

Curriculum overview map for Year 3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans in Britain		Stone Age/ Prehistoric Britain		Other Cultures	
Enrichment/ Cultural capital	Cody Dock	London Zoo	Museum of London	Science Museum (Light)	Legoland	Carnival Learn about other cultures Compare, Contrast & Respect
Cross Curricular Writing	Information writing about Plants	Animal Fact File	Report about the Stone Age	Information writing about Light	Information leaflet about Legoland	A letter to a child in another country explaining and asking questions about cultures
English	<p>NARRATIVE 3wks Class text / stimulus: Adventure at Sandy Cove – Pie Corbett Model Text: An adapted version of Adventure at Sandy Cove e.g. could be about Ancient Egyptians Genre & Plot Structure: Adventure Story NON-FICTION</p> <p>Class text / stimulus: <i>Adventure at Sandy Cove</i> – Pie Corbett Model Text: Teacher written newspaper article based on the findings from the story <i>Adventure at Sandy Cove</i> Genre & Plot Structure: Focus / Outcome (Hot Task): Children write their own newspaper report linked to their story</p>	<p>NARRATIVE: (Curriculum Link to PSHE Conflict and Resolution- 3wks) Class text / stimulus: The Day the Crayons Quit - Oliver Jeffers Model Text: The Day the Crayons Quit – Teacher adapted version Genre & Plot Structure: Conflict and Resolution story</p> <p>NARRATIVE 1(Curriculum Link to Romans and their Impact Stone age and Bronze age)3wks</p> <p>Class text / stimulus: <i>Charlie and the Bandit Adventures: Roman Rescue</i>(By Kelly Gerrad) Model Text: Adventure Story of Charlie and the Bandit</p>	<p>NARRATIVE (3wks) Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis Model Text: D4W Unit Genre & Plot Structure: Portal story – focus on vocabulary generation to be used elsewhere in writing</p> <p>NON-FICTION 3wks Class text / stimulus: Debate Week Model Text: Teacher written Genre & Plot Structure: Persuasion</p>	<p>POETRY 3wks Class text / stimulus: The Magic Box – Kit Wright Model Text: The Magic Box – Kit Wright Genre & Plot Structure: Poetry- Poetry week can be linked to the Poetry theme</p> <p>NON-FICTION(3wks)</p> <p>Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> – C S Lewis <i>The Land of Never Believe</i> – Norman Messenger Genre & Plot Structure: Teacher written report about an imaginary world</p>	<p>NARRATIVE(3wks) Curriculum Link to Ancient Egypt) Class text / stimulus: The Egyptian Princess(Shirley Climo) Model Text: Teacher written / adapted version of The Egyptian Princess or similar story Genre & Plot Structure: Traditional Tale</p> <p>POETRY(2wks)</p> <p>Class text / stimulus: <i>The Magic Box</i> – Kit Wright Model Text: <i>The Magic Box</i> – Kit Wright Genre & Plot Structure: Poetry</p>	<p>NARRATIVE(3wks) Class text / stimulus: <i>Grandpa's Teeth</i> – Rod Clement Model Text: Teacher written / adapted version of <i>Grandpa's Teeth</i> or similar story Genre & Plot Structure: Losing Tale / Mystery story</p> <p>NON-FICTION(3wks) Class text / stimulus: <i>Click Clack Moo</i> – Doreen Cronin Model Text: Teacher written letter from the farmer and/or cows as part of the story. Genre & Plot Structure: Persuasion & letter writing Focus / Outcome (Hot Task): To write a persuasive letter</p>

		Genre & Plot Structure: Adventure Story				Genre & Plot Structure: Persuasion /Letter Writing
Maths	Number place value (3wks) Number addition and subtraction (3wks) Consolidation week	Addition and subtraction (2wks) Number multiplication and division (4wks) Consolidation week	Number multiplication and division (3wks) Measurement money (1wk) Statistics (2wks) Consolidation Week	Measurement- length and perimeter (3wks) Number- fractions (2wks) Consolidation Week	Number fractions (3wks) Measurement -time (3wks) Consolidation week	Geometry- properties of shape (2wks) Measurement- mass and capacity (3wks) Consolidation Week
Computing	Online Safety (Digital Literacy) Scratch – fact information based on plants (Computer Science)		Online Safety (Digital Literacy) Stop frame animation – Lego/plasticine (Computer Science)		Online Safety (Digital Literacy) Information posters (Information Technology)	
Science	Plants-function and life cycle	Animals including humans-skeleton, muscles and diet	Rocks	Light	Forces and Magnets	Consolidation
DT	Weather instrument: barometer / rain gauge / weather vane			Make a backdrop for my stop frame animation		Design and make a Carnival mask
History		The Romans and their impact upon Britain: Technological advances in houses and homes, transportation and conflict	Early Britons: Stone, Bronze to the Iron Age		Ancient Egypt	
Geography	<u>Physical / Human Geography</u> Rivers and Coasts			<u>Geographical Skills and Fieldwork</u> Use fieldwork to observe, measure, record and present the human and physical features in the local area. Identify the position and significance of latitude, longitude		<u>Locational and place Knowledge</u> Understand geographical similarities and differences of a region in the United Kingdom with a region in a chosen carnival country (Preferably a country in Africa or connected to Egypt)

Art		Romans Pencil observational drawings of sandals, paper sculpture sandal, collage, mosaic	Stone Age Cave painting - modelling material, chalk pastel/ stencil		Drawing: Water / seascapes e.g. Hokusai River Nile	
PE	Dance	Athletics	Football	Gymnastics	Badminton	Netball
Music	<u>Mama mia (Disco music)</u> A disco song about friendship, social relations, peace, and hope.		<u>Let Your Spirit Fly</u> an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.		<u>Reflect, Rewind and Replay</u> All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Steel band & Drumming	
RE/Collective Worship	What is the significance of light?	How do Jews celebrate their beliefs at home and in the synagogue?	How did Jesus and Buddha make people stop and think?	How and why do Hindus celebrate Holi?	What do Sikh symbols and sayings tell us about Sikhi beliefs?	Christian and Muslim Art (What can we learn about special symbols and signs used in special religions?)
PSHE	<u>Relationships</u> <u>Families and friendships</u> What makes a family; features of family Life <u>Safe relationships</u> Personal boundaries; safely responding to others; the impact of hurtful behaviour <u>Respecting ourselves and others</u> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite		<u>Living in the Wider World</u> <u>Belonging to a community</u> The value of rules and laws; rights, freedoms and responsibilities <u>Media literacy and Digital resilience</u> How the internet is used; assessing information online <u>Money and Work</u> Different jobs and skills; job stereotypes; setting personal goals, work week		<u>Health and Wellbeing</u> <u>Physical health and Mental wellbeing</u> Health choices and habits; what affects feelings; expressing feelings <u>Growing and changing</u> Personal strengths and achievements; managing and reframing setbacks, naming body parts <u>Keeping safe</u> Risks and hazards; safety in the local environment and unfamiliar places	
Mindfulness	<u>Autumn 2</u> Supporting transition from KS1					
Spanish	Greetings, sounds, alphabet & numbers		Games, numbers & classroom objects Colours, articles and numbers		Days of the week, months Nouns, around the house, birthdays	
Special Themes	Heritage Week Rights and Respect Week		Work Week		Health and Sports (2 weeks) Refugee month	