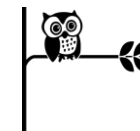


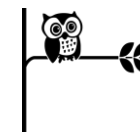
Curriculum Overview 2018 – 2019

Year Group: 3

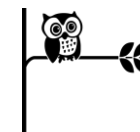
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Who will win the Space Race?	What is special about Manchester?	What can we learn from digging underground?	What Did the Romans Do For Us?	How did we keep calm and carry on in World War II?	Did the Aztecs eat chocolate?
English	Fiction – narrative/authors, diary Non-Fiction – non-chronological report, newspaper article Poetry – N/A	Fiction – recount and dialogue, narrative/authors Non-Fiction – persuasive leaflet Poetry – Structured poems – calligrams/shape poems	Fiction – narrative adventure and mystery, postcard Non-Fiction – non-chronological report Poetry – N/A	Fiction – narrative – myths and legends Non-Fiction – Instructions Poetry – Poems to perform	Fiction – setting/character description, diary, Non-Fiction – letter, historical report Poetry – N/A	Fiction – character/setting description, dialogue/playscripts Non-Fiction – non-chronological report Poetry – Free Verse
GPS	<p><u>G&P</u> Recognise simple sentences and begin to recognise compound and complex sentences They can add a subordinate clause to a sentence Use and recognise nouns, adjectives and adjectival phrases. Introduce the idea of tense in verbs Use dialogue in narrative or in drama. Extend the range of sentences with more than one clause.. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc <u>Spelling</u> – See No Nonsense Spelling list</p>					
Maths	<p><u>Number – Place Value</u> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100 <u>Number – Addition and Subtraction</u> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p>		<p><u>Number – multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. <u>Measurement – money</u> Add and subtract amounts of money to give change, using both £ and p in practical contexts. <u>Statistics</u> Interpret and present data using bar charts, pictograms and tables.</p>		<p><u>Number – fractions</u> Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Solve problems that involve all of the above. <u>Measurement – time</u> Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours.</p>	



	<p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><u>Number – Multiplication and Division</u></p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p>	<p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p><u>Measurement – length and perimeter</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2D shapes.</p> <p><u>Number – fractions</u></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Solve problems that involve all of the above.</p>	<p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p><u>Geometry – properties of shape</u></p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p> <p><u>Measurement – Mass and capacity</u></p> <p>Measure, compare, add and subtract s lengths (m/cm/mm); mass (g/kg volume/capacity (l/ml)</p>			
History	<p>1960s and 1970s: Significant events and people.</p> <p>Note connections, contrasts and trends over time. To find out about events, people and changes from a range of sources.</p>	<p>Secure knowledge and understanding of local history.</p> <p>To ask and answer questions and to select and record information relevant to the focus of the enquiry. To find out about events, people and changes from a range of sources.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Place events, people and changes into correct periods of time.</p> <p>To find out about events, people and changes from a range of sources.</p>	<p>The Roman Empire and its impact on Britain. Place events, people and changes into correct periods of time.</p> <p>To find out about events, people and changes from a range of sources.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources. World history. To find out about events, people and changes from a range of sources.</p>	<p>World history. Learn about characteristic features of the periods and societies studied including ideas, beliefs and attitudes. To find out about events, people and changes from a range of sources.</p>
Geography	<p>Locate the world's countries using maps to focus on Europe, Russia and North America.</p>	<p>Human geography including types of settlement and land use.</p> <p>Fieldwork.</p>	<p>Name and locate counties and cities of the UK.</p>	<p>Use maps to locate countries.</p>	<p>Use maps to locate countries.</p>	<p>Economic activity including trade links. Geographical similarities and differences.</p> <p>To identify and describe what places are like.</p>



Science	Animals including humans. Identify that animals, including humans need the right types and amounts 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.	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 and repel each other. Identify magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Rocks and soils. 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.	Investigations. Ask relevant questions and use different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Light and shadow. 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 a solid object. Find patterns in the way that size of shadows change.	Plants. Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for light and growth. 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.
Computing	Use search technologies effectively and safely. Use a range of programs that accomplish given goals.	Design, write and debug programs. Use logical reasoning to describe how simple algorithms work.	Coding- use sequence selection and repetition in programs. Work with variables and various forms of input and output.	Use search technologies effectively. Appreciate how results are selected and ranked.	Collect, analyse, evaluate and present data.	Use search technologies effectively and safely.



Art	Great artist- Warhol. Learn about great artists, architects and designers in history.	Great artist- Hundertwasser. To create sketch books to record their observations and use them to review and revisit ideas.	Artists in history (cave art). Mastery of sculpture techniques.	Design techniques/ Modelling. To improve their mastery of art and design techniques.	Lowry. Collage, sketch. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	
DT		Make houses- modelling. Design/make/evaluate. Select appropriate tools and techniques for making their product.		Catapults. Control and use of materials. Design/make/evaluate. Communicate their ideas using a variety of methods including drawing and making models.	Gas masks (use materials with creativity). Design/make/evaluate. Select appropriate tools and techniques for making their product.	Headdress design/making (improve design techniques). Chocolate design. Design/make/evaluate. Select appropriate tools and techniques for making their product.
Music/Drama	David Bowie- Life on Mars. Dance and composition.	Manchester rhythms, pulse and ostinato on untuned percussion.	Rhythm, pulse and ostinato on pentatonic scale.	Drama and movement- battle of Boudicca. Thought-tracking and dance.	Drama- evacuees. Roleplay and techniques.	Aztec drumming- rhythm and pulse.
RE	Birth ceremonies.	Christianity.	Creation.	Right and wrong.	Caring for the environment.	SRE.
PE	Tag Rugby	Football	Athletics	Hockey	Basketball	Handball
Languages (KS2)	Introduction to Spanish. Listen attentively to spoken language and show understanding by joining in and responding.	Everyday conversations. Engage in conversations: ask and answer questions; express opinions and respond to those of others.	Family, months and colours. Explore the patters and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Pets and celebrations. Explore the patters and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Times and dates. Listen attentively to spoken language and show understanding by joining in and responding.	Towns and countries. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
PSHE	PSHE	New Beginnings	Getting on and Falling Out	It's Good To Be Me	Relationships	Changes/SRE

