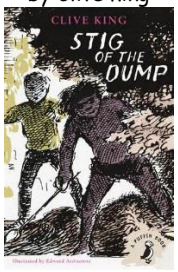
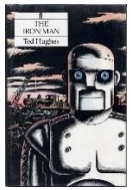
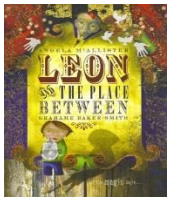
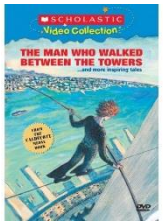
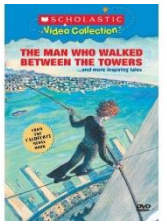
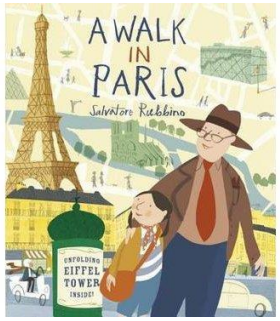
Leen Mills Primary School

Year 3 Curriculum Overview

KS2	Autumn Term		Spring Term		Summer Term	
Year 3	1 (7 wks)	2 (7 wks)	1 (6 wks)	2 (6 wks)	1 (6 wks)	2 (7 wks)
Events	Crocodile hunt.	Visit to Creswell Crags		French Day!	Visit to Hall Farm- RE	Bread Tasting and Baking
Literacy	**The Enormous Crocodile** by Roald Dahl  What's that on the floor of the classroom? Slimy green, muddy footprints? Where do they lead? Oh no, in there's a croc in the school! Luckily, for us Mr Tew is able to get into contact with Quintin Blake who writes to our class and tells us the terrifying story of The Enormous Crocodile. We shall be learning the features of an adventure fiction story. Our literacy skills will include using inverted commas, powerful verbs, adjectives and adverbs as well as packing a punch with a range of exclamation and question marks.	**Stig of the Dump** by Clive king  Barney is a solitary eight-year-old, given to wandering off by himself. One day he is lying on the edge of disused chalk-pit when he tumbles over, lands in a sort of cave, and meets' somebody with a lot of shaggy hair and two bright black eyes' - wearing a rabbit-skin and speaking in grunts. He names him Stig We will be exploring sentence types and structures including adding clauses and subordinate clauses We will also compare the text with the modern film, looking for similarities and differences	**The Iron Man** by Ted Hughes  The Iron Man: A Children's Story In Five days by Ted Hughes does indeed consist of five chapters; designed to be read a chapter per night, although some children may find it difficult to wait a whole day to hear more of this exciting story. We will be exploring sentence types and structures including adding clauses and subordinate clauses. We will also compare the text with the modern film, looking for similarities and differences.	**Leon & the Place Between** By Grahame Baker-Smith  When young Leon volunteers to take part in a magician's disappearing act, he is transported to a glittering limbo where all magical props cards, coins, rabbits, a magician's assistant or an audience member like himself - wait before being summoned back with another wave of a hand or wand. This unit will follow a 'Talk for Writing' scheme by Pie Corbett. Children receive a 'letter' every day from the Circus Theatre company asking for advice on converting the story to a play.	**The Man Who Walked Between The Towers** by Mordicai Gerstein  Follows the French street performer Philippe Petit in an illustrated children's book. Philippe Petit had an idea to walk a wire between the twin towers and acted upon it with much planning and setting up. This unit will follow a 'Talk for Writing' scheme by Pie Corbett. The children will experience how to use pictures to remember the text. They will then write their own story, following the same structure.	Continuation of writing up own story based on **The Man Who Walked Between The Towers**  Personification Similes Metaphors Children will explore these techniques through poetry Instructions- Mummification

Grammar	During the year we will learn about: • Word formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Articles- use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Sentence- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Text- Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Punctuation- Introduction to inverted commas to punctuate direct speech • Year 3 will be looking from list 11 to list 17 throughout the year from the 'Shakespeare and More' spelling scheme					
Numeracy	**Place Value** - recognising the place value of each digit in a 3 digit number **Addition and Subtraction** - adding and subtracting numbers mentally, including 3 digit numbers and tens - adding 3 digit numbers using column addition **Number Lines and Number Bonds** - using number lines effectively - solving number problems and practical problems **Number Sequences** - solving number and practical problems	**Different Methods of Addition** - recapping the different ways of adding: mentally, number line, partitioning (egg method) and column addition **Subtraction** - exploring different methods of subtraction -finding the difference using a number line - column subtraction method with exchanging **Fractions** - finding and writing fractions for sets of objects - recognising fractions as numbers	**Time** - tell and write the time from an analogue clock in 12 and 24 hour - convert digital to analogue and analogue to digital **Multiplication and Division** - use the 'grid method' to multiply 2 digit by 1 digit - use the short multiplication method to multiply a 2 digit by a 1 digit **Fractions** - compare and order fractions with the same denominators - add and subtract fractions with the same denominator	**Addition and Subtraction** - solving missing number problems - apply to word problems **Measures and Data** - adding and subtracting money, giving change - knowing the number of days in a week, month and months in a year/leap year **Fractions and Decimals** - recognise and show using diagrams, equivalent fractions - comparing and ordering fractions with the same denominator - solving problems using fractions - adding and subtracting fractions with the same denominator	**Place Value** - recognising the place value of each digit in a 3 digit number including money **Addition and Subtraction** - solving addition two-step problems deciding which operation and method to use and why - using inverse operations to check **Geometry** - creating 3D shapes using modelling materials - identifying whether angles are greater or less than a right angle **Statistics**	**Measurements** - measuring perimeters of 2D shapes **Time** - comparing duration of events - estimate and read times with increasing accuracy and compare - tell the time 12-24 hour - tell the time using Roman Numerals **Multiplication** -use and recall multiplication facts for the 3, 4 and 8 x table - solving multiplication and division problems Writing multiplication and division facts for the x tables known

	- counting in multiples of 4, 8, 50 and 100		**Number and Place Value** - read and write numbers to 100 in numerals and words - beginning to look at decimal places for money **Task** - designing a theme park project!	**Place Value** - identifying, representing and estimating numbers in different contexts - solving number and practical problems	- interpreting and presenting data in pictograms, bar charts and tables - solving problems using data presented	**Fractions** -counting up and down in tenths - finding and writing sets of fractions for objects and numbers **Measurements** - measure, compare, add and subtract (mass, length, capacity and volume)
History	**Let's Rock Stone Age Britain:** Hook- found artefacts in school?. Guess what they are used for etc. What does Pre-history mean? Wasn't it a bunch of cavemen? What kinds of sources tell us about tell about the Stone Age? What was life like at Skara Brae? -vocabulary understanding- ancient, modern, BC, AD, century and decade - understand how knowledge of the past is structured from a range of sources	**Let's Rock Stone Age Britain:** What was so good about Bronze? What do grave goods tell us about the Bronze Age? What was life like at an Iron Age Fort? What was Iron Age art like? What have we learned about this period in history? -vocabulary understanding- ancient, modern, BC, AD, century and decade - understand how knowledge of the past is structured from a range of sources			**Ancient Egypt**: - the achievements of the earliest civilisations What was Ancient Egypt like? Why is the Rive Nile important? What do artefacts tell us about life in ancient Egypt? What the important features of the Afterlife in ancient Egyptian life? -vocabulary understanding- ancient, modern, BC, AD, century and decade - understand how knowledge of the past is structured from a range of sources Where is Ancient Egypt?	**Ancient Egypt**: - the achievements of the earliest civilisations - linking to writing Howard Carter and The Finding of Tutankhamen's tomb  What are Hieroglyphics? Pyramids: how and why they were built? Who were the Gods and Goddesses? Pharaohs and hierarchy of Egyptian society The Valley of the Kings

						-vocabulary understanding- ancient, modern, BC, AD, century and decade - understand how knowledge of the past is structured from a range of sources Where is Ancient Egypt?
Geography	**The Stone Age** Building work over the summer holidays has unearthed some strange and wonderful artefacts… let's take a closer look and start digging! Places of interest. Google Earth visit of Skara Brae. Human and physical features of the landscape. How the local environment supported Stone Age life. Concept of farming and agriculture.		**Throughout our France topic, we will be learning to:** - use maps, atlases and globes to locate countries - understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country - note connections, contrasts and trends over time	**A Walk In Paris** by Salvatore Rubbino  Paris - the most beautiful city in the world The most romantic It's the perfect place for a girl and her Grandad to spend the day. Join them as they explore Paris's iconic landmarks and experience its culture and style first-hand: Children will research France as part of the topic and create their own non-fiction pages to be included in a class book		**Ancient Egypt:** -asking geographical questions - begin to collect, record evidence and draw conclusions
Computing	This half term we will be concentrating on **E-safety**, focusing on Hector's World. This is a cartoon exploring how to remain safe using information technology in the modern age: - use technology safely, respectfully and responsibly	Coding and algorithms We will be starting our hours of coding. The children will learn what an algorithm is and how to debug and tinker with real games including star wars, flappy bird and angry birds!	**Basic Word Processing Skills**: - use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish goals - be able to use different font, size, colour, clipart and programs		This half term we will be looking at how to program using the computer **- 2code** **- Scratch** - using sequence, selection and repetition in programs - work with variables and various input and outputs - detect and correct errors	

	- recognise acceptable and unacceptable behaviour - identify a range of ways to report concerns about content and contact					
Science	**Rocks and Fossils** - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter.	**Plants** -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Animals, including Humans** -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Animals, including Humans** -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Light and Darkness** -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change	**Forces and Magnets** - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically	- asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.					
French	Language Angels- I'm Learning French: 1-5	Language Angels- Early Language Teaching I'm Learning French: - Introduction to France - Ca Va? - Comment tu t'applles? - Les Couleurs - Numbers 1-10	Language Angels- I'm Learning French: Animaux 1-6	Language Angels- I'm Learning French: Les Instruments 1-6	Language Angels- I'm Learning French: Petit Chaperone Rouge (Little Red Riding Hood) 1-6	Language Angels- I'm Learning French: Je Peux… (I Can…) 1-6
Art/DT	**Stone Age:** - cave paintings (rock art) - designing jewellery - plan, design and make models from observation or imagination - create surface patterns and textures	**Stone Age:** - cave paintings (rock art) - designing jewellery - plan, design and make models from observation or imagination - create surface patterns and textures	**Moving Robots:** -using split pins, levers and string pulls - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products Create a collage of a French map, exploring the different regions of France and what they are famous for Theme Park designing	**French Artists:** - experiment with a range of collages in the style of Matisse -mix colours and know which primary colours make secondary colours - use more specific colour language - experiment with paints in the style of Cezanne	**Guiseppe Arcimbaldo**: - study - fruit and vegetable portraits - self-portraits **Egypt**: - collaging Tutankhuman masks - sarcophagus and mummy making	**Egypt**: - sarcophagus and mummy making **Bread Making**: - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
PSHE	**Settling In**: - Introduction to new classes - Class Rule Setting	**Getting On and Falling Out**: - Managing feelings of anger	**Going for Goals**: Famous people in History - Ghandi- RE link - Mother Theresa - Setting Own Goals	**Good To Be Me**: - thinking about what people are good at- themselves and friends - discussing, sharing and solving worries	**Relationships**: - making amends - taking responsibility - making wise choices	

RE	**Harvest**: - Why is it celebrated? - How is celebrated in different countries?	**Festivals**: - Understanding the celebration of Diwali - Christian celebration at Christmas	**Hinduism**: - overview of Hindu faith, main beliefs Hindu Creation story -retell of the Hindu Creation story	**Easter Story**: - understanding the Easter Story - how Christians celebrate Easter		**Symbolising God in Different Religions**: - different Gods - what would you expect to find in places of worship
Music	**Recorders** **Children will learn a wide range of warm up exercises,assembly/topic songs,numeracy songs and PHSE songs.** Harvest Songs/Egyptian song Children will learn : - to play musically - the language of music -the first three notes; B, A and G. -to read simple musical notation	**Recorders** **Children will learn a wide range of warm up exercises,assembly/topic songs, numeracy songs and PHSE songs.** Harvest Songs/Egyptian song Children will learn : - to play musically - the language of music -the first three notes; B, A and G. - to read simple musical notation	**Recorders** **Children will learn a wide range of warm up exercises,assembly/topic songs, numeracy songs and PHSE songs.** Children will learn : - to play musically - the language of music -the first three notes; B, A and G. - to read simple musical notation - a wider repertoire of tunes -to play within a class group.		**Djembe Drums** (Exploring rhythms) Children will learn -how to hold and play musically -to follow a musical score. -to recognise a rhythm pattern -to repeat the same pattern on the instrument. -to play in a class group.	**Salt Pepper Vinegar Mustard,Music Express 3** (Exploring singing games) Children will learn -to sing and play a range of singing games -that singing games have specific musical characteristics that contribute to their success -to clap/tap the pulse and how to create rhythmic ostinati - how to make up tunes for their own singing games and add appropriate actions -to perform their own games to others.
PE	**Invasion Games** Children should learn to;- • To consolidate and improve the quality of their skills • To improve their ability to select and apply simple tactics • To work co-operatively in small groups • To recognise how a small game activity can be improved.	**Dance** Children should be able to;- • Perform basic actions with increased control • Learn set choreography • Practice, rehearse and refine • Perform to a live audience as part of the KS1 Production.	**Gymnastics** Children should learn to;- • Shapes and supports- To explore different shapes and supports on the mats. • Travels- To work alongside a partner, experimenting with different ways of travelling across the mat.	**Apparatus** Children should learn to;- • To explore different ways of travelling over the apparatus. • To begin putting full sequences together whilst travelling along the apparatus • Jumps from height- To learn to land safely whilst jumping from the apparatus. • Balancing across the apparatus.	**Net/Court/Wall Games.** Children should learn to;- • To consolidate and improve the quality and consistency of their hitting skills. • To develop the range of skills used • To select and use a range of simple tactics • To adapt make and keep to the rules for net games.	**Striking and fielding** Children should learn to;- • To consistently strike a ball in a controlled manner. • To field and intercept a ball and return it accurately • To select and use appropriate skills and simple tactics in a small game activity • To recognise a good performance or

	Indoor Athletics- JE and PB		• Balancing-To work on counter balance and counter tension with a partner. • To be able to put it all together to create a sequence.	Swimming will take place with the class teachers for this half term	Swimming (with class teachers)	what needs to be improved. Swimming (with class teachers)