Year 3 Curriculum Overview

	Autumn 1 Topic: Values in Action	Autumn 2 Topic: Stone Age to the Iron Age	Spring 1 Topic: The Romans	Spring 2 Topic: Natural Disasters	Summer 1 Topic: Exploring Europe	Summer 2 Topic: Egyptians
Whitchurch 50 things passport (1 per half term)	**Creative and imaginative** Write a letter to your future self (to open in Year 6)	**Real world and life skills** Learn how to speak confidently to an audience	**Kindness and community** Perform an act of kindness in secret	**Memorable and magical** Experience a mystery day (no timetable revealed!)	**Outdoor and adventure** Try an adventurous activity (climbing, kayaking etc.)	**Memorable and magical** Take part in a colour run / paint splash event
Enrichment	**Green Park (Geography trip)**	**Stone age workshop**	**Westend in schools: Roman workshop**	**Rock up (50 things)**	**BAPS Shri Swaminarayan Mandir**	**Egyptian workshop**
English	Theme: Genres/ writing focus: Fable Narrative Information Report **Text: Fox by Margaret Wild**	Theme: Stone Age to the Iron Age Genres/ writing focus: Alternative Narrative Explanation: Setting a trap **Text: The Iron Man by Ted Hughes**	Theme: Resilience Genres/ writing focus: Narrative Non-Chronological Report **Text: Into the Forest by Anthony Browne**	Theme: Natural Disasters Genres/ writing focus: Setting Description Information Leaflet **Text: The Rhythm of the Rain by Grahame Baker-Smith**	Theme: Confidence Genres/ writing focus: Finding Memories Narrative Complaint Letter Text: The Forgettery by Rachel Ip **Text: It Fell from the Sky by Eric and Terry Fan**	Theme: The Egyptians Genres/ writing focus: Mystery Narrative Diary Entry **Text: Egyptology by Dugald Steer**

Maths	**Place value- WR (3)** Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000 Hundreds, ten and ones Find 1, 10 or 100 more or less Number line to 1,000 Estimate on a number line to 1,000 Compare and order numbers to 1,000 Count in 50s **Addition & subtraction- WR (5)** Apply number bonds within 10 Add and subtract 1s, 10s and 100s Spot patterns and	**Addition & subtraction - WR (2)** Complements to 100 Estimate answers to calculations Check answers through Inverse operations **Multiplication & division- NCETM (5)** Identify the difference between equal and unequal groups. Represent equal groups using multiplication notation (a x b). Construct and interpret structures of rows and columns using rectangular arrays. Demonstrate that multiplication can be performed in any order (commutativity). Build, skip-count, and recall core facts for the 2, 5, and 10 times tables. Solve division as a 'sharing' problem (dividing the total into a known number of groups to find the size of each group).	**Multiplication & division- NCETM (4)** Construct and internalize the 3 times table, linking patterns back to skip-counting sequences. Develop the 4 times table by doubling the known facts of the 2 times table. Construct the 8 times table by doubling the known facts of the 4 times table. Systematically practice structural division facts for the 2, 4, and 8 times tables together. **Length & perimeter - WR (2)** Measure length Measure length (m, cms and mms) Equivalent lengths - m & cm and cms and mms Compare lengths Add lengths Subtract lengths Activity What is perimeter? Measure perimeter Calculate perimeter	**Multiplication & division- NCETM (3)** Multiply a single-digit integer by a multiple of 10 (e.g., using 3 x 4 = 12 to calculate 3 x 40=120) Multiply 2-digit numbers by a 1-digit number using grid method partitioning with no exchanges. Progress to formal short column multiplication with no exchanges (e.g., 23x3) Introduce formal column multiplication with a single column exchange from the ones column into the tens column (e.g., 24 x 3 = 72). Divide a 2-digit number by a 1-digit number using part-part-whole models to partition the dividend into manageable multiples (e.g., 72 divided by 3 = (60 divided by 3) + (12 divided by 3)). Solve informal short division problems that include remainders, interpreting what	**Fractions- NCETM (2)** Compare and order non-unit fractions that share the same common denominator. Identify fractions as specific positions on a calibrated number line. Count both forwards and backwards in fractional steps along a number line. recognise that different fractions can represent the exact same position on a number line or equal sections of a bar model (e.g., seeing ½ align with 2/4 and 4/8) **Mass & capacity - WR (3)** Use scales Measure mass in grams Measure mass in kilograms and grams Equivalent masses (Kilograms and grams) Compare mass Add and subtract mass Measure capacity and volume in millilitres, litres and millilitres	**Money- WR (1)** Count money (pence & pounds) Convert pounds and pence Add & subtract money Find change **Time-WR (2)** Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use am and pm Years, months and days Days and hours Hours and minutes - use start and end times Hours and minutes - use durations Minutes and seconds Units of time Solving problems with time **Properties of shape - WR (1)** Turns and angles Right angles in shapes Compare angles Measure and draw accurately

	make connections within addition and subtraction Add and Subtract 1s across a 10 Add and Subtract 10s across a 100 Add and subtract two numbers (no exchange) Add and subtract numbers across a 10 and 100 Add and subtract 2-digit and 3-digit numbers Mixed addition and subtraction problems	Solve division as a 'grouping' problem (dividing the total into groups of a known size to find the number of groups).		those remainders represent. Solve word problems that involve scaling a quantity by a whole-number factor (e.g., *"twice as long"* or *"3 times as heavy"*). **Fractions- NCETM (2)** Understand that a unit fraction represents 1 equal part of a whole divided into *a* equal parts. Identify, name, and write denominators of unit fractions. Reason that as the denominator increases, the size of the unit fraction decreases (e.g. ¼ < ½) Understand that non-unit fractions are built by combining multiple unit fractions together. identify and write the role of the numerator.	Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume **Fractions- NCETM (2)** Add and subtract fractions with the same common denominator within 1 whole. Find a unit fraction of an exact group of objects by sharing them into equal groups. Find a non-unit fraction of an exact group of objects (e.g., finding ¾ of 12 objects by finding ¼ first, then multiplying by 3). Solve word problems in context that involve finding fractional amounts of measures, volumes, or numbers.	Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Draw polygons Recognise and describe 3-D shapes Make 3-D shapes **Statistics- WR (1)** Interpret and draw pictograms Interpret and draw bar charts Collect and represent data Two-way tables **Consolidation**

Science	**Unit:** Animals Including Humans – Nutrition & Skeletons **Big question:** Why do humans and animals need skeletons? **National curriculum link**: Identify that animals, including humans, need the right types and amounts of nutrition. Identify that humans and some animals have skeletons and muscles for support, protection and movement. **Main investigation:** Which muscle gets tired the quickest? (Grip strength investigation) **Enquiry Type:** Questioning and Enquiry	**Unit:** Forces & Magnets **Big question:** How do forces make things move? **National curriculum link**: Compare how things move on different surfaces. Notice that some forces need contact and others act at a distance. Observe magnets attracting and repelling. Compare and group materials. Predict whether magnets will attract or repel. **Main investigation:** Which surface creates the most friction? **Enquiry Type:** Comparative Test	**Unit:** Plants **Big question:** How do plants transport water and reproduce? **National curriculum link**: Identify the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. Investigate water transport. Explore the part flowers play in reproduction and seed formation. **Main investigation:** How does water travel through a plant? (Celery investigation) **Enquiry Type:** Observation Over Time	**Unit:** Rocks and fossils **Big question:** What can rocks tell us about the past? **National curriculum link**: Compare and group rocks. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter. **Main investigation:** Which rock is the most permeable? **Enquiry Type:** Comparative Test	**Unit:** Light **Big question:** How does light help us to see? **National curriculum link**: Recognise that we need light to see. Notice that light is reflected. Recognise that light from the sun can be dangerous. Recognise how shadows are formed and investigate shadow size. **Main investigation:** How does the distance from a light source affect shadow size? **Enquiry Type:** Pattern Seeking	**Unit:** Scientific Discovery (Rocks & Plants Fieldwork) **Big question:** How can scientists investigate the natural world? **National curriculum link**: Apply knowledge from the Year 3 curriculum through outdoor investigations and scientific enquiry. **Main investigation:** School grounds geology and biodiversity Survey **Enquiry Type:** Identifying & Classifying / Research

Computing ***Online Safety runs throughout the topics***	**Online Safety (Unplugged)** Pupils review learning from Year 2 on how to remain safe online and respond to incidents. They focus on the consequences of online bullying. The Pupils study the trustworthiness of websites and develop skills of how to spot untrustworthy websites. They learn to understand that things on the internet can leave a digital trail and may last forever. Pupils focus on the term netiquette and why it's important and discover that internet identities can be misleading.	**We are Presenters** Pupils create an informative presentation for their peers about a topic or subtopic from another curriculum area of their choosing. They source images online to illustrate their presentation and use software such as Popplet or iMovie (on an iPad) to create their presentation.	**We are Programmers** Pupils plan and create an algorithm for an animated scene, write a program in Scratch to create the animation and review programs, correcting any mistakes.	**We are Bug Fixers** Pupils develop strategies for finding errors in programs, build up resilience and strategies for problem solving & increase knowledge of understanding Scratch. They will also recognise a number of common bugs in software.	**We are Co-authors** Pupils collaborate to create a 'mini Wikipedia' using Popplet (on an iPad). They then go on to add or amend content on the real Wikipedia.	**Algorithms and Abstraction (Unplugged)** Pupils recap how algorithms are the foundations of computer programs. They learn how to correct and write a set of instructions, as well as create an algorithm for a song. Pupils learn what abstraction means in the context of software engineering. They learn the ability to use symbols to show meaning and to use symbols to represent plot.

Geography / History	**Geography: Are all settlements the same?** **Focus:** Locate cities of UK, use OS map, physical and human features, comparison with New Delhi	**History: British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?** **Key Question:** Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? **Focus:** The children will learn about how Britain changed from the Stone Age to the Iron Age, looking carefully at the eras and the chronology of events. They will look at the religion of the time, tribal kingdoms, farming, art and culture	**History: British history 2: Why did the Romans invade and settle in Britain?** **Key Question:** Why did the Romans invade and settle in Britain? **Focus:** Caesar's attempted invasion, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius, British resistance (e.g. Boudicca) and Romanisation of Britain incl. culture, impact of technology, beliefs incl. early Christianity	**Geography: Why do people live near volcanoes?** **Focus:** children will learn about different volcanoes around the world. They will understand how volcanoes and tectonic plates affect earthquakes.	**Geography: Europe (including the location of Russia)** **Focus:** children will use maps to locate countries in Europe, including capital cities, rivers and mountains. They will compare and contrast a European country with the U.K focusing on topographical features e.g. Italy (linked to Roman topic). They will use persuasive techniques to convince someone to holiday in the Mediterranean.	**History: Ancient civilization- What was important to Ancient Egyptians?** **Key Question:** What was important to Ancient Egyptians? **Focus:** The children will learn about the Ancient Egyptian civilization and where it fits in relation to Britain's timeline. They will learn about the civilizations' achievements. They will examine what life was like and use a range of sources to determine this.
R.E.	**<u>Sanatana Dharma – The Hindu Religion</u>** ***Key Question:*** *What are Hindu values?* Do I learn similar values in my religion? How are Hindu values similar to the Whitchurch values? **WALT explore Hindu stories and examine how these are used as guidance for how to live a good life.**	**<u>Christianity</u>** ***Key Question:*** *Has Christmas lost its true meaning?* - How do I celebrate Christmas? - Is religion the most important influence and inspiration in everyone's life? **WALT investigate how people celebrate Christmas and explore the religious and secular elements.**	**<u>Christianity</u>** ***Key Question:*** *Is it important to believe in miracles?* How would I feel if I witnessed a miracle? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	**<u>Christianity</u>** **Key Question**: What were the key events of Easter week? How might it have felt to see Jesus arriving in Jerusalem on Palm Sunday? Who do I admire that I would line the streets and cheer for him/her? **WALT recall key events in the Easter story and to understand that the crucifix symbolises Jesus' sacrifice and love for all Christians.**	**<u>Sanatana Dharma – The Hindu Religion</u>** ***Key Question:*** *What are the daily and annual events in the Hindu calendar?* How are prayer rituals similar to and different from other religions? What do the festivals commemorate and how is this similar to other religions? **We will learn about daily prayer, festivals, temples, famous**	**<u>Comparison Topic</u>** ***Key Question:*** *How does a pilgrimage influence your connection to God?* When do I feel connected to God? **We will learn about Hindu, Christian and Muslim pilgrimages and how this might help people to feel closer to God.** Islam visitor

			WALT know some of the miracles Jesus performed and how people reacted to him in biblical times.		**leaders and sources of inspiration.** Shree Kutch Satsang Swaminarayan (Hindu) Temple	
Art / DT	**Design and Technology** **Cooking and Nutrition: Eating seasonably** **Focus:** Explain that fruits and vegetables grow in different countries based on their climates. Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Understand the basic rules of food hygiene and safety. Follow the instructions within a recipe.	**Art** **Painting and mixed media:** **Focus:** Prehistoric paintings Recognise the processes involved in creating prehistoric art. Use simple shapes to build initial sketches. Create a large scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.	**Art** **Roman busts-** **Focus:** Planning, designing and sculpting roman busts from clay	**Design and Technology** **Structures: Construction a castle** **Focus**: Draw and label a simple castle that includes the most common features. Recognise that a building (or bridge) is made up of multiple 3D shapes. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions.	**Art** **Growing Artists:** **Focus:** Observational drawings of plants focusing on detail and proportion Exploring shading techniques to create tone and depth Texture rubbings to create nature-inspired artwork in the style of Max Ernst and botanical artist Maud Purdy. Botanical drawings exploring scale and composition.	**Design and Technology:** **Textiles: Cushions** **Focus:** Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch.
Indoor P.E.	**Fundamentals** Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will	**Gymnastics** Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms	**Dance** Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a	**Yoga** Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help	**Handball** Pupils to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles	**Dodgeball** Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how

	develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.	to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.
Outdoor P.E.	**OAA** OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a	**Ball Skills** Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group	**Football** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect	**Netball** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking	**Athletics** Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to	**Tennis** Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play

	map, identify key symbols and draw and follow routes.	games. Pupils will have the opportunity to take on different roles and work both individually and with others.	for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	games independently and are taught the importance of being honest whilst playing to the rules.
PSHE	**Being me in my World** In this unit the children will spend time discussing and identifying positive things about themselves and their personal achievements. They will use this to set personal, attainable goals for themselves and will learn to face new challenges positively and make responsible choices, understanding when and how to ask for help when needed. Setting personal goals The children will go on to looking at why rules are important in our school and how they relate to their rights and responsibilities' and will use this to create their own class charter.	**Celebrating Difference** In this topic, the children will look closely at their friends and families, discussing their relationships and how each member is important to them. The children will also learn that many families have differences and conflict and will learn strategies to deal with these. The children will move onto looking at conflicts in school and dealing with negative behaviour, focusing on helping and supporting others and problem solving a bullying situation.	**Dreams and Goals** In this unit the children think about both themselves and the people in their lives and how they have faced and over difficult challenges and achieved success. They will take a more in depth look at their own future aspirations, identifying dreams and ambitions that are important to them. They will learn to set attainable goals for themselves by breaking their goals down into a number of steps that will lead to success. They will recognise that there may be obstacles which might hinder their achievements but will find ways to overcomes these. Difficult challenges and achieving success.	**Healthy me** This topic focuses on the importance of staying fit and healthy, looking at how exercise is important and how it affects our bodies. The children will develop their knowledge of different medicines and understand that like medicines, some household substances can be harmful is not used properly.	**Relationships** In this unit, the children revisit the roles and responsibilities each member of their family plays and reflect on the expectations for both males and females. They move onto looking at identifying and putting into practice some of the skills of friendship, including how to negotiate in conflict situations. Finally, the children will move onto focusing on one of our school's key drivers, being a global citizen and will work to explain how some actions and work of people around the world help and influence their lives.	**Changing me** In this unit the children learn to understand that in animals and humans, lots of changes occur between conception and growing up. The children will develop their understanding of how babies grow and develop and what a baby needs to live and grow healthily. They will learn to identify how boys' and girls' bodies change both on the inside and the outside during the growing up process and explain how these changes are necessary so that their bodies can make babies when they grow up.