Curriculum Overview: Year 3

	Autumn Term		Spring Term		Summer Term	
	Autumn 1:	**Autumn 2:**	**Spring 1:**	**Spring 2:**	**Summer 1:**	**Summer 2:**
Topic	Author focus Roald Dahl	Happily Ever After	Through the ages Stone Age	Through the Ages Romans	Disaster Strikes	Tomb Raiders
Visits/ Trips/ Workshops	House of illustration gallery in London (Quentin Blake)		Trip to the natural history museum – fossils!		British museum (Egyptian room!)	
Writing	**Character description** of *the enormous crocodile*. **Adapt an existing chapter** Alternative version of *The Twits* (Talk for Writing) **Biography: Roald Dahl**	**Newspaper Reports** The True Story of the Three Little Pigs 2 weeks **Instruction text** How to make a shadow puppet (link with DT – making a shadow puppet) 2 weeks **Fairy tales** alternative *Hansel and Gretel* by Anthony Brown (Talk for writing)	**Narrative** Stone age adventure story - ending of text *Stone Age Boy* **Diary entry** Write a diary entry from the perspective of a stone age hunter **W3-4 i-r** **Comic cartoon** Link with science and publish using ICT	**Non-Chronological** Report: The Romans **Kennings Poem** and art	**Persuasive Letter** Children write their own quest myth based on the magic paintbrush (Talk for Writing) **Recount chapter** Rewrite an existing chapter from the text *The Firework Maker's Daughter* **Performance poetry** In groups children up-level an existing poem to recite and perform.	**Explanation text** Mummification process **Newspaper Report** Howard Carter discovers tutankhamun's tomb (possibly switch for a geography focused unit around the rive Nile and settlements)
Suggested Texts	The Enormous Crocodile, Roald Dahl The Twits, Roald Dahl Roald Dahl's Revolting Recipes, Roald Dahl		Stone Age Boy, Satoshi Kitamura The Stick and Stone Age, Jacqui Bailey The Pebble in my Pocket: A History of our Earth, Meredith Hooper The Savage Stone Age, Terry Deary	'The Conquerors' by David McKee to children. A Roman Soldier's handbook, Lesley Sims A Roman Soldier (How to be), Fiona MacDonald What the Romans did for us: Age 7-8 Below Average Readers Boudica, Emma Fischel	The Iron man, Ted Hughes, Laura Carlin Plants (Amazing Science), Sally Hewitt The Flower, John Light Plant Secrets, Emily Goodman The Bog Book of Bugs, Yuval Zommer	The awesome Egyptians, Terry Deary There's a pharaoh in our bath, Jeremy strong Ancient Egypt: Tales of Gods and Pharaohs, Marcia Williams Egyptian Things to Make and Do, Emily Bone Egypt (See Inside) (Usborne See Inside), Rob Lloyd Jones

			How to live like a stone age hunter, Anita Ganeri, Who were the first people, Phil Roxbee Cox National Geographic Kids Everything Rocks and Minerals, Steve Tomecek	The Orchard Book of Roman Myths, Geraldine Mccaughrean The Amazing Human Body Detectives: Amazing Facts, Myths and Quirks of the Human Body, Maggie Li		Everything Ancient Egypt: Dig into a Treasure Trove of Facts, Photos, and Fun (National Geographic Kids), Crispin Boyer Pharaoh's Handbook (Handbooks), Sam Taplin DK Findout! Ancient Egypt Flat Stanley: The Great Egyptian Grave Robbery, Sara Pennypacker The Time-travelling Cat and the Egyptian Goddess, Julia Jarmon
Maths	**Number – Place Value** 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 **Number – Addition and Subtraction** 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. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Number – Multiplication and Division** Count from 0 in multiples of 4, 8, 50 and 100 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.		**Number – multiplication and division** 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. **Measurement – money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Statistics** 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. **Measurement – length and perimeter** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes. **Number – fractions** 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 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above.		**Number – fractions** 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. **Measurement – time** 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. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks]. **Geometry – properties of shape** Recognise angles as a property of shape or a description of a turn. 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. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. **Measurement – mass and capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Recognise 3-D shapes in different orientations and describe them.	

Science	**Animals inc Humans** • identify that animals, including humans, need the right types and amount of nutrition, and that they 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.	**Plants** **WSKL2a-i** **Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • 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.	**Rocks and Soil** Soil and its uses - link to different settlements, iron age farming. Link to geography. Rocks – the pebble in my pocket (story mapping the journey of a rock inc. types of rocks and how they form) Pompeii – fossilising (link to geography) Could link to art making a Pompeii volcano and village to be destroyed. **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 •	**Magnets and forces** **Forces** • Compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • (North pole magnets link) **Magnets** • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing **Materials** Cross-curricular link with DT when selecting	**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 an opaque object find patterns in the way that the size of shadows change **Working scientifically focus** (building independence in scientific questioning – equipment selection, posing problems and children to choose how to investigate) **WSKL2a** **Working Scientifically** • Revisit Science areas AFL. Investigations linked to Growing Plants- River Nile link • Soils- Types of soil. Grow plants in different soils.

					appropriate materials for their canopic jars. Only a brief introduction to materials as it is a year 4 objective.	Forces- Build pyramid What's the easiest material to move a large stone on?
Learning Across the Curriculum (Foundation Subject Links)	**History** British figures in history **Computing** ***Use canva to create a timeline infographic about Roald Dahl*** - Use the internet safely to find answers to a question and use search engines efficiently. - Use passwords to access resources on the web and keep them safe. - Create and present information using pictograms. - Publish and share work online for a given audience. - Take and manipulate digital images. **DT** ***Cook a range of Roald Dahl's Revolting Recipes then design a recipe to cook and***	**Computing** Comic cartoon – link with science and publish using ICT How to make your own shadow puppet, a step by step video instruction. **Multi-media** • Independently record sound and video. (microphones, sound buttons) • Independently take and edit photographs. (cameras, photo viewer programs) • Present work using a range of publishing software programmes (MS Office **E-Safety and Computing skills**	**History** Changes in Britain from the Stone Age to the Iron Age **Geography** Movement of people/Continents Human geography, including: types of settlement and land use/patterns and how locations were used over time. Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Art** **Cave painting** **AK2a,b,c** **Skill progression:** - mix colours effectively - blend colours to create mood.	**History** The Roman Empire and its impact on Great Britain. **Geography** Empires/Pompeii: Human geography, including: types of settlement and land use/patterns and how locations were used over time. **Art** **Make a mosaic** **Skill progression:** - use watercolour paint to produce washes - blend colours to create different tones - use a real life stimulus to identify tones and paint using watercolour - sketch a design for a mosaic. - make tiles for a mosaic.	**DT** **Computing Programming** **E-Safety and Computing skills** **Geography** Human and physical geography - Describe and understand key aspects of: physical geography, including: natural and manmade disasters, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, flooding/drought. Agriculture. Geography skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Art**	**History** Ancient Egypt incl. Tutankhamun, Nefertiti, Howard Carter The achievements of the earliest civilizations and a close look at Ancient Egypt **Art/DT** **Canopic jars** **Skill progression:** - plan a canopic jar of a God that is symmetrical and balanced - form armature using newspaper, cardboard and masking tape. roll newspaper into balls to create a head - apply rigid wrap plaster cloth to create a smooth paintable surface. - interpret and use ancient Egyptian symbols and patterns in their own work - use impression tools to sculpt details in relief - demonstrate painting skills to enhance sculptural detail

	publish in a class cookbook using ICT - Explore different ways food is grown (e.g. tomatoes, wheat and potatoes), reared (e.g. pigs and cattle) and caught (e.g. fish) in the U.K, Europe and wider world and that seasons may affect the food available. - Understand that food is processed into ingredients that can be eaten or used in cooking. - Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking - Design a meal that is balanced and healthy as depicted in the eatwell plate. - Present work using publishing software.		- create our own colour wheel - use different brush strokes for effect - Draw animals in the style of cave art - paint on different media (sketch book to record progression of skills)	(sketch book to record progression of skills) **Computing** ***Use Popplet to capture/organise research and ideas for a non-chronological report.*** - 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 and information. **Research and Communication** - Follow a simple search to find specific information from a website. - Find and use appropriate information **E-Safety and Computing skills**	**Use splash painting techniques to make a Holi picture** **Skill progression:** - Blend watercolours to create a wash (Solid wash, graded wash, Wet in wet) - flick paint to create a bright and vibrant background - Use line to add detail and create a Chinese landscape - Use line to show texture (sketch book to record progression of skills) **Sgrafitto Scratch Art** Children to create a sgrafitto scratch painting of fireworks on their hook day.	(sketch book to record progression of skills) **Possible incidental outcome: Egyptian jewellery**

Music	**Feel the Rhythm 3** *Reading and writing notation up to and including semiquavers. Play rhythms on a variety of instruments. Improvise, compose and perform using rhythms.* Duration, tempo **2a, 2b, 2c, 2d** ***PUV 4, PUI10-12*** ***NR5,8 NP6-8 C 7***	**Stone age?** **PLAYING TECHNIQUE, TUNED PERCUSSION CONTROL THAT SOUND 3?** **DEVELOPING RHYTHMS INTO MELODIESFROM LAST TERM- CONSOLIDATE**	**Musical Storytelling** *Create descriptive music to set a scene or tell a story, based on the period of history being studied. Maybe an historic event?* Pitch, duration, texture, structure, tempo, timbre, dynamics **2a, 2,b 2d, 2e** ***CS 5 C7-11 L7,8 LD8,9 PUI9-12 PUV7,8***	**Raise your Voice 3** *Sight singing from stave notation, singing rounds, partner songs* Pitch, texture, tempo, dynamics **2a, 2c, 2d, 2e** ***PUV7-10 PUI11-12 N7,8 NP8,9 LD10 LC***	**Notate the Pitch 2** *Building from graphic notation to formal stave notation. Writing/playing based on Healthy Heart song* Pitch **2a, 2b, 2d** ***NP8-10 C8-10***	**Compose Like an Egyptian!** *Phrygian mode compositions, notated using stave notation* Melody **2a, 2b, 2c, 2d, 2e** ***CS4-6 L8, 10 NP10,11 NR7-9 PUI13***
RE How are symbols and sayings important in religion?	Holi	How do Jews celebrate?	Signs and symbols in religion	Light in religion	What do Sikh sayings tell us about Sikh beliefs?	How did Jesus and Buddha make people stop and think?