# Year 3 – Curriculum Overview

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| **Trips/Visitors** | Filey beach<br><br>Nell Bank Stone Age<br><br>Hawksworth wood walk<br><br>Leeds Art Gallery | Sinai Synagogue | Egyptian day with visitor in school<br><br>Leeds Museum Egyptian workshop<br><br>Apperley Bridge walk | Walk around Pudsey<br><br>Otley Chevin | Giant sleepover<br><br>Leeds Discovery Centre for rocks and fossils<br><br>Shadwell walk | Skelton Grange<br><br>Plant day with Mrs Fletcher |
| **Focus days/weeks:** | Arts Week<br>Black history<br>Anti-Bullying Week | | Equality Week<br>National Online Safety Day<br>International Women's Day<br>World Book Day | | Health Week<br>Spanish Day | |
| **Outdoor learning** | Stone Age | | Seasonal | | Forest School activities | |
| **English Reading**<br>*Going to discuss yearly coverage with RH* | The Twits by Roald Dahl<br>Secrets of Stone Henge<br><br>Gangsta Granny by David Walliams | A night at the Frost Fair by Emma Carroll<br><br>Non-fiction text (The Human Body)<br><br>Winter Wonderland Poem | The Ancient Egypt Sleepover by Stephen Davies | The Creakers by Tom Fletcher | Alice in Wonderland | Planet Omar: Accidental Trouble Magnet by Zanib Mian<br><br>The Greenling by Levi Pinfold |
| **English Writing** | **Character description –** Mr and Mrs Twit<br><br>**Instruction Writing –** revenge trick – The Twits<br><br>**Narrative writing -** Writing own prank chapter | **Recount –** Diary entry<br><br>**Entertain – Speech** based on an advert<br><br>**Narrative/setting description** based on the book | **Speech and Diary writing –** Howard Carter<br><br>**Recount** – Postcard | **Inform –** Report<br><br>**Entertain** - Spooky Story | **Character description –** Madhatter<br><br>**Poetry** – Wonderland<br><br>**Narrative writing -** Adventure story based on Alice in Wonderland | **Narrative writing –** Fantasy<br><br>**Recount** Informing current Year 2 about Year 3 |

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| **Maths** | Number and Place Value<br>Addition and Subtraction | Addition and Subtraction<br>Multiplication and division | Multiplication and division<br>Measurement: Length and perimeter | Fractions<br>Measurement: Mass and capacity | Fractions<br>Money<br>Measurement: Time | Geometry: Angles and properties of shape<br>Statistics |
| **Science** | Working Scientifically runs through all science topics | | | | | |
| | **Light**<br>How does light help us to see? | **Animals, including humans**<br>How do animals stay strong and healthy? | | **Forces and Magnets**<br>How do magnets work? | **Rocks**<br>Why are all rocks different? | **Plants**<br>What do plants need to survive and thrive? |
| **History**<br><br>**Geography** | **How do we know what life was like from the Stone Age to the Iron Age?**<br>***NC link:***<br>*-Changes in Britain from Stone Age to Iron Age.*<br>*-Chronology.*<br>*-Source work.*<br>*-Enquiry and interpretation.*<br>*Archaeology.*<br>*Life in Britain from the Stone Age to the Iron Age.* | | **How much did the Ancient Egyptians achieve?**<br>***NC link:***<br>*-Achievements of early civilisations.*<br>*-Cause and effect.* | **Counties**<br>***NC link:***<br>- *Describe and understand key aspects of human geography: types of settlement and land use.*<br>- *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns* | **Mountains and Rivers**<br>***NC link:***<br>- *Describe and understand key aspects of physical geography: rivers, mountains.* | |
| **Computing** | **Online Safety** | **Computing systems and networks – Connecting computers** | **Creating media - Stop-frame animation**<br>*(Linked to Egyptians – Gods)* | | **Programming A - Sequencing sounds** | **Data and information – Branching databases**<br>*(Linked to science of plants)* |
| **PSHE**<br>The red flag demarcates lessons which link directly to safeguarding | **Mental Health and Emotional Wellbeing**<br>Strengths and challenges | **Identity, Society and Equality**<br>Celebrating difference | **Keeping Safe and Managing Risk**<br>Bullying<br><br>**RSE**<br>Boys, girls, Families | **Drugs, Alcohol and Tobacco Education**<br>Tobacco is a drug<br><br>**RSE**<br>Boys, girls, Families | **Careers, Financial and Economic Wellbeing**<br>Saving, spending and budgeting | **Physical Health and Wellbeing**<br>What helps me choose? |
| **Mindmate** | Goals and aspirations | Unkind behaviours | Life in KS2<br>New faces/new routines | Introducing strong emotions including anger | Differing opinions | Dealing with difficult situations |

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| **No Outsiders** | To understand what discrimination means | To understand what a bystander is | To be welcoming | To recognise a stereotype | To recognise and help an outsider | To consider living in Britain today |
| **Preventative Curriculum** | Pol-Ed Lesson 1 – What do we mean by risk?<br><br>Three houses | Pants are private | Pol-Ed Lesson 2 – What are emergency services?<br><br>KSMR | Pants are private<br><br>DATE | Behaviour and safety survey | Pants are private |
| **RE** | **How do Jews remember God's covenant with Abraham and Moses?** | | **What is spirituality and how do people experience this?** | **What do Christians believe about a good life?** | **What do the creation stories tell us?** | **Who can inspire us?** |
| **PE** | **AfPE**<br>Netball | **AfPE**<br>Football | **iMoves**<br>Dance | **AfPE**<br>Tennis | **AfPE**<br>Athletics | **AfPE**<br>Rounders |
| | **AfPE**<br>Tag Rugby | **Enrichment unit**<br>Commando Joes | **AfPE**<br>Handball | **iMoves**<br>Gymnastics | **Skipping School**<br>Skipping | **AfPE**<br>OAA |
| **DT**<br><br>**Art** | **Printing**.<br>**Artist**: Edward Lear<br>**Project Outcome:** To create a print inspired by patterns in fossils. Children experiment with relief and monoprinting. | **Textiles - Sewing**<br>**Project Outcome:**<br>Design, make and evaluate a bag. Children will use 1 piece of fabric to fold, sew the seams and add additional features such as handles and pockets. | **Structures**<br>**Project Outcome:**<br>Design, make and evaluate a 3D shell structure that will contain facts or an artefact to go in a history museum. The children will design their own net which will form a 3D shape with openings or windows. | **Drawing and Painting**<br>**Artist:** Monet<br>**Project Outcome:** To create a landscape drawing in perspective using foreground and background. Children learn how to mix and apply paint in the style of pointillism. | **Food project**<br>**Project Outcome:**<br>Design, make and evaluate a healthy pizza. Children will use the eat well plate to inform their pizza design (balanced meal). | **Drawing and Collage**<br>**Artist:** Henri Matisse<br>**Project Outcome:** To create a collage using freehand cutting techniques in the style of Matisse. |
| **Music** | **Body Percussion – performance from graphic scores, improvisation and composing Body Percussion pieces.**<br><br>*Experiment/ Create/ Improvise Play and Perform/ Use Voices* | | **Instruments of the Orchestra**<br>**Learning to play a percussion instrument – glockenspiel.**<br><br>*Listen/ Appraise/ Appreciate/ Play and Perform using instruments* | | **Musical Futures - Glockenspiel**<br>**Singing games and Rhymes – writing rhythms**<br>**Class Song performance**<br><br>*Play and Perform/ Notation/ Use Voices* | |
| **Spanish** | Phonetics lesson 1<br>I am learning Spanish (greetings, numbers 1-10, colours) | Animals | I can (verbs/activities) | Seasons | Fruits | Ice-creams |