



Year 3 Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Key Learning Question/ Title | How did tools change from the Stone Age to the Iron Age? (History) | What do Ancient Civilisations have in common? (History) | Why did Ancient Egyptians honour the pharaohs? (History) | What is the legacy of the Ancient Greeks? (History) | Why do people care for environments? (Geography) | How do people use mountains? (Geography) |
| Overarching Theme | Legacy- How has humankind left its mark on the world? | | | | | |
| | What do the people of the past teach us? | How do buildings of the past reflect the values and beliefs of the people? | | What were the achievements of the Ancient Greeks? | Why do we have special places and how do we protect them? | What are the effects of tourism? |
| St. Dunstan's Curriculum Drivers | Serving our community Our locality- our school, our church, our town and our county. What we can do to support and help our locality. | Equality and diversity Diversity of the school community Challenging stereotypes | Learning positively Being ready to learn. What makes a good learner? | Charity and fundraising Charity and Equality Enterprise | Charity and fundraising Charity and Equality Enterprise Environmental responsibility The effects of tourism and deforestation | Healthy Lifestyles Positive mental and physical well-being Challenging stereotypes |
| Outcome of learning | Dragon's Den- Design the best innovation of the prehistoric People. | The achievements of the Ancient Civilisations. | Information text explaining the link between pyramids and the afterlife. | Presentation of learning- what have we kept from the Ancient Greeks? | Presentation to explain why Surrey Hills is an AONB and what we can do to protect it. | Double page comparison of Snowdon and Mont Blanc. |
| Engagement with parents or community | | Nativity Woking Lions | Art Celebration Afternoon | Talent Show Mission Together | Letters to persuade others linked to environmental issues. | Ukulele Concert Sports Day Open Evening |

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| Enrichment | Butser Farm Visit | Feet First Training | Tutankhamun Day | Virtual Tour of British Museum | Garbage Guts' Day Field Trip to Horsell Common | Mosque Visit |
| Themed Days/ Weeks | Fairtrade Fortnight Grandparents Week Road Safety Week | Remembrance Day Anti-Bullying Week | Creative Arts Week Safer Internet Day | World Book Day World Maths Day | First Aid Fortnight St. Dunstan's Day | Multi-Faith Week |
| English- Grammar | Use 'a/an' correctly. Know how words are related by meaning (synonyms) Investigate word families based on common words. Introduce paragraphs. | Identify collective nouns. Introduce inverted commas and punctuation within speech. Introduce the full range of co-ordinating conjunctions. Express time, place and cause using conjunctions, adverbs and prepositions. | Form nouns using a range of prefixes. Conjugate verbs 'to be, to go, to have'. Use paragraphs, headings and sub-headings to organise writing. | Begin to vary length of sentences. Begin to vary the position of sub-ordinating clauses and position of adverbs (fronted). Use commas. Introduce main and subordinate clauses. Use headings and sub-headings to aid presentation. | Use the present perfect form of verbs instead of simple past. Identify and use co-ordinating and sub-ordinating conjunctions. Continue to use paragraphs to organise writing. | Continue to vary the position of sub-ordinating clauses, and adverbs (fronted) and use commas. |
| English- Reading (Core Texts) | Poetry - The Sound Collector / No one else. Stig of the Dump – Clive King. | Hotel Flamingo- Alex Milway | Non-fiction books about Ancient Egypt | Visitor's Guide to Ancient Greece (Usborne) Non-fiction books about Ancient Greece. Greek Myths | Garbage Guts The Vanishing Rainforest | All Aboard the London Bus (poetry) |
| English - Writing | Write character descriptions. | Write a fictional story with a focus on the balance between narrative and speech. | Write a non-fiction information text about Ancient Egyptian pyramids. | Create a non-fiction page about the achievements of the Ancient Greeks. | Write a persuasive letter about environmental issue. | Create poems with a range of structures e.g. rhyming patterns, syllables per line |

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| Maths | <p>Number: Place value- represent numbers to 100 & 1000. Order and compare numbers to 1000.</p> <p>Addition/subtraction- Apply number bonds within 10, +/- 1, 10, 100 and across a 10, 100 and 1000. +/- 2 numbers (no exchange), + 2 and 3 digit numbers.</p> | <p>Number: Multiplication- equal groups, use arrays, multiples of 2,5,10. Division- sharing and grouping</p> <p>Multiplication & division- x3, ÷ 3, 3 times tables; x 4, ÷4, 4 times tables; x 8 ÷ 8, 8 times tables</p> | <p>Number: Multiplication- multiples of 10, x a 2 digit number by 1 with no exchange and with exchange. Link multiplication and division.</p> <p>Division- ÷ a 2 digit number with no exchange, with remainders.</p> <p>Fractions- Unit fractions- numerators and denominators. Compare and order unit and non-unit fractions. Equivalent fractions.</p> | <p>Measurement: Length & perimeter- measure in m, cm and mm. Equivalent lengths (m and cm, cm and mm) Compare, add and subtract length. Measure and calculate perimeter.</p> <p>Mass and capacity- Measure using kg and g (mass) L and ml (capacity). Equivalent mass and capacity. Compare, add and subtract mass and capacity.</p> | <p>Number: Fractions- add and subtract, find fractions of objects.</p> <p>Measurement- Money-Pounds and pence, convert £/p, Add and subtract and find change.</p> <p>Time-Read Roman Numerals to 12, tell time to 5 mins and 1 min. Read digital clock and know am/pm. Units of time e.g. hrs, mins, days, weeks. Duration of time.</p> | <p>Geometry: Shape- Know turns and angles, right angles. Compare and measure and draw angles. Recognise, describe 2D and 2D shapes.</p> <p>Statistics: Interpret and draw pictograms and bar charts. Collect and represent data.</p> |
| RE | <p>Homes Discover the joys and sorrows of being a family at home. Explore God's vision for every family.</p> | | <p>Journeys Explore the Christian family's journey with Jesus through the Church's year.</p> | | <p>Energy The energy of fire and wind. The wonder and power of the Holy Spirit.</p> | |
| | <p>Promises Consider how belonging to a group involves promises and rules – Explore the meaning of the promises made at Baptism. Judaism Week (Understanding of different faiths)</p> | | <p>Listening and sharing Listening and sharing with one another. Listening to the Word of God and sharing in Holy Communion.</p> | | <p>Choices Choices have consequences – Explore the importance of conscience in making choices Islam Week (Understanding of different faiths)</p> | |
| | <p>Visitors What do we think about visitors? How do we prepare for them? What is important about welcoming visitors?</p> | | <p>Giving All Consider and explore Lent: a time to remember Jesus' total giving.</p> | | <p>Special places Linked to CAFOD To explore and understand special places for Jesus and the Christian community.</p> | |
| Science | <p>Rocks, Fossils and Soils Identify and compare the properties of different rocks and grouping them accordingly. Describe</p> | <p>Healthy eating and skeletons Identify the right types of nutrition that animals, including humans, need.</p> | <p>Forces Know forces need contact between two objects. Describe how forces can change how objects</p> | <p>Light Consider how light is required in order to see things and that dark is the absence of light. To know that</p> | <p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Know the requirements of plants for life and growth (air, light, water, nutrients from soil, and</p> | |

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| | <p>in simple terms how fossils are formed. Explain how different soils are made.</p> | <p>Know that animals cannot make their own food as they get nutrition from what they eat. Know that humans and some other animals have skeletons and muscles for support, protection and movement. Name key bones and muscles of the body.</p> | <p>move on different surfaces. Know magnetic forces can act as a distance. Know magnets have two different poles and that they attract or repel each other. Name materials that are attracted to a magnet.</p> | <p>light is reflected from surfaces. Recognise that shadows can change. Describe how shadows are formed: when the light from a light source is blocked by an opaque object. Identify the dangers with the sun that we need to know.</p> | <p>room to grow) and how they vary from plant to plant. Know that water is transported within plants. Know and explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |
| <p>Digital Literacy & Information Technology</p> <p>Use technology safely and respectfully and use Google apps to present information, enter and manipulate data</p> | <p>Basic technology skills Google Chrome Books- how to turn on, log in, locate, save and retrieve work.</p> <p>Google Classroom- orientation and procedures for learning at home.</p> | <p>An introduction to using Google Slides to present information.</p> <p>Work collaboratively or independently to use Google Slides to present information. Design and create slides to present relevant information. Skills gained will include inserting pictures and resizing, add and edit text, including adjusting the size, font and colour of the text. Start to select most relevant information to include.</p> | | | |
| <p>Computer Science</p> <p>Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.</p> | | | | <p>Introduction to Programming using Scratch- identifying what to debug.</p> <p>Create a sprite and animate name using speech bubbles. Use sequencing to create a set of instructions to perform a task. Start to use code to animate character by animating their name and telling a joke. Understand what repeat commands are and how they can be used and begin to use repeat commands.</p> | |

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| <p style="text-align: center;">Online Safety</p> <p>To empower pupils to think critically, behave safely, and participate responsibly in our digital world.</p> | <p>Privacy and Security and Copyright Explain the problems with sharing passwords Describe effective ways to managing Passwords</p> <p>Online Community Positives of uniting online Protocols for using Google Classroom and apps as a class community</p> | <p>Respect online Describe appropriate ways to behave towards other people online Explain how a person's behaviour online may be perceived differently by different people</p> <p>Link to Anti-bullying Week.</p> | <p>Self-Image and Online reputation Explain positive ways to interact with others online Learn the importance of asking until I get the help I need Give examples on how to develop a positive online reputation</p> | <p>Health and Wellbeing Explain how using technology can be a positive and negative distraction</p> | <p>Managing Online information Explain the different between a 'belief,' 'opinion', and a 'fact' and describe examples of how they are shared online Explain why copying someone's else's work can cause problems</p> | <p>Online relationships Explain what is meant by trusting someone online Describe strategies for safe and fun experiences in a range of online environments</p> |
| <p style="text-align: center;">History</p> | <p>How did tools change from the Stone Age to the Iron Age?</p> <p>Identify where and when the Stone Age, Iron Age and Bronze Age took place. Create a definition of tools. Study the different tools used in the different Ages. Use this knowledge to make deductions about life in each of these times, as people progressed from nomadic hunter gatherers to settlers.</p> | <p>What do Ancient Civilisations have in common?</p> <p>Know what Ancient Civilisations were and what they had in common, including their achievements. Locate where they were in the world and how that enabled their success. Understand the chronology of how they fit in with other known time-periods.</p> | <p>Why did Ancient Egyptians build pyramids?</p> <p>A depth study of the Ancient Egyptians focusing on how their beliefs about the afterlife led to the creation of large pyramids.</p> | <p>Ancient Greeks- Understand the chronology of Ancient Greece in relation to other known time periods including the Stone Age and Egyptians. Study aspects of Ancient Greek life e.g. beliefs, the people, culture and Olympic Games.</p> <p>Consider the legacy of Ancient Greece i.e. language, entertainment, the Olympic Games.</p> | | |

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| <p>Geography</p> | | | | | <p>Why do people care for environments?</p> <p>Know what an environment is and explore local environments through field work e.g. environmental quality assessments (EQA). To find out how environments change over time and how they are used by people.</p> <p>Surrey Hills: a region of the UK with similar physical features. How are they cared for? Why are they cared for? Where else in the UK are there AONB?</p> | <p>How do people use mountains?</p> <p>Where can we find mountain ranges and peaks in the United Kingdom? Explore the features and uses of Mount Snowdon.</p> <p>Where can we find mountain ranges in Europe? Explore the features and uses of Mont Blanc.</p> <p>Investigate the human uses of mountains e.g. tourism, settlements and farming to answer the question: What is the impact on mountains by people?</p> |
| <p>Art</p> | <p>How do artists create atmosphere?</p> <p>Compare and contrast a range of pieces of art. Learn terms tone and contrast. Consider the colours at different times of the day. Use colour mixing to create palettes to show different times of day. Create atmospheric background with own colour palette.</p> | <p>Creative Arts Week- The Holy Family.</p> <p>Inspired by 'The Holy Family' by Jacqui Miller, Year 3 will create an abstract portrait. We will work on painting technique, proportion and composition.</p> | <p>What makes Picasso such a famous artist?</p> <p>Evaluation of Picasso's art and style. Compare his art to other art of his era. Sketch own cubist style designs using shapes and distortion.</p> | <p>How do we build up a picture?</p> <p>Explore the artist Rousseau and other a landscape artists.</p> | | |

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| D&T | | | <p>Cooking and Nutrition</p> <p>Prepare and cook a savoury dish</p> <p>Develop cooking techniques: chopping skills, weighing and cooking to create a healthy savoury dish.</p> | | | <p>Mechanisms Poster with Levers and Linkages</p> <p>Research different mechanisms that use levers and how they work.</p> <p>Use knowledge of levers to design make and evaluate an Olympic torch.</p> |
| PE | <p>Ball skills and team games– handling, catching, throwing. A recap of skills learnt in key stage one and an introduction to how we adopt these in fun / non-competitive game situations.</p> <p>Netball skills– Understanding of passing; chest, bounce, shoulder. Focus on pivoting to pass the ball in pairs and small groups.</p> <p>Rugby skills – Keep possession of the ball with some success. Understand the roles of attackers and defenders.</p> <p>Gymnastics - To explore gymnastic shapes and individual skills. Work with a partner to create a short sequence.</p> | <p>Netball skills– Introduce non-traditional versions of the games.</p> <p>Rugby skills – Introduce non-traditional versions of the games.</p> <p>Gymnastics – To explore gymnastic shapes and individual skills. Work with a partner to create a short sequence.</p> <p>Cross Country and OAA - Follow simple instructions and maps in a familiar context. Work with a partner or small group. Follow a route safely</p> | <p>Tri-Golf – Hold and swing a club correctly. Develop the accuracy of hitting a ball.</p> <p>Badminton Learn basic grip and shot choices. Improve footwork and develop net play and lunges.</p> <p>Real PE games – Activity stations and games to: Link actions together Perform a range of skills fluently and accurately. Cooperate with others Adapt rules to make games more fun or challenging</p> | <p>Dance – Work in unison with a partner. Create actions in response to a stimulus. Understand the use of a canon. Know how dynamics affect the actions performed.</p> <p>Dodgeball - To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction.</p> <p>Rocket Fuel Cricket – Develop accurate bowling and hitting off a tee technique. Think about the use of space in the game area.</p> | <p>Athletics Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.</p> <p>Rounders Starting to learn about fielding and batting skills in smaller sided games looking at the principles of rounders in an untraditional way.</p> <p>Swimming Sink, push away from wall and maintain a streamlined position. Push and glide on the front with arms extended and log roll onto the back.</p> | <p>Athletics Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.</p> <p>Swimming Develop confidence and proficiency swimming for longer distances. Develop stroke techniques.</p> |

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| <p>French</p> | <p>Key Vocabulary: Formal greetings Class commands Feelings Colours</p> <p>Grammar: Masculine nouns (un)</p> <p>Stories: Toutes Les Couleurs Silence, Père Noël</p> <p>Songs: Voici ma main Bonjour ça va?</p> | | <p>Key Vocabulary: Numbers 0 -10 Consonants and vowels Questions</p> <p>Grammar: Pronouns (je/tu)</p> <p>Stories Roule Galette L'automne Arrive</p> <p>Songs: J'aime la galette 2 petits oiseaux Monsieur Pouce Meunier tu dors?</p> | | <p>Key Vocabulary: Please and thank you Pencil case Items Verbs</p> <p>Grammar: Masculine and feminine nouns (un/une) Verbs ending in 'er'</p> <p>Stories: Je veux manger</p> <p>Songs: 1 à 12 Une poule sur un mur Que fait ma main? Dans ma trousse j'ai</p> | |
| <p>RHE</p> | <p>Rules that help to keep us safe</p> <p>School rules and class charter; Strategies to keep emotionally safe; People who are responsible for helping them keep healthy and safe; How to respond to unacceptable physical contact; Concept of keeping something confidential or secret; When they should or should not agree to keep a secret. (Rule of Law) (Individual Liberty)</p> | <p>Anti-bullying</p> <p>Recognise bullying and abuse in all its forms; People who are responsible for helping them stay safe; How to respond to bullying. (Mutual Respect)</p> <p><i>Anti -bullying</i></p> <p>Road Safety</p> <p>Strategies to keep physically safe;</p> <p><i>Road Safety</i></p> <p>How can we eat well? (Science)</p> <p>Balanced lifestyle;</p> | <p>Friendships, feelings and responsibility</p> <p>Consider why friendships are important and how to be a good friend. Understand and label emotions. Understand how actions affect other people's feelings. Know how to resolve friendship issues and how to seek help. (Mutual Respect)</p> <p><i>Safer Internet Day</i></p> | <p>RSE-</p> <p>How we live in love. How we look after ourselves and we change and grow. How to help and take care of others. Recognise the difference between being alone and being lonely. Recognise the need for personal privacy. How to forgive and include others like Jesus did.</p> | <p>Money and Jobs</p> <p>Role of money and managing money; Critical consumer; Media images and reality. Jobs at home and in school; Enterprise; Recognise own achievements and set goals; Challenge stereotypes- diversity (Mutual Respect)</p> <p>First Aid</p> <p>Basic emergency aid procedures at school and other contexts and how to get help.</p> <p><i>First Aid Fortnight</i></p> | <p>Charity</p> <p>Voluntary, community and pressure groups; Charity organisations; Fundraising. (Mutual Respect)</p> <p>Learning to Learn</p> <p>Learning Dispositions Gifts and talents; Working co-operatively; Overcoming barriers and reaching goals. (Mutual Respect)</p> |

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| | | Healthy choices; Balanced diet; Food choices; Influences to making choices about food. | | | Energy and climate change (Geography) Responsibilities to the environment; School, local and national issues; Sustainability. (Mutual Respect) | |
| Music | Recorders review: What did we learn? How to play musically, The language of music. The first three notes; B, A and G. To support the transition to Ukuleles. | Ukuleles Familiarise with holding, strumming & plucking open strings rhythmically. Nativity Performance Ongoing skills: performance, musicianship | Ukuleles: Develop confidence with holding, strumming & plucking open strings rhythmically. Learn to play chord C and F | Ukuleles: Learn to play chord G7. Learn songs with changing between chords C and F fluently and in time. | Ukuleles: Learn new songs, changing between chords fluently and in time. Learn new chords. | Ukuleles: Practise and perform songs. |