













Year 3 Curriculum Overview 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement: money Statistics Measurement: Length and Perimeter Number: Fractions		Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity	
Reading 	Grace and Family <i>Theme: Belonging and Identity</i> The Black Dog <i>Theme: Overcoming adversity</i> The Alien and Other Plays	Coming to England (link to Windrush) Poetry – Windrush Child by John Agard Seeing Inside your Body Voices in the Park	Bringing the Rain to Kapiti Plain The diary of a killer cat The Search for King Tutankhamen	Poetry – The Spider and the Fly Incredible Insects The Gentle Giant	The Princess and The Pea - Lauren Child The Hodgeheg <i>Theme: Overcoming adversity</i> Cinderella of the Nile Natural Record Breakers	Counting on Katherine The Twits (2 weeks) Poetry – Matilda The Great Kapok Tree Hansel and Gretel – Anthony Brown
Reading Spine	Sulwe	The Heart in the Bottle Aesop's Fables	A necklace of Raindrops	The Fox and the Star	The Tunnel – Anthony Browne	How to live forever
Poetry	Please Mrs Butler – Allan Ahlberg Chocolate Cake by Michael Rosen		The Spider and the Fly Life Doesn't Frighten Me by Maya Angelou		From a Railway Carriage – Robert Louis Stevenson Matilda – Hilaire Belloc	
Writing 	George and the Dragon Letter writing Flotsam Setting description/Story retell Stone Age Boy Short Story	The Tin Forest Diary Entry The Tear Thief Dialogue Writing Moz the Monster Persuasive Writing Advert Magic Box Poetry	George's Marvellous Medicine Character Description	Light and Dark (Hedgehogs) Explanation Text Star in the Jar Narrative - Story	Flood Narrative - Tragedy The Gardener Letter Writing	I Asked the Little Boy who Cannot See Poetry The Magic Paintbrush Traditional Tale Recount (trip)
History 	Pre-historic Britain How do we know about pre-historic Britain? Which animals lived during the Ice Age? What were the different periods of the Stone Age? What was life like in a Stone Age settlement? How did the Bronze Age change how people lived? Who were the Celts and what was life like for them?	Villages, Towns & Cities. In this unit the children will study human settlements. They will look at the key differences between the ways in which humans are dispersed around our planet, the cities, towns and villages. The children will also look at the reasons behind the different types of settlement and the advantages and disadvantages of living there.	Ancient Egypt Who were the Ancient Egyptians? Why was the Nile important to the Ancient Egyptians? Who were the Pharaohs? Why were the pyramids built? What did the Egyptians do for fun? Making inferences. Who were the Gods/Goddesses? Who was Cleopatra?	Food, Glorious Food! Different types of farming - impact of climate and seasons on farming (building on work in KS1 on weather). Where is land is farmed in UK out Journey of food from 'farm to fork'. Farming in different parts of the world - thinking about similarities and difference to farming in the UK. They will begin to develop an awareness of the impact of water shortages on farming around the world and will be introduced to the concept of trade, including fair trade.	Ancient Maya Who were the Ancient Maya people, when and where did they live? What were the religious beliefs of the Maya people? What were some of the cultural traditions of the Ancient Maya? Why was farming so important to the Maya? What are some of the possible reasons for the end of the Maya civilisation? What was the Maya number system?	
Science 	Rocks and Fossils Pupils will explore different kinds of rocks including those in the local environment. Pupils will work scientifically by: observing rocks and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils will explore different	Animals, including Humans Pupils will continue to learn about the importance of nutrition and will be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils will work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will research different food groups and how	Forces and Magnets Pupils will observe that magnetic forces can act without direct contact. They will explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils will work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces; gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic	Light In this unit pupils will explore what happens when light reflects off a mirror or other reflective surfaces. They will learn about why it is important to protect their eyes from bright lights. They will look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Pupils will work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. They should use this knowledge to design and make shadow	Plants Pupils will be introduced to the relationship between structure and function: the idea that every part has a job to do. They will explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Pupils will work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They will observe how water is transported in plants.	

	soils and identify similarities and differences between them.	they keep us healthy and design meals based on what they find out.	and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this.	puppets and create a short performance using changing shadow sizes.					
Art/DT 	Art- Prehistoric Art Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past; <ul style="list-style-type: none"> Using charcoal Prehistoric Palette Painting on Cave Walls Hands on a Cave Wall 	DT – Food and Nutrition Children will learn about seasonality and which foods are grown in the UK in late Autumn/early Winter. They will use this information to design and make a seasonal puff pastry tart.	Art – Making Sculptures Access Art unit	DT - Structures Children learn about the features of a castle, design and make one using recycled materials Nets and Structures	Art – Cloth, Thread, Paint Access Art unit	DT – Textiles Children design and make a cushion. They will use plastic needles and thread to stitch pieces of pink fabric together. They will add designs using cross-stitching.			
R.E. 	What do different people believe about God? This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.	Why is the Bible important for Christians today? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.	What does it mean to be a Christian in Britain today? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.	Why are festivals important to religious communities (Y4 build further on this unit) This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Diwali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam.	Why do people pray? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.	Revisit and Revise RE topics from this year			
PSHE 	Keeping & Staying Safe Zones of Regulation Staying safe Leaning out of windows	Keeping & Staying Healthy Medicine	Relationships Touch	Being Responsible Zones of Regulation Stealing	Feelings and Emotions Grief	Computer Safety Making Friends Online	Our World Looking after our world	Hazard Watch Is it safe to play with?	Fire Safety Enya and Deedee visit the Firestation
French 	French Greetings Pupils learn how to introduce themselves, use appropriate greetings to say hello, goodbye and goodnight and to ask and answer the question, 'how are you feeling?'	French Adjectives of colour, size and shape Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun. Learning in the style of French Artist, Matisse.	French Playground Games- numbers, age and time Counting in French. How old are you in French? Reading French numbers.	In a French Classroom Imperative mood- learning common classroom instructions. Naming common classroom items and understanding that every French noun is either 'masculine' or 'feminine'. Indefinite article – un or une.	French Transport Introduce children to transport vocabulary. Use aller and prepositions to express going to a place using a mode of transport. Learn that many countries in the world speak French.	Circle of Life Habitats, food chains and life cycles Animal nouns and sounds. Learn to use the correct form of the definite article in relation to animal nouns. Use plural direct article – les – and build noun-verb-noun sentences.			
Computing 	Networks and the Internet To understand how computer, communicate, children learn about networks and the internet, and how they are used to share information.	Programming: Scratch Using Scratch, with its block-based approach to coding, pupils learn to tell stories and create simple games.	Emailing Pupils learn how to send emails, including attachments and how to be responsible digital citizens.	Journey inside a computer Children learn about the different parts of a computer and develop their understanding of how they follow instructions.	Digital Literacy Developing their video skills, pupils create a book trailer, storyboarding their trailers before then filming and editing their videos, adding effects such as transitions, music, voice and text	Databases Developing their understanding of data and databases, children play with and create their own Top Trumps cards, learning how to interpret information by ordering and filtering.			
PE 	Yoga Fundamentals	Fitness Ball Skills	Netball Dance	Athletics Hockey	Cricket Gymnastics	Tennis Handball			
Music 	Charanga Units Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds Bring Us Together								