Year 3- Otter Class Curriculum Overview

TERM	1	2	3	4	5	6
Maths	Place value within 1,000	Addition and subtraction	Multiplication and division	Measurement Number – fractions Length and Perimeter	Number – fractions Measurement Mass and Capacity Money	Properties of shapes Time Statistics
English	The secret of Black Rock Retelling a Narrative Into the Forest Letter	The Search for the Giant Artic Jellyfish Formal Report Leon and the place between Diary entry	Wilderness Narrative Our Tower Diary Entry	Our Tower Narrative The café at the edge of the woods Instructions	The Last Garden Letter The Last Garden Narrative	The Thames and Tide Club Fantasy Narrative Journey Information text
Science	Animal including humans -nutrition for animals and humans 1 -Skeletons and muscles	Light -why we need light -that the darkness is the absence of light -that the sun can be dangerous -how shadows are formed and how they change	Rocks -compare properties of rocks -how fossils are formed -that soils are made from rocks	Forces and magnets -how things move on different surfaces -magnetic forces act at a distance -magnets: attracting, repelling, the poles and which objects are magnetic	Plants -functions of: roots, flower, leaves, stem Plants - requirements of different plants -how water is transported through plants -pollination and seeds	Scientific Enquiry
Working Scientifically	-Ask relevant questions and use different types of scientific equipment to answer them. -Set up simple practical enquiries, comparative and fair tests. -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help answer questions.					

	-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. -Identify differences, similarities or changes related to simple scientific ideas and processes. -Use straightforward scientific evidence to answer questions or to support their findings.					
PE	Basketball Outdoor Learning	Dodgeball Gymnastics	Swimming Rugby	Swimming Fitness	Tennis Land Based Water Safety	Athletics Rounders
RE	**How does prayer and fasting help Muslims find harmony?** This unit allows a deep study of Islam through the concept of harmony. Pupils will know that, for Muslims, Allah has created a world designed to be in harmony. Prayer and fasting are key pillars that enable a Muslim to achieve that harmony with God.	**How do ancient stories influence modern celebrations?** In this unit pupils investigate two festivals: Diwali and Christmas. They make links between the concept of dharma and the celebrations at Diwali. They investigate how Diwali is changing in recent times. In addition, they analyse how Christmas has changed in its meaning in the UK today.	**How do Jews remember God's covenant?** In this unit pupils will investigate the concept of covenant through a depth study of Pesach (Passover). They will revisit the story of Abraham before learning the Exodus narrative. They will how Pesach is the most significant Jewish festival and what has changed and what has stayed the same.	**Why do Christians call the day Jesus died 'Good Friday'?** In this unit pupils will explore Holy Week as the climax of Jesus' life, learn about Palm Sunday, Good Friday and Easter Sunday, understand why Christians believe Jesus died and rose again, and discover how these events are remembered and celebrated in worship.	**What is the Trinity?** In this unit pupils will learn that Christians believe God is Trinity—Father, Son and Holy Spirit—explore Bible texts like Jesus' baptism and the Grace, understand symbols and meanings, and discover how Christians express these beliefs in worship and daily life.	**What do Christians learn from the creation story?'** In this unit pupils will learn the Genesis creation story, explore what it teaches Christians about God as Creator and caring for the world, understand human responsibility, and discover how Christians respond through worship, thankfulness, and stewardship.

Computing	Connecting Computers Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration • 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 E-safety	Sequencing Sound Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 E-safety	Branching Databases 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 • Use technology safely, respectfully, and responsibly E-safety
History	Stone Age Britain What changed in Britain during the Stone Age?	Iron and Bronze Age Britain How did life change in Britain during the Bronze and Iron age?	Ancient Egyptians What were the beliefs of the Ancient Egyptians and how are these different to what different religions believe today?
Historical skills	• Understand that the past is divided into differently named periods of time. • Use some dates to explain British history and place on a timeline using appropriate dates. • Put artefacts or information in chronological order. • Explain a range of similarities and differences between different times in the past. • Explain how the past can be represented or interpreted in different ways. • Answer and sometimes devise my own historically valid questions. • Use one or more source of information to me answer them. • Think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Present information in a variety of ways using specialist terms		
Geography	Settlements/ Our Local Area How are settlements established and how do they grow?	Mountains and Volcanoes Why do people choose to live near volcanoes?	Life in a European Country How is life different in Northern Italy?

Geographical skills	Use 4 compass points to follow and give directions. • Use 2 figure grid references to find features on a map. • Draw a map of a route they've been on with features in the correct order. • Know why a Key is needed and use standard symbols. • Locate places on larger scale maps. EG: map of South America. • Begin to match boundaries. EG: same boundary of a country on different scale maps.					
Art	**Human bodies and faces - drawing, pastel and digital media** Julian Opie, Frida Kahlo, Clementine Hunter to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history		**Flowering Plants and Trees – drawing and painting, shades and tones & Clay** Van Gogh & Paul Cummins to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques,		**Masks - drawing, 3D sculpture and painting** Kimi Cantrell Egyptian Masks • to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • to improve their mastery of art and design techniques,	

			including painting with a range of materials • to improve their mastery of art and design techniques, including sculpture with a range of materials • about great artists in history		including sculpture with a range of material	
D&T		Light up signs – recycled materials and circuits. (Science Light/Electricity Link)		Photo frames from cardboard, cutting and joining		Moving story books, pins pivots, levers and flaps
Music	Start with playing: adding percussive layers to build texture in our songs	Singing together: how songs are used in communities	Compose and Create: notating and performing using rhythm grids	Playing together: building texture with melody, drone and ostinato	Compose and Create: major pentatonic melodies	Singing for performance: holding a second part in rounds and partner songs
	T1- Harvest performance T2- Christmas Performance		Easter Service		Raise the Roof singing performance- TBC	
Spanish	Core Vocabulary	I'm learning Spanish	Seasons	Animals	Musical instruments	I can

PHSE	**Being Me in My World** To recognise their worth and identify positive achievements. To understand why rules are needed and how they relate to rights and responsibilities. To understand how actions can affect others and learn to see from others points of view.	**Celebrating Difference** To understand that everybody's family is different and important to them To understand that differences and conflicts sometimes happen among family members To recognise that some words are used in hurtful ways and how to problem solve a situation	**Dreams and Goals** To understand that people can face different challenges in their lives. To identify a dream/ambition To learn how to evaluate learning processes and how to to improve	**Healthy Me** To understand how exercise affects the body To identify things, people and places that children need to keep safe To understand how complex my body is and how important it is to take care of it	**Relationships** To identify the roles and responsibilities of each member of a family. To identify and put into practice some of the skills of friendship To understand and learn strategies for keeping safe To understand how needs and rights are shared by children around the world and can identify how our lives are different.	**Changing Me** To understand that in animals and humans lots of changes happen between conception and growing up To understand how babies grow and develop and understand what a baby needs to live and grow To identify how boys' and girls' bodies change on the inside during the growing up process
Trips and Events	Harvest Performance	Christmas performance Whole school pantomime visit		Explorer Dome and Science Week Storyteller/author visit World Book Day Easter performances		Sports Day