM OVERVIEW 2024 - 2025



			<b>French</b> Phonics I am learning ...	<b>French</b> Animals	<b>French</b> Instruments	<b>French</b> I am able to ... I know how to ...
--	--	--	---	--------------------------	------------------------------	--