

## Curriculum Overview Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Could I live in a forest?	Who first lived in Britain?	What makes the Earth is Angry?	Romans vs Vikings: Fight Why do I need to learn about the Romans and Vikings? What above they done for me?		Why is Yorkshire God's own county?
	Into the Forest	Ug by Raymond Briggs Stone Age Boy	A pebble in my pocket	Roman Soldier's Handbook. Roman Diary: The Journal Of Iliona By Richard Platt	The Dragon's Hoard. Tales from Viking Sagas. Beowolf.	Poems by Gervaise Phinn
	Description setting Instructions Letters to Anthony Browne Alternative endings to a story.	Description person. Recount: story Non chronological report.	Explanation Poetry Description	Diary Non chronological report.	Instruction Description.	Poetry Non chronological report Postcard from...
Spelling	<u>Suffixes</u> : es,er,ed,ing <u>Prefix</u> : un and dis <u>Revise</u> : Year 2 contraction for apostrophe. <u>Words ei sound spelt ei</u> : e.g. vein, eight, straight, they. <u>Homophones</u> : brake/break, great/grate, weight/wait <u>Personal spellings</u> .	<u>Revise</u> autumn 1 <u>Prefixes</u> : mis and re. <u>Learn</u> : The sound i spelt y e.g. Egypt, gym. <u>Proof reading</u> . <u>Words spelt with the g sound spelt</u> <u>que and k sound spelt que</u> . <u>Personal spellings</u>	Suffixes: ness and ful following a consonant Prefix sub and tele Year 2 apostrophe for contraction Statutory spellings and personal spellings. Words: chef, sure, shop, special, mission. Suffixes: ness, ful ,less and ly	<u>Prefixes</u> : auto and super <u>Homophones</u> . <u>Proof reading</u> . <u>Personal spellings</u> <u>Spelling k sound ch school</u> , Christmas, ache.	<u>Revise</u> previously taught prefixes. <u>Suffix ly</u> with root words ending in le and ic <u>Apostrophe for contraction</u> <u>Personal spelling</u> <u>Rare GPC's l sound</u> <u>Year 1 and 2 vowel diagrams</u>	Revise Spell u sound spelt ou e.g. double. Homophones Personal spellings. Proof reading.
Ongoing SPAG	Punctuation. Ordering ideas.					
Class Book to read aloud	Stories by Antony Browne	Stories by Raymond Briggs: Fungus the bogeyman, The Snowman, Father Christmas  Ice palace Robert Swindell.	The Iron Man by Ted Hughes	Escape from Pompeii Romans on the Rampage by Jeremy Strong.	The Miraculous Journey of Edward Tulane	
Application Of Literacy						
Maths	Place value Addition and subtraction	Multiplication and division Measurement	Multiplication and division Measurement	Fractions Consolidation	Fractions Shape	Measurement Graphs
Application of maths.	Measuring Points on a compass directions	.Measuring shadows Time: how long ago was the stone age?	Venn diagrams Sorting and classification of rocks	.Roman Numerals. Rounding up and down How long ago something happened.	Sorting Graphs	Graphs Measurements.

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Science	Plants <ul style="list-style-type: none"> <li>Identify and describe functions of different flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plant growth and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that the flower plays in the life cycle of flowering plants including pollination, seed formation and seed dispersal.</li> </ul> <b>Scientific enquiry</b> Ask relevant questions using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative tests and fair tests. Make systematic and careful observations and where appropriate take accurate measurements using standard units.		<b>Light</b> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that darkness is an absence of light.</li> <li>Understand that light is reflected from surfaces.</li> <li>Light travels in straight lines.</li> <li>How are shadows created and how they can change size?</li> </ul> <b>Scientific enquiry</b> Gather, classify and record and present data in a variety of ways to help answer questions Record findings using simple scientific language, drawings, labelled diagrams, keys bar charts and tables.		<b>Rocks</b> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical appearance.</li> <li>Justify why certain rocks are used for certain things e.g. marble for statues as it is hard and does not wear away.</li> <li>Describe in simple terms how fossils are formed when things have got trapped within the rock.</li> <li>Recognise that soils are made from rocks and organic soil.</li> </ul> <b>Scientific enquiry</b> Identify differences, similarities or changes related to simple scientific ideas and processes. Using straight forward scientific evidence to answer questions or to support their findings.		Animals including humans <ul style="list-style-type: none"> <li>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.</li> <li>Describe the effects of diet, exercise and lifestyle on how their bodies work.</li> <li>Name, locate and describe the functions of the skeleton and parts of the skeleton.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <b>Scientific enquiry</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		Animals including humans <ul style="list-style-type: none"> <li>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.</li> <li>Describe the effects of diet, exercise and lifestyle on how their bodies work.</li> <li>Name, locate and describe the functions of the skeleton and parts of the skeleton.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <b>Scientific enquiry</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		Forces and Magnets <ul style="list-style-type: none"> <li>Understand that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract and repel each other and attract some materials and not others.</li> <li>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.</li> <li>Describe magnets as having two poles.</li> </ul> <b>Scientific enquiry</b> Report findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	
Computing												
PSHE	New beginnings		Getting On/Falling Out Say No to Bullying		Going for Goals		Good to be Me		Relationships		Changes	
RE/SMSC												
History	Knowledge	Skill	knowledge	skill	knowledge	skill	knowledge	skill	knowledge	skill	knowledge	skill

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Describe memories of key events in his/her lifetime using key vocabulary		Use an increasing range of common words and phrases relating to the passage of time. Describe memories of key events in his/her lifetime using key vocabulary Describe changes in Britain from the stone age to iron age.				Use an increasing range of common words and phrases relating to the passage of time. Describe the Roman empire and how it impacted on Britain.		Describe the Roman empire and how it impacted on Britain.			
	Knowledge	skill	knowledge	skill	Knowledge	skill	knowledge	skill	–knowledge	skill	knowledge	skill

Geography	Identify where counties are within the UK and the key topographical features. Name and locate the cities of the UK	Mapping Fieldwork			Explain about weather conditions / patterns around the UK and parts of Europe.	Comparing UK to Italy.					Recognise there are similarities and differences between places Develop an awareness of how places relate to each other Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues	Compare York to Wakefield. Fieldwork
	Identify physical and human features of the locality				Recognise there are similarities and differences between places  Develop an awareness of how places relate to each other. Communicate findings in ways appropriate to the task or for the audience							
PE	Games and Gymnastics		Table Tennis and Dance		Mr. Oates and Gymnastics		Mr. Oates and Dance		Mr. Oates and Table Tennis		MrAthletics	

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French						
Art	Observational drawings: Judith Leyster. Monet water lilies: colour matching Pastel and water colour work	Paula Briggs: see three shapes Large drawings of shells using charcoal. Barbara Hepworth sculpture based on Soap sculptures.	Margaret Godfrey Volcano art using collage.	Mosaic		Hockney landscapes
DT			Design and make volcano models		Viking longships Viking jewellery.	Yorkshire food
Music						
Cook It	Going Global Mexican Food	Going Global Mexican Food	Italian Food	Italian Food	Asian Food	Asian food
Grow it						
Educational experiences	Nostell Priory.	Cresswell Crags				Day trip to York.