## Curriculum Overview 2023-24

## Year 3

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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|  | Flood by Alvaro F. Villa | Stone Age Boy by Satoshi Kitamura | The Dragon's Tear by Katrice Horsley | Tuesday by David Weisner | The Cat who walked across France by Kate Banks. | Perseus and Medusa by Geraldine McCaughrean |


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|  | Focus | Letter writing Poetry | Settings <br> Non chronological report Instructions | Balanced arguments Character descriptions Settings | Adventure/Mystery story Police report | Poetry Information text | Myths and Legends Play script |
|  | Spelling | Use the prefixes un-, dis-, mis-, re-, pre-. Use the suffix -ly. | Spell words which sound the same but have different meanings Spell words with the 'sh' sound spelt 'ch' Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' | Spell words containing the ' $i$ ' sound spelt 'y' Spell words containing the ' $u$ ' sound spelt 'ou' | Spell words with the ' $k$ ' sound spelt 'ch' Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. | Use the first two or three letters of a word to check its spelling in a dictionary. <br> Spell words that are often misspelt. | Spell words with endings sounding like 'zh' and 'ch' Spell words with endings which sound like 'zhun' |
|  | SPAG | Understand when to use 'a' or 'an' in front of a word. <br> Identify word families based on root words | Use paragraphs. Use headings and sub-headings. | Talk about time, place and cause using these words | Use speech marks correctly. | Create new words using a range of prefixes including super-, anti-, auto-. | Use the present perfect form of verbs |
|  | Oracy | Ongoing opportunities to develop children's skills in speaking and listening, including (but not limited to) debating, performance, drama and film-making. |  |  |  |  |  |


| $\begin{aligned} & \stackrel{n}{+} \\ & \underset{\Sigma}{\pi} \end{aligned}$ | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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|  | Count from 0 in multiples of $4,8,50$ and 100. Place Value. <br> Compare and order numbers. <br> Read and write numbers up to 1000 . Solve number and word problems. <br> Add and subtract numbers with up to three digits. | Add and subtract numbers with up to three digits. <br> Using the inverse. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <br> Recall and use multiplication and division facts. Calculate multiplication and division problems. | Solve multiplication and division problems. Recognise fractions. Find fractions of an amount. <br> Count up and down in tenths. <br> Add and subtract fractions with the same denominator within one whole. <br> Compare and order fractions. <br> Identify and show equivalent fractions. Solve fraction problems. | Calculate multiplication and division problems. Measure the perimeter of simple 2-D shapes. Measure, compare, add and subtract different units of measure. <br> Add and subtract money. | Telling the time. Estimate and read the time to the nearest minute. <br> Record time in seconds, minutes and hours. <br> Calculate duration of events. <br> Draw 2-D shapes. <br> Recognise angles as properties of shape Spot horizontal and vertical lines and pairs of perpendicular and parallel lines. | Make 3-D shapes using modelling materials. <br> Recognise 3-D shapes in different orientations. <br> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables. |
| $\begin{aligned} & \stackrel{y}{U} \\ & \stackrel{U}{0} \\ & \text { U } \end{aligned}$ | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Rocks <br> What do rocks tell us about the way the Earth was formed? | Animals including humans <br> How can Usain Bolt move so quickly? | Forces and magnets <br> How do magnets work? | Light <br> How big is your shadow? | Plants <br> How did that blossom become an apple? | Scientific Enquiry <br> How do I become a Scientist? |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Geography: <br> What makes the Earth angry? | History: <br> Who first lived in Britain? | History: <br> Who were the Norris family? | Geography: <br> How is the land used in Norris Green? | Geography: <br> Why do so many people go to the Mediterranean for their holidays? | History: <br> Has Greece always been in the news? |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Computing systems and networks Connecting computers | Creating Media Desktop Publishing | Programming A Sequence in music | Creating Media Animation | Data and Information Branching databases | Programming B Events and actions |


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| $\begin{aligned} & \stackrel{n}{4} \\ & \stackrel{y}{k} \\ & \stackrel{y}{n} \end{aligned}$ | Structures: Design and make a working volcano | Food: <br> Making healthy sandwiches | Levers and Linkages: Norris Green Pop-up book | Printing: Patterns in the environment Banksy | Painting: Mediterranean artist Paul Cezanne | 3D Sculpture: Creating clay mythical beasts Gaudi |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| $\sum_{\substack{u \\ \hline \\ \hline}}^{n}$ | What do signs and symbols mean in religion? | How and why do Hindus celebrate Diwali? | What do we know about Jesus? | Jewish Celebrations | What is the Bible and why is it important for Christians? | Islamic Rites of Passage |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| щ | Hockey | Dodgeball | LSSP: Gymnastics Linking movements together | Cricket | Dance around the World/Swimming | Athletics |


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|  | Jigsaw: <br> $\boldsymbol{\Psi}$ <br> $\boldsymbol{\omega}$ | 'Being Me in My |  |  |  |  |
|  | World' |  |  |  |  |  |$\quad$| Jigsaw: |
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