

Year 3 Curriculum Overview

This overview is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

In year 3 our aim is to build on the children's prior learning from key stage 1 equipping them with the skills and confidence required to make the transition from the key stage 1 building to the key stage 2 building. Our curriculum is designed so that it is broad and balanced and inspires pupils to achieve the best that they can. We promote resilience and self-confidence through the use of the gem project.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Right of the Fortnight	<p>Article 1 – Everyone under the age of 18 has all the rights in the convention.</p> <p>Article 2 – The convention applies to every child without discrimination.</p> <p>Article 6 – Every child has the right to life.</p> <p>Article 13 – Every child must be free to express their thoughts and opinions.</p>	<p>Article 14 – Every child has the right to think and believe what they choose and also to practise their own religion.</p> <p>Article 15 – Every child has the right to meet with other children and to join groups and organisations.</p> <p>Article 16 – Every child has the right to privacy.</p>	<p>Article 24 – Every child has the right to the best possible health.</p> <p>Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 17 – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.</p>	<p>Article 7 – Every child has the right to be registered at birth, to have a name and nationality.</p> <p>Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them.</p> <p>Article 28 – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.</p>	<p>Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <p>Article 42 – Governments must actively work to make sure children and adults know about the convention.</p> <p>Article 23 – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.</p>	<p>Article 38 – Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p> <p>Article 32 – Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education.</p> <p>Article 4 – Governments must do all they can to make sure every child can enjoy their rights by creating and passing laws that promote and protect children's rights.</p>
English Texts	<p>Hansel and Gretel - Anthon Browne (Traditional Tale)</p> <p>Stone Age Boy – Satoshi Kitamura (Picture Book/ Illustrated Text)</p>	<p>The BFG – Roald Dahl (Novel – Fantasy)</p> <p style="text-align: center;">Educate & Celebrate</p> <p>Great Women Who Changed the World – Kate Pankhurst</p>	<p>Cinderella of the Nile – Beverley Naidoo (Traditional Tales/ Texts from Different Cultures)</p> <p style="text-align: center;">Poetry – Structured – Limericks</p> <p>Edward Lear limericks</p>	<p>My Dad's a Birdman – David Almond (Novel – Illustrated)</p> <p>Cloud Tea Monkeys – Elspeth Graham and Mal Peet (Texts from Different Cultures – Fairtrade)</p>	<p>Orchard Book of Greek Myths and Legends – Geraldine McCaughrean (Non-fiction text)</p> <p style="text-align: center;">Poetry – Structured – Question and Answer Poetry</p>	<p>The Iron Man – Ted Hughes (Novel – Sci Fi)</p> <p>Flotsam – David Wiesner (Picture Book/ Illustrated Text)</p> <p style="text-align: center;">Educate & Celebrate</p>

	<p>Poetry – Free Verse – Simile Poems Leap Like a Leopard – John Foster</p>		<p>Spring Magic – Judith Nicholls Short Visit, Long Stay – Paul Cookson Limerick – John Irwin</p>	<p>Educate & Celebrate Donovan’s Big Day – Lesléa Newman</p>	<p>Why Must We Go To School? – Allan Ahlberg Poems to Perform – Julia Donaldson The Treasures – Claire Bevan Conversation Piece – Gareth Owen</p>	<p>This Day in June – Gayle E Pitman</p>
Writing	<p>Narrative – character descriptions, setting descriptions, retelling, own version narratives.</p> <p>Non-chronological report – linked to Stone Age to Iron Age (Stone Age Boy).</p> <p>Poetry – Simile Poems</p> <p>Pen Pal – letters to Reception</p>	<p>Instructions – linked to DT mechanisms and The BFG.</p> <p>Letter – linked to The BFG.</p> <p>Newspaper Report – Linked to Educate & Celebrate</p>	<p>Letter – Linked to Cinderella of the Nile.</p> <p>Retelling – Fox (Fable)</p> <p>Poetry – Limericks</p> <p>Pen Pal – letters to Reception</p>	<p>Narrative – character descriptions, setting descriptions, retelling, own version narratives.</p> <p>Non-chronological report – linked to Cloud Tea Monkeys and Fairtrade.</p> <p>Diary entry – Linked to Educate & Celebrate from the point of view of Donovan.</p>	<p>Retelling – Greek Myths through playscript.</p> <p>Non-chronological report – Linked to Ancient Greece</p> <p>Poetry – Repeating pattern</p>	<p>Narrative – character descriptions, setting descriptions, retelling, own version narratives.</p> <p>Diary Entry – Linked to The Iron Man</p> <p>Information Leaflet and Persuasive Poster – Linked to Flotsam and World Ocean Day</p> <p>Instructions – linked to DT cooking</p> <p>Pen Pal – letters to Reception</p>
Maths	<p>Number – place value</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>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).</p> <p>Compare and order numbers up to 1000</p>	<p>Number – multiplication and division</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p>	<p>Number – multiplication and division</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</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</p>	<p>Number – fractions</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>Count up and down in tenths.</p>	<p>Number – fractions</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p>	<p>Measurement</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Continue to measure using the appropriate tools and units, progressing to using</p>

	<p>Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 50 and 100</p> <p>Number – addition and subtraction</p> <p>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</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>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Measurement</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.</p>	<p>objectives.</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>Measurement</p> <p>Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</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>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc</p>	<p>Solve problems that involve all of the above.</p> <p>Geometry - Properties of shape</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-term, 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 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p>	<p>a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p> <p>Statistics</p> <p>Interpret and present data using bar charts, pictograms and tables. 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>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>
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	Add and subtract amounts of money to give change, using both £ and p in practical contexts.					
Science	<p>Animals inc. Humans</p> <p>To 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.</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Forces</p> <p>To compare how things move on different surfaces. To notice that some forces need contact between two objects but magnetic forces act at a distance. To observe how magnets attract or repel. To compare and group a variety of every day materials on basis of whether they attract magnets. To describe magnets as having two poles.</p>	<p>Rocks</p> <p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed. To recognise that soils are made from rocks and organic matter.</p>	<p>Plants</p> <p>To identify and describe functions of different parts of flowering plants. To explore requirements of plants for life and growth and how they vary. To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle.</p>	<p>Light</p> <p>To recognise that they need light in order to see things. To notice light is reflected from surfaces. To recognise that light from the sun can be dangerous. To recognise shadows are formed when the light is blocked. To find patterns in the way that the size of shadows change.</p>	
RE	How do Hindus worship?	How and why is Advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches?	What do Christians remember on Palm Sunday?	What do Hindus believe?	What do Hindus believe?
History	<p>Who were Britain's first builders?</p> <p>To understand the changes in Britain from the Stone Age to the Iron Age.</p>		<p>Why did the Ancient Egyptians build pyramids?</p> <p>To understand the achievements of the earliest civilizations – overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>		<p>How have the Greeks shaped my world?</p> <p>To complete a study of Ancient Greek life and achievements and their influence on the western world.</p>	
Geography		<p>Is the UK the same everywhere?</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying</p>		<p>Why do we have cities?</p> <p>To describe and understand key aspects of human geography such as types of settlement and land use.</p>		<p>We've got it all! Why is the North East special?</p> <p>To describe and understand key aspects of: physical geography, including the water cycle.</p>

		human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed overtime.		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use off ordnance survey maps) to build their knowledge of the United Kingdom.		To describe and understand key aspects of human geography such as economic activity including trade links.
Art	Sketching and Drawing To improve their mastery of art and design technique including drawing, painting and sculpture. To learn about great artists in history.		Painting To improve their mastery of art and design technique including drawing, painting and sculpture. To know about great artists architects and designers in history.		Collage To improve their mastery of art and design technique including drawing, painting and sculpture. To learn about great designers in history.	
D.T.		Mechanisms To research and develop design criteria to inform the design of products. To explore and use winding mechanisms. To begin to incorporate wheels and axels into their products. To evaluate pre-existing products detailing what works well ad what could be improved. To use design criteria to evaluate product – identifying both strengths and areas to develop.		Textiles To research and develop design criteria to inform the design of products. To join fabrics using a range of stitches with increasing independence. Children learn how to add further decoration to their work using buttons, beads, sequins etc. To choose the most appropriate joining technique to add a decoration to a piece of fabric. To evaluate pre-existing products detailing what works well ad what could be improved.		Food and Nutrition To research and develop design criteria to inform the design of products. To begin to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (fish) in the UK, Europe and the wider world. To be able to use a range of techniques such as peeling, chopping, slicing and grating. To evaluate pre-existing products detailing what works well ad what could be improved.

				To use design criteria to evaluate product – identifying both strengths and areas to develop.		To use design criteria to evaluate product – identifying both strengths and areas to develop.
Computing	<p>To design, write and debug programs that accomplish specific goals/solve problems by decomposing them in smaller parts.</p> <p>To use sequence, selection and repetition in programs.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To recognise common uses of information technology beyond school.</p>	<p>To design, write and debug programs that accomplish specific goals/solve problems by decomposing them in smaller parts.</p> <p>To use sequence, selection and repetition in programs.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and problems.</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p>To recognise common uses of information technology beyond school.</p> <p>To use sequence, selection and repetition in programs.</p> <p>To design, write and debug programs that accomplish specific goals/solve problems by decomposing them in smaller parts.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and problems.</p>	<p>To recognise common uses of information technology beyond school.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p> <p>To design, write and debug programs that accomplish specific goals/solve problems by decomposing them in smaller parts.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p>	<p>To recognise common uses of information technology beyond school.</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and problems.</p>

<p>PE</p>	<p>Football/Swimming/SAQ To use running, jumping, throwing and catching in isolation and in combination. To play competitive games. To develop flexibility, strength, technique, control and balance. To swim competently and confidently over at least 25 metres.</p>	<p>Hockey/Swimming/SAQ To use running, jumping, throwing and catching in isolation and in combination. To play competitive games. To develop flexibility, strength, technique, control and balance. To swim competently and confidently over at least 25 metres.</p>	<p>Dance/SAQ To perform dances using a range of movement patterns. To develop flexibility, strength, technique, control and balance.</p>	<p>Gymnastics/SAQ To develop flexibility, strength, technique, control and balance. To compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics/OAA To develop flexibility, strength, technique, control and balance. To compare their performance with previous ones and demonstrate improvement to achieve their personal best. To take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Rounders/OAA To use running, throwing and catching in isolation and combination. To take part in outdoor and adventurous activity challenges both individually and within a team.</p>
<p>Music</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music. To use and understand</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations. To develop an understanding of the history of music. Listening and appraising</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations. Whole Class Steel Pans Teaching (DCMS) Three Little Birds (unit on</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations. Whole Class Steel Pans Teaching (DCMS) Three Little Birds (unit on Charanga)</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music. To use and understand</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes</p>

	staff and other musical notations. Let Your Spirit Fly (unit on Charanga)	Early Twentieth Century (e.g. Prokofiev “Peter and the Wolf”) music. Glockenspiel Stage 1 (unit on Charanga. Using chime bars)	Charanga)		staff and other musical notations. The Dragon Song (unit on Charanga) Whole Class Singing	using the inter-related dimensions of music. To use and understand staff and other musical notations. To develop an understanding of the history of music. Bringing Us Together (unit on Charanga) Whole Class Singing
Languages	Italian To introduce the Italian language and create the foundations for a KS2 program of learning focussed on the acquisition of this language.		Mandarin To further explore a non-European language which uses unfamiliar sounds and characters as appose to the roman alphabet and to explore an Asian culture through its major festival.	Italian To consolidate basic Italian learnt to expand on grammar and the Italian alphabet to help develop spelling and reading skills.	Italian To consolidate basic Italian learnt to expand on grammar and the Italian alphabet to help develop spelling and reading skills.	
PSHE/RSE	Being Me in My World To make responsible choices and take action. To create a learning charter. To set personal goals.	Celebrating Differences To take care of our friends. To recognise and accept differences. To be kind to others.	Dreams and Goals To stay motivated and keep trying. To work well with others. To work hard to achieve our own goals and help others to achieve theirs.	Healthy Me To make healthy choices including eating a healthy balanced diet. To keep themselves and others safe. To know how to be a good friend.	Relationships To solve friendship problems. To show respect to others and help others. To know and show what makes a good relationship.	Changing Me To understand that everyone is unique. To respect changes they see in themselves and others. To know who to ask for help if they are worried about change.
Enrichment Opportunities	Pantomime – Speaking and Listening, Drama focus Visit and workshops from Sarah McCallister Brian Honour – Football Potential outreach/virtual visit from Oriental Museum The Christmas story – Holy Trinity Church		Visit to Penshaw Monument Special delivery of a bear, visiting the post – linked to English Visit to Holy Trinity Church, Wingate https://www.dur.ac.uk/4schools/programme/ks2/history/egypt/ - To book end of topic - online workshop with Oriental Museum (Life and Death in Ancient Egypt).		Potential visit/virtual to/from Hindu Temple Visit to Wingate pond Visit from Adam Bushnell Festival day Botanical Gardens Visit – Plants Captain Chemistry	

<p>Cultural Capital</p>	<p>Bus journey (manners on a bus) Library (how to set up a bookshelf) Christmas dinner (restaurant etiquette) Opportunities to communicate with other children across the school (pen pals with reception) Pantomime</p>	<p>Church (how to behave in a church) Learning to play a musical instrument (steel pans) Opportunities to link with schools in other areas (skype calls) Learning about different cultures (Chinese New Year)</p>	<p>Planting and gardening Opportunities to link with other schools (festival day) Helping the local community (beach and local pick up) Discussions: people with jobs (RSPCA, Stray Aid, animal care - community needs) Den Day</p>
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