



Year 3 Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	<p>Film unit - <i>The Lighthouse</i></p> <p>Poet Spotlight Roger McGough</p>	<p>Stone Age Boy Satoshi Kitamura <i>Forest Park Reading Spine</i></p> <p><i>The First Drawing</i> Mordicai Gerstein</p>	<p>This Morning I Met A Whale Michael Morpurgo</p>	<p>Escape from Pompeii Christina Balit</p>	<p><i>Planet Omar</i> Zanib Mian</p>	<p><i>The Boy Who Grew Dragons</i> Andy Shepherd <i>Forest Park Reading Spine</i></p>
Reading	<p>Inference and Prediction collections Giraffe, Pelly and Me Roald Dahl VIPERS discussion guide</p>	<p>Stone Age Boy VIPERS discussion guide The Iron Age/The Stone Age Comprehension Plus The Stone Age: Hunters, Gatherers and Woolly Mammoths Marcia Williams</p>	<p>Forces/Forces and Magnetism Comprehension Plus</p>	<p>The Last Bear Hannah Gold VIPERS discussion guide The Puffin Keeper Michael Morpurgo</p>	<p>Escape from Pompeii VIPERS discussion guide The Romans Comprehension Plus Rocks and Fossil Comprehension Plus Across the Roman Wall Theresa Breslin</p>	<p>The Romans Comprehension Plus The Roman Soldiers Handbook Across the Roman Wall Theresa Breslin</p>
Writing Outcomes	<p>Narrative writing Performance Poetry Non – chronological report including organisational devices Outcome: N-C report on Stone Age Life</p>	<p>Recount (Diary) Outcome: diary from Stone Age Boy - Week in the life of ... Narrative writing (F) Outcome: setting description based on the The First Drawing</p>	<p>Recount (Formal Letter) Outcome: write a letter to the Prime Minister about the issues raised in the story</p>	<p>Narrative writing (F) Outcome: setting description Outcome: character description Outcome: narrative retelling of Escape from Pompeii Instructions</p>	<p>Recount Diary Outcome: diary linked to Planet Omar Week in the life of Omar Recount Outcome: thank you letter (Informal letter) using knowledge from the trip to Chester</p>	<p>Non – chronological report including organisational devices Outcome: N-C based on a new type of dragon</p>



			Non – chronological report including organisational devices Outcome: information text on marine life	Outcome: instructions ‘How to be a Roman Soldier’		
Poetry	Poet Spotlight Roger McGough including The Sound Collector Virtual Library Poetry Showcase Learn a poem by heart - whole class performance and group performances <i>National Poetry Day Thursday 3rd October 2024</i>			World Poetry Day 21st March 2025 The Lost Words: A Spell Book Robert Macfarlane and Jackie Morris <i>Forest Park Reading Spine</i> Learn a poem by heart - whole class performance and group performances		
Maths	Place Value Addition and Subtraction	Multiplication and Division – Recall, Written Methods and Problem Solving	Length and Perimeter Fractions Arithmetic – 4 Operations	Mass and Capacity Fractions Arithmetic	Money Time	Time Shape Statistics
History	Stone Age to Iron Age SI: Cheddar Man, The Amesbury Archer			Romans in Britain SI: Julius Caesar, Claudius, Boudicca		
Geography	Climate Zones Key Person: Wladimir Köppen		North America Key person: Leif Erikson		Rio and South-East Brazil Key person: Pedro Alvares Cabral	
Science	Animals including humans- obtain nutrition, skeletal system	Forces and magnets	Revision Quiz of units so far	Plants- functions of parts Quiz of units so far	Rocks and soil	Light-



PSHE	<p style="text-align: center;">SPARKLE Rules and routines Risk assessments School rules Aspirations Self-care NSPCC (PANTS) e-safety What to do in an emergency (St John ambulance unit) Road Safety</p> <p>Key dates World Mental Health Day - 10th October Anti-bullying week 13th - 17th November Road Safety Week - 19th - 25th November</p>		<p style="text-align: center;">Feeling good about yourself Emotion scale Family values Oral hygiene</p> <p>Key dates Children's mental health week -3rd - 9th February Mother's Day - 30th March</p>		<p style="text-align: center;">Money Differences and similarities - racism, teasing, bullying, Listen and respond to other people's opinions Sun awareness Transition</p> <p>Key dates Father's Day - 15th June</p>	
R.E.	What is it like for someone to follow God? (People of God)	What is the Trinity and why is it important for Christians? (Incarnation/God)	How do festivals and worship show what matters to a Muslim? (Islam)	How do festivals and family life show what matters to Jewish people? (Judaism)	What do Christians learn from the creation story? (Creation/Fall)	How and why do people try to make the world a better place? (Thematic)
Music	<p style="text-align: center;"><u>Hear it! Play it!</u></p> <ul style="list-style-type: none"> Explore rhythmic patterns Identify and play rhythms using body percussion, instruments or other sound makers Perform call and response songs and compose their own call-and-response (question and answer phrases) Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem 		<p style="text-align: center;"><u>Painting pictures with sounds</u></p> <ul style="list-style-type: none"> Learn to identify and describe the ingredients (dimensions) that make up music Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere 		<p style="text-align: center;"><u>Sing Play Notate</u></p> <ul style="list-style-type: none"> Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group Learn to represent melodies from songs using dot notation and other graphic representations Explore pentatonic scales, singing songs and composing or improvising simple melodies 	



	<ul style="list-style-type: none"> Sing songs influenced by different musical styles and listen out for simple stylistic features in music <p>Compose simple rhythmic patterns and represent them using graphic notation</p>	<ul style="list-style-type: none"> Compose music inspired by stories or settings <p>Create and organise music with layers of musical sound (texture) and represent them using graphic notations</p>	<ul style="list-style-type: none"> Listen and compare versions of music, understanding the elements that shape a performance <p>Prepare music for a performance</p>		
Art	<p>CAVES: STONE AGE TO IRON AGE</p> <p><u>Drawing and Painting:</u> Pablo Picasso - (Mention inspirations) Cave art , Stone Age and Pre- Historic art, Mark making, development of art. Making paintbrushes, hand patterns and making cave art colours</p>	<p>SCULPTURE AND FORM</p> <p><u>Drawing and 3D</u> Alberto Giacometti -Lowry- Sculpture and 3d form</p> <p>charcoal figures Line, form and space on a piece of artwork.</p>	<p>WHAT DID THE ROMANS DO FOR US?</p> <p><u>Texture, pattern, colour, line and tone and 3D</u> Antoni Guadi- (Mention Inspirations) Historical- Roman art and mosaics</p>		
DT	<p><u>Mechanisms</u> Levers and Linkages Begin to develop an understanding that mechanical systems, such as levers and linkages, can create Movement. (Links to History and English) Creating a moveable story scene to support EYFS learning.</p>	<p><u>Cooking and Nutrition</u> Healthy sandwich including chicken and coating using egg/breadcrumbs (Links to Science - animals including humans, healthy diet & eatwell plate)</p>	<p><u>Structures- Shell structures</u> Recreating the 'Pompeii' for your partner class to display during their study on the romans. <u>Links to History- Romans</u> 3D Structures- Design Use CAD to design. Children to work in groups of 5/6 Research shell structures and investigate putting together different net shapes. Questions to consider: How can you reinforce this to make it stronger? What material would be best? Do you want your design to be made from Eco-friendly material?</p>		
PE	<p>Invasion games/Football Outdoor (6 weeks)</p>	<p>Dance Indoor (6 weeks)</p>	<p>Net and wall games/Badminton Outdoor (6 weeks)</p>	<p>Athletics Outdoor (6 weeks)</p>	<p>Gymnastics Indoor (12 weeks)</p>



Computing	Connecting computers	Stop Frame Animation	Sequencing Sounds	Branching databases	Desktop publishing	Events and actions in programmes
Spanish	Phonetics 1 & I'm Learning Spanish (E)	I'm Learning Spanish (E)	Animals (E)	Musical Instruments (E)	Fruits (E)	I Can (E)