

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	English Narrative Persuasive writing	English Story openers Newspaper Reports	English Instructions	English TBC	English TBC	English TBC
	Maths Place Value Addition & Subtraction	Maths Addition & Subtraction	Maths Addition & Subtraction Multiplication & Division	Maths Addition & Subtraction Length Perimeter Fractions	Maths Fractions Mass & Capacity Money	Maths Time Shape Statistics
	Science Rocks 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.	Science Animals, including humans 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.	Science Scientific Enquiry 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.	Science Plants 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.	Science Forces and Magnets 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	Science Light 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

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	<p>History 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>History Imagine if we discovered an unexplored tomb Pyramids and tombs Tutankhamun Howard Carter Comparison of time periods (with Stone Age) Belief</p>	<p>History Egyptians 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? Stone Age to Iron Age 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>History 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>Geography Where is Egypt?</p>	<p>Geography Climate Zones How is latitude linked to climate? How does the climate vary and what are the main zones?</p>	<p>Geography 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>Geography 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>

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

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

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