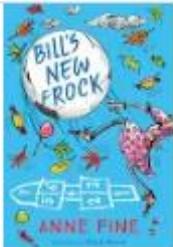
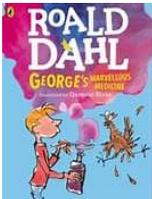
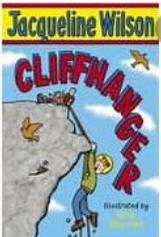
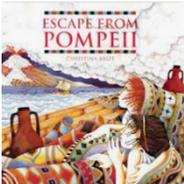
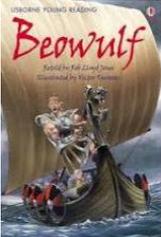




CURRICULUM OVERVIEW 2023-24

YEAR: 3

Staff: Mrs Shipley, Mr White, Miss Robinson, Mrs Marshall

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Is Nottinghamshire the best county? UK Countries, Cities and Regions	Marvellous Medicine History of medicine	Shake, rattle and roll! Volcanoes and Earthquakes	The Radical Romans The Romans	Raiders and invaders Britain's settlement by Anglo-Saxons and Scots	Farmers Farming Land Use
Enrichment Experience	Harvest Festival	St Mary's Church Visit	Science experiments and Art experience	Roman Battle	Map skills in the local area	Rand Farm
Author of the half term / Class Book	Scarecrow's Wedding – Julia Donaldson Bill's New Frock – Anne Fine 	George's Marvellous Medicine – Roald Dahl Firework Night By Enid Blyton A Four Year Old's Winter Lament 	Cliff Hanger- Jacqueline Wilson 	Escape from Pompeii The Fatal Fire- Terry Deary 	Beowulf- Rob Lloyd Jones 	Charlotte's Web- E.B. White 
	Author of the half term: Anne Fine	Author of the half term: Cressida Cowell	Author of the half term: Francesca Simon	Author of the half term: Louis Sachar	Author of the half term: Jill Murphy	Author of the half term: Jeff Brown
English	Recount to Inform The children will be writing the Scarecrow's	Text to entertain The children will be writing a George's Marvellous	Text to inform – The children will be creating a fact	Text to persuade The children will be creating an advert for a pop-up book	Text to entertain – The children will write a narrative using Beowulf.	Text to inform – The children will then write a

	Wedding recount as a diary.	Medicine character description. As well as writing some bonfire night and winter poems.	file/report on Earthquakes.	Text to entertain – They will then write a narrative from Escape from Pompeii.		recount leaflet for Rand Farm. Text to entertain – The children will then write a narrative from Charlotte’s Web.
Handwriting	Year 3 Penpals units 1-5 The children will be introduced to the following joins: Sh, sl, st, sk, sw, si, se, sm, sn, sp, su, sa, sc, sd, sg, so, sq, sa, sc, sd, sg, so, sq,	Year 3 Penpals units 6-10 The children will be introduced to the following joins: rb, rh, rk, rl, rt, ri, ru, rn, rp, ra, rd, rg, ro, are, ere, ure, ire. Introducing break letters g, j, y, f, b, p, q, x, z	Year 3 Penpals units 11-15 The children will be introduced to the following joins: lf, ef, af, of, fl, ft, fe, fi, fu, fr, fy, fo, fa, ff,	Year 3 Penpals units 16-20 The children will be introduced to the following joins: rr, ss, qu, ly, ily, ally	Year 3 Penpals units 21-25 The children will be revisiting the following: letter spacing, spacing between words, consistency of size, fluency, parallel ascenders, horizontal join from to an anticlockwise letter, break letters, capital letters.	Year 3 Penpals units 26-30 The children will be revisiting the following: letter spacing, spacing between words, consistency of size, fluency, parallel ascenders, horizontal join from to an anticlockwise letter, break letters, capital letters.
Maths	The children will be learning about place value and addition and subtraction.	The children be building on their knowledge of addition and subtraction. Followed by multiplication and division.	The children be building on their knowledge of multiplication and division. They will also develop their length and perimeter knowledge.	Mass and Capacity will be our topic this half term, followed by fractions.	The children be building on their knowledge of fractions, followed by a time and money.	Time, properties of shape and statistics will be our maths topic.
Science	<u>Light</u> Children will learn that they need light in order to see, learn how light reflects, how to stay safe in the sun	<u>Rocks</u> Children will learn how to categorise rocks by their physical properties, the process by which fossils are	<u>Forces and magnets</u> Children will compare how friction affects objects, learn about contact and non-	<u>Plants</u> Children will learn how to identify and describe the functions of different parts of flowering plants.	<u>Scientific Enquiry</u> During this unit, children will learn the scientific skills that they will need to apply during	<u>Animals, including humans</u> Children will identify that animals, including humans, need the right types and

	and how shadows are created.	formed and what soils are made of.	contact forces and which materials are attracted to magnets.	They will also explore the requirements of life and growth for plants.	their future scientific topics.	amount of nutrition, and that they cannot make their own food.
Computing	iProgram: The children will understand that a program is a sequence of statements written in a programming language (Scratch). They will program visual effects.	iSimulate: The children will understand that computer simulations can represent real or imaginary situations. They will design and produce a computer game.	iNetwork: The children will understand what a network is and know the key parts of a computer network and explain how they work together.	iData: The children will understand how information in a database is organised. iSafe: The children recognise when something encountered online does not feel right and how to respond when we do not feel safe online.	iConnect: The children will understand that the internet is many computers that are connected and how information can be transferred between people using a network.	iPodcast: The children will understand that technology can be used to control sound and to record our own podcast.
RE		Beliefs and Questions Children will investigate and describe what Christians do at two different festivals.	Prayer Children will be able to describe how a Muslim and Christian person prays and connect ideas and beliefs to what people in these two religions do. They will also be able to ask and answer questions about prayer in Islam and Christianity.		Worship and Sacred places Children will be able to describe the key features of each three religious' buildings; a mosque, mandir and church. They will be able to connect the key features of the buildings with beliefs about God in each religion.	Inspirational people in the past Children will be able to describe at least one story about each of these key figures: Moses, Jesus and Muhammad. They will also connect the idea of inspirational leaders to the stories they learn.

RSE/PSHE	<p>Me and My Relationships Children will learn about themselves and they get along with other people.</p>	<p>Valuing difference Children will learn about and celebrating our similarities and differences. The children will understand how to treat other people with fairness and respect.</p> <p>RSE: The children will explore the differences between males and females and to name the body parts</p>	<p>Keeping safe Children will learn how to live healthy and safe lives, to promote wellbeing and to have positive relationships with others.</p>	<p>Rights and Respect Children will learn about the things that we should have (our rights) and the things we should do.</p> <p>RSE: The children will consider touch and to know that a person has the right to say what they like and dislike</p>	<p>Being my best Children will learn how to develop themselves through learning and challenges, how to be safe and healthy, and how to help others.</p>	<p>Growing and Changing Children will learn about their bodies. Focusing on how things grow and change over time.</p> <p>RSE: The children will explore different types of families and who to go to for help and support.</p>
Safeguarding links	<p>DSL Video E-safety Water Safety Eco warriors School Council Healthy relationship education</p>	<p>DSL Video E-safety Water Safety NSPCC workshop</p>	<p>DSL Video E-safety Road Safety Mental health Online safety First aid</p>	<p>DSL Video E-safety Anti-bullying Financial awareness</p>	<p>DSL Video E-safety Illness and medicine – drug awareness.</p>	<p>DSL Video E-safety RSE Residential safety</p>
Art	<p>Drawings with charcoal Children will discover how to make drawings that capture a sense of drama or performance using charcoal.</p>			<p>Working with Shape and Colour Children will use close looking and the “Show Me What You See” technique to explore artwork from a particular artist, movement or era.</p>	<p>Telling Stories through drawing and making Children are enabled to make sculptural equivalents of characters from film and literature.</p>	

DT		<p>Textiles 2D shape to 3D product</p> <p>The children will design a purse/wallet for themselves to carry their money in.</p>	<p>Mechanical Systems Levers and linkages</p> <p>The children will make a pop-up story book for them to read to a child in Early Years at story time.</p>			<p>Food Healthy and varied diet</p> <p>The children will make a sandwich with a side salad to eat for themselves at a summer picnic.</p>
Food for Life	Preparing the planters	Maintaining the planters and outside area.	Maintaining the planters and outside area	Planting spring bulbs.	Maintaining the spring bulbs and produce.	Harvesting the produce for the kitchen to use.
Geography	<p><u>Is Nottinghamshire the best county in Great Britain?</u> The children will learn about human and physical features of the United Kingdom.</p>		<p><u>Why does the earth shake, rattle and roll?</u> The children will investigate to impact of volcanoes and earthquakes on human and the physical environment.</p>			<p><u>What does a cartographer do?</u> The children will investigate land use in the UK and show an understanding of how maps are used.</p>
History		<p><u>How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?</u> The children will investigate medicine through the ages.</p>		<p><u>To understand where the Roman Empire began and where it spread.</u> The children will learn about what life was like in the Roman period and why and how the empire spread over time.</p>	<p><u>To understand why, where and when the Scots and Anglo-Saxons invaded Britain</u> The children will learn how and why the Anglo-Saxons invaded Britain.</p>	

Spanish	Greetings Numbers and colours	Introducing myself Facts about Spain	The weather Months of the year	The classroom	My home My family	School Spanish culture
Music	-Selecting descriptive sounds to accompany a poem. -Accompanying a song with a melodic ostinato. -Singing a song with expression and dynamics.	-Choosing instruments / timbre to create a sound scape. -Combining chants & soundscapes into a rondo structure. -Deliver a class performance of the rondo structure piece.	-Learning how sounds are produced and instruments are classified. -Understanding musical conversation structure. -Exploring contrasting moods and effects as part of a performance.	-Understanding the concept of a scale / pentatonic scale. -Understanding pitch through reading graphic notation. -Playing independent parts in more than one metre simultaneously.	-Identifying and performing an ostinato. -Improvising to an ostinato accompaniment. -Performing rhythmic ostinatos individually and in combination. -Developing an understanding of basic rhythm notation.	-Recognising rhythm patterns in staff notation. -Understanding and using simple pitch notation. -Reading simple rhythm and pitch notation. -Representing sounds with symbols. -Learning to play tuned percussion reading notation.
PE	<u>Swimming</u> <u>Real PE: Personal development</u>	<u>REAL Gym</u> <u>Real PE: Social development</u>	<u>Ball Skills</u> <u>Real Dance</u>	<u>Hockey</u> <u>Real PE: Cognitive development</u>	<u>Athletics</u> <u>REAL PE: Creative development</u>	<u>Striking and fielding</u> <u>Real PE: Health and fitness</u>