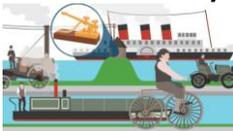


Year 3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Active planet 	Let's go to China! 	Yabadabadoo 	We built this city 	Our Ocean Planet 	Walk like an Egyptian 
Visitor/trip	Prime VR		Trip to Murton Park		Trip to an aquarium	
Reading into writing process	Escape from Pompeii <u>Poetry</u> : Pompeii/volcano poems <u>Fiction</u> : historical story, dialogue, setting description. <u>Non-fiction</u> : news article	The Firework Makers Daughter <u>Poetry</u> : similes. <u>Fiction</u> : stories from other cultures <u>Non-fiction</u> : non-chronological reports	Stone Age Boy <u>Fiction</u> : writing a sequel: 'The Stone Age Boy returns...' <u>Non-fiction</u> : persuasive text (looking at leaflets and creating own Stone Age camp)	Oliver Twist and Leather shoe Charlie <u>Fiction</u> - narrative from different view points Character descriptions <u>Non-fiction</u> : persuasive advert for Halifax. Information.	The Sandman and the Sea Turtles by Michael Morpurgo <u>Non-fiction</u> : non-chronological report. <u>Fiction</u> : setting and character descriptions, missing chapter <u>Poetry</u> : poetry in a variety of forms linked to oceans	Cinderella of the Nile <u>Fiction</u> - diary entry, character description, advert, own version of a traditional tale <u>Non-fiction</u> - Short news report
Cross-curricular writing	Postcards from a volcano Explanation writing Fact files	A tourist guide for China. Fact file. A day in the life of...	Day in the life of a... Explanation text- healthy eating.	Letter writing. Information leaflet- industrial revolution.		Recount of school trip. Non-chronological reports Pharaohs. Flip books- Canopic jars.
Guided reading book	I survived the destruction of Pompeii, Ad 79	The Firework Makers Daughter by Philip Pullman.	Bad dad! By David Walliams	Oliver Twist retold by Gill Tavner.	The Iron Man by Ted Hughes.	The Iron Man by Ted Hughes.
Class book	George's Marvellous Medicine	The Fox and the Ghost King	<i>Children's choice</i>	<i>Children's choice</i>	<i>Children's choice</i>	<i>Children's choice</i>
Maths	Place Value (numbers to 1,000) Addition & Subtraction	Multiplication & Division Money Statistics	Addition & Subtraction Multiplication & Division Consolidation	Length & Perimeter Fractions Consolidation	Properties of Shapes Mass & Capacity Consolidation	Properties of Shapes Mass & Capacity Consolidation
Cross-curricular maths	Ordering numbers from the Richter scale.	Data linked to WOW Time for a 'day in the life of...	Looking at how they counted in the Stone Age.	Measurement and data.	Measuring- shadows Time.	Measuring- shadows Time.
Science	Rocks Compare and group rocks. Describe fossils in simple terms. Recognise how soil is formed.	Forces & Magnets Compare how things move on different surfaces. Notice that some forces need contact between 2 objects. Observe how magnets attract	Light and shadows Recognise that we need light to see things. Notice that light is reflected from surfaces. Recognise that light can be	Science in action Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a	Food and our bodes: animals including humans Identify that all animals need the right types of nutrition. Know that animals get	Science in action Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a

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		<p>or repel each other & attract some materials & not others. Compare & group together everyday materials based on magnetism.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other.</p>	<p>dangerous & how to protect our eyes.</p> <p>Know how shadows are formed.</p> <p>Find patterns in the way that the size of shadows change</p>	<p>range of equipment.</p> <p>Gather, record, classify and present data to help answer questions.</p> <p>Ask relevant questions and use different types of scientific enquiry to answer them.</p>	<p>nutrition for what they eat.</p> <p>Identify that humans & some other animals have skeletons & muscles for support, protection & movement.</p>	<p>range of equipment.</p> <p>Gather, record, classify and present data to help answer questions.</p> <p>Ask relevant questions and use different types of scientific enquiry to answer them.</p>
Geography	<p>Human & physical geography Describe and understand key aspects of volcanoes and earthquakes.</p> <p>Use maps and globes to locate countries which have earthquakes and volcanoes.</p> <p>Locational knowledge Locate some of the world's countries, focusing on locating physical characteristics (volcanoes).</p> <p>Geographical skills & fieldwork Use maps and atlases locate countries and regions, describe features studied</p>	<p>Place knowledge and Human & physical geography Similarities and differences between China and the UK.</p> <p>Describe and understand key aspects of human geography, including land use.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, locating these in China</p> <p>Identify human and physical features in a country.</p> <p>Geographical skills & fieldwork Use maps, atlases and compute mapping to locate countries and regions, describe features studied</p>	<p>Locational knowledge Name and locate countries and cities of the UK, geographical regions and identify their human & physical characteristics</p> <p>Human & Physical geography Describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Geographical skills & fieldwork Use maps and atlases locate countries and regions, describe features studied</p>	<p>Geographical skills & fieldwork Use fieldwork to observe, measure, record and present human & physical features, using a range of methods (sketch maps, plans & graphs)</p> <p>Locational knowledge Focus on the local area to name and locate counties geographical regions and their identifying human and physical characteristics. Identify local land-use patterns and understand how some of these aspects have changed over time.</p> <p>Human & Physical geography Describe and understand key aspects of human geography, including: land use, economic activity including trade links and the distribution of natural resources e.g. energy.</p>	<p>Locational knowledge Name and locate the UK's surrounding seas. Describe the impact of latitude on climate.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human geography of a small area of the UK.</p> <p>Explain the differences in climate between specific places in Europe and North America</p> <p>Human & physical geography Use basic geographical vocabulary to refer to key physical and human features. Describe and understand key aspects of human geography, including uses of the sea. Name and locate the world's oceans and identify, locate and name major marine features (e.g. Mauna Kea) on a map. Describe weather and</p>	<p>Locational knowledge Locate some of the world's countries, focusing on locating physical and human characteristics.</p> <p>Human & physical geography Describe and understand key aspects of human geography, including land use and how this changed over time. What items were exported during these times and how? Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers (specifically in Egypt and how this compares to the UK).</p>

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					climate. Show major climate zones on a map.	
History	Recognise what life was like during 79AD. Conduct research and present findings.	Recognise the achievements of the Shang Dynasty of Ancient China.	Recognise the achievements of the earliest civilisations and compare to our lives. Recognise the significance of the Stone Age. (Compare to the achievements of The Shang).	A study over time tracing important aspects of Halifax's history.		Recognise the achievements of the earliest civilisations. Compare to previous topics in year 3 and our lives. (Compare to the achievements of The Shang and Stone Age).
Art			Cave paintings: painting and charcoal. http://archeologie.culture.fr/lascaux/?lng=en#/fr/00.xml	Landscapes using a variety of media.		Pharaoh's headdress- use collage skills.
D & T	Research a volcano and use this research to design a 3D model, make it & evaluate it. Modroc.	Design, make and evaluate own Shang 'vessel' using clay .			Create own diorama of a UK seaside, indicating key geographical features.	Build own tomb (inside, out and include features such as Canopic jars)
Computing	Coding and s-safety	Typing and e-safety	Email and e-safety	Branching databases and e-safety	Simulations and e-safety	Graphing and e-safety
P.E	Y3 P.E scheme	Y3 P.E scheme	Y3 P.E scheme	Y3 P.E scheme	Y3 P.E scheme Swimming	Y3 P.E scheme Swimming
Music	R&B – explore pulse, rhythm and pitch, listen and appraise, play instruments with a song, improvise, compose and perform.	Learn about the language of music through playing the glockenspiel.	Reggae – listen and appraise, play instruments with a song, improvise, compose and perform.	Townfolk/melodies – listen and appraise, play instruments with a range of songs, improvise, compose and perform.	Disco - listen and appraise, play instruments with a range of songs, improvise, compose and perform.	Consolidate learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.