



"As unique individuals, we do our best at work and play for the love of God and others."

Year 3 Curriculum Overview

| Subject | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------------------------------------|---|---|--|--|---|---|
| RE The Vine and Branches | <u>Creation and Covenant</u> | <u>Prophecy and Promise</u> | <u>Galilee to Jerusalem</u> | <u>Desert to Garden</u> | <u>To the Ends of the Earth</u> | <u>Dialogue and Encounter</u> |
| Class Text | <u>Reading text:</u> The Sea Book | <u>Reading text:</u> Thames and Tide Club | <u>Reading text:</u> Iron Man | <u>Reading text:</u> This Morning I Met a Whale | <u>Reading text:</u> Illustrated Atlas of Britain and Ireland | <u>Reading text:</u> The Egyptian Cinderella |
| Stimulus for writing | <p><u>Text:</u> The First Drawing – Mordicai Gerstein <u>Outcome:</u> write a diary <u>Purpose:</u> to express feelings <u>Audience:</u> peers</p> <p><u>Text:</u> The First Drawing – Mordicai Gerstein <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> peers</p> <p><u>Theme:</u> Tatton Park Trip <u>Outcome:</u> recount <u>Purpose:</u> to explain <u>Audience:</u> parents</p> | <p><u>Text:</u> Tin Forest - Helen Ward <u>Outcome:</u> retell a narrative <u>Purpose:</u> to entertain <u>Audience:</u> KS2 library</p> <p><u>Theme:</u> Nativity <u>Outcome:</u> retell a narrative <u>Purpose:</u> to inform <u>Audience:</u> Y2</p> <p><u>Theme:</u> Instructions <u>Outcome:</u> recipe instructions <u>Purpose:</u> to inform <u>Audience:</u> themselves</p> | <p><u>Text:</u> Dragon Post - Emma Yarlett <u>Outcome:</u> letter <u>Purpose:</u> ask for advice <u>Audience:</u> Firemen</p> <p><u>Text:</u> Dragon Post - Emma Yarlett <u>Outcome:</u> retell a narrative <u>Purpose:</u> to entertain <u>Audience:</u> Y1</p> <p><u>Stimulus:</u> How to care for a dragon <u>Outcome:</u> instructions <u>Purpose:</u> to inform <u>Audience:</u> themselves</p> | <p><u>Text:</u> The Three Little Pigs (various authors) <u>Outcome:</u> retell a narrative <u>Purpose:</u> to entertain <u>Audience:</u> reception</p> <p><u>Text:</u> Inside Villains - Clotilde Perrin <u>Outcome:</u> non-chronological report <u>Purpose:</u> to explain <u>Audience:</u> Three Little pigs</p> <p><u>Theme:</u> Trip to Catalyst Centre <u>Outcome:</u> recount of the trip <u>Purpose:</u> to explain <u>Audience:</u> parents</p> | <p><u>Theme:</u> Competition Writing <u>Outcome:</u> write a story <u>Purpose:</u> to entertain <u>Audience:</u> competition judge (scribblebibble)</p> <p><u>Text:</u> The Lighthouse Keepers Lunch - David and Ronda Armitage <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> KS2 Library</p> <p><u>Text:</u> The Boy Who Sailed The World - Julia Green <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> Parents</p> | <p><u>Text:</u> The Secret of Black Rock - Joe Todd-Stanton <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> KS2 Library</p> <p><u>Text:</u> World in Danger - Frankie Morland <u>Outcome:</u> letter <u>Purpose:</u> to inform <u>Audience:</u> local council</p> <p><u>Text:</u> Poetry <u>Outcome:</u> to write seaside poetry <u>Purpose:</u> to entertain <u>Audience:</u> peers</p> |
| SPAG | <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Nouns and pronouns for clarity • Past tense and present perfect tense | <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Paragraphs as a way to group related material Verbs (imperative verbs) <p><u>Spelling:</u></p> | <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Compound nouns • Inverted Commas to punctuate direct speech • Organisational devices (headings, subheadings and paragraphs). | <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Adverbs of time, place and cause • Prepositions to express time, place or cause • Expressing time, place and cause using | <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture) | <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • The /ɪ/ sound spelt y elsewhere than at the end of words |



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|--------------------------------------|--|--|---|---|--|--|
| | <ul style="list-style-type: none"> Subordinate clauses to express time, place and cause <p>Spelling:</p> <ul style="list-style-type: none"> Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*) Adding <i>-ing</i>, <i>-ed</i> to a root word ending in y (Y2*) Adding <i>-ing</i>, <i>-ed</i> to words ending in e (Y2*) Adding suffixes beginning with vowel letters to words of more than one syllable Adding suffixes beginning with vowel letters to words of more than one syllable The suffix <i>-ly</i> (added straight on to most root words and root word ending in -y with a consonant letter before it) The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions) | <ul style="list-style-type: none"> Adding <i>-es</i> to nouns and verbs ending in -y Words with the /eɪ/ sound spelt <i>ei</i>, <i>eight</i>, or <i>ey</i> Words with the /eɪ/ sound spelt <i>ei</i>, <i>eight</i>, or <i>ey</i> Homophones and near-homophones Personal spelling log | <p>Spelling:</p> <ul style="list-style-type: none"> More prefixes: <i>dis-</i> More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i> More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i> More prefixes: <i>anti-</i>, <i>auto-</i> Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel | <p>conjunctions</p> <p>Spelling:</p> <ul style="list-style-type: none"> Contractions (Y2*) The /ʌ/ spelt <i>ou</i> Word families based on common words Homophones and near-homophones Personal spelling log | <ul style="list-style-type: none"> Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>) Endings which sound like /ʒən/, spelt as <i>-sion</i> Endings which sound like /ʒən/, spelt as <i>-sion</i> The possessive apostrophe (singular nouns) (Y2*) | <ul style="list-style-type: none"> Word families based on common words Contractions (Y2*) Personal spelling log Homophones and near-homophones |
| Maths White Rose | <p><u>Place value</u></p> <p><u>Addition & subtraction</u></p> | <p><u>Addition and Subtraction</u></p> <p><u>Multiplication & Division A</u></p> | <p><u>Multiplication & division B</u></p> <p><u>Length and Perimeter</u></p> | <p><u>Fractions A</u></p> <p><u>Mass and capacity</u></p> | <p><u>Fractions B</u></p> <p><u>Money</u></p> <p><u>Time</u></p> | <p><u>Time</u></p> <p><u>Shape</u></p> <p><u>Statistics</u></p> <p><u>Consolidation</u></p> |
| Science Developing Experts | <u>Rocks</u> | <u>Forces and Magnets</u> | <u>Animals, Including Humans</u> | <u>Plants</u> | <u>Investigation</u> | <u>Light Unit</u> |



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| Computing Kapow | <u>Networks</u> <u>Online Safety</u> | <u>Online Safety</u> | <u>Programming: Scratch</u> <u>Online Safety</u> | <u>Online Safety</u> | <u>Journey Inside a Computer</u> | <u>Online Safety</u> |
| Art Kapow | <u>Prehistoric painting</u> | | <u>Drawing: Developing drawing skills</u> | | <u>Craft and design: Fabric of nature</u> | |
| DT | | <u>Textiles – Christmas Decoration</u> | | <u>Mechanical Systems – Pneumatic Toys</u> | | <u>Food Technology - Soup</u> |
| History | <u>The Stone Age</u> | | <u>The Bronze and Iron Age</u> | | <u>The Romans</u> | |
| Geography | | <u>Weather and Climate</u> | | <u>Our World</u> | | <u>UK and Europe</u> |
| Music | | <u>Music</u> <ul style="list-style-type: none"> • Explore rhythm and melody. • Recognise simple notation • Play the glockenspiel using notes C, D, E and G. • Improvise and compose Listen to music • Develop good singing posture. | | <u>Music</u> <ul style="list-style-type: none"> • Explore rhythm and melody. • Recognise simple notation • Play the glockenspiel using notes C, D, E and G. • Improvise and compose Listen to music • Develop good singing posture. | | <u>Music</u> <ul style="list-style-type: none"> • Explore rhythm and melody. • Recognise simple notation • Play the glockenspiel using notes C, D, E and G. • Improvise and compose Listen to music • Develop good singing posture. |
| Spanish Language Angels | <u>Yo aprendo Español</u> | <u>Los animales</u> | <u>Los instrumentos</u> | <u>Consolidation</u> | <u>Se (I know how)</u> | <u>La fruta</u> |
| PE Rising Stars Champions | <u>Sport: Brilliant ball skills</u> <u>Fitness: Bootcamp</u> | <u>Sport: Multi-skills</u> <u>Fitness: Mighty movers (running)</u> | <u>Fitness: Cool core (strength)</u> <u>Gymnastics</u> | <u>Fitness: Fitness frenzy</u> <u>Sport: Dance</u> | <u>Swimming</u> <u>Sport: Throwing and catching</u> | <u>Swimming</u> <u>Sport: Active athletics</u> |
| RSHE Ten Ten | <u>Religious Understanding</u> <ul style="list-style-type: none"> • Get Up • The Sacraments | <u>Emotional Wellbeing</u> <ul style="list-style-type: none"> • What am I feeling? • What am I looking at? | <u>Religious Understanding</u> <ul style="list-style-type: none"> • Jesus, My Friend | <u>Keeping Safe</u> <ul style="list-style-type: none"> • Sharing Online • Chatting Online | <u>Religious Understanding</u> <ul style="list-style-type: none"> • A community of Love | <u>Religious Understanding</u> <ul style="list-style-type: none"> • What Is the Church? |



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| | <u>Me, My Body, My Health</u> <ul style="list-style-type: none">• We don't have to be the same• Respecting Our Bodies | <ul style="list-style-type: none">• I am thankful. | <u>Life Cycles</u> <ul style="list-style-type: none">• Big Changes, Little Changes | | <u>Life Online</u> <ul style="list-style-type: none">• Classroom Shorts | <u>Living in the Wider World</u> <ul style="list-style-type: none">• Working Together• Classroom Shorts |
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