



### Year 3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Learning Question/ Title</b>	How did tools change from the Stone Age to the Iron Age?  (History)	What do Ancient Civilisations have in common?  (History)	Why did Ancient Egyptians honour the pharaohs?  (History)	What is the legacy of the Ancient Greeks?  (History)	Why do people care for environments?  (Geography)	How do people use mountains?  (Geography)
<b>Overarching Theme</b>	<b>Legacy- How has humankind left its mark on the world?</b>					
	What do the people of the past teach us?	How do buildings of the past reflect the values and beliefs of the people?		What were the achievements of the Ancient Greeks?	Why do we have special places and how do we protect them?	What are the effects of tourism?
<b>St. Dunstan's Curriculum Drivers</b>	<b>Serving our community</b> Our locality- our school, our church, our town and our county. What we can do to support and help our locality.	<b>Equality and diversity</b> Diversity of the school community Challenging stereotypes	<b>Learning positively</b> Being ready to learn. What makes a good learner?	<b>Charity and fundraising</b> Charity and Equality Enterprise	<b>Charity and fundraising</b> Charity and Equality Enterprise  <b>Environmental responsibility</b> The effects of tourism and deforestation	<b>Healthy Lifestyles</b> Positive mental and physical well-being Challenging stereotypes
<b>Outcome of learning</b>	Dragon's Den- Design the best innovation of the prehistoric People.	The achievements of the Ancient Civilisations.	Information text explaining the link between pyramids and the afterlife.	Presentation of learning- what have we kept from the Ancient Greeks?	Presentation to explain why Surrey Hills is an AONB and what we can do to protect it.	Double page comparison of Snowdon and Mont Blanc.

<b>Engagement with parents or community</b>		Nativity Woking Lions	Art Celebration Afternoon	Talent Show Mission Together	Speech to the Eco Council about what we have learned about environmental issues.	Ukulele Concert Sports Day Open Evening
<b>Enrichment</b>	Butser Farm Visit	Feet First Training	Tutankhamun Day	Virtual Tour of British Museum	Garbage Guts' Day Field Trip to Horsell Common	Mosque Visit
<b>Themed Days/ Weeks</b>	Fairtrade Fortnight Grandparents Week Road Safety Week	Remembrance Day Anti-Bullying Week	Creative Arts Week Safer Internet Day	World Book Day World Maths Day	First Aid Fortnight St. Dunstan's Day	Multi-Faith Week
<b>English- Grammar</b>	Use 'a/an' correctly.  Know how words are related by meaning (synonyms)  Investigate word families based on common words.  Introduce paragraphs.	Identify collective nouns.  Introduce inverted commas and punctuation within speech.  Introduce the full range of co-ordinating conjunctions.  Express time, place and cause using conjunctions, adverbs and prepositions.	Form nouns using a range of prefixes.  Conjugate verbs 'to be, to go, to have'.  Use paragraphs, headings and sub-headings to organise writing.	Begin to vary length of sentences.  Begin to vary the position of sub-ordinating clauses and position of adverbs (fronted). Use commas.  Introduce main and subordinate clauses.  Use headings and sub-headings to aid presentation.	Use the present perfect form of verbs instead of simple past.  Identify and use co-ordinating and sub-ordinating conjunctions.  Continue to use paragraphs to organise writing.	Continue to vary the position of sub-ordinating clauses, and adverbs (fronted) and use commas.
<b>English- Reading (Core Texts)</b>	Poetry - The Sound Collector / No one else.  Stig of the Dump – Clive King.	Hotel Flamingo- Alex Milway	Non-fiction books about Ancient Egypt	Traditional Ancient Greece Myths, including Dionysus, Arachne, Narcissus and Perseus.	Garbage Guts  The Vanishing Rainforest	All Aboard the London Bus (poetry)

<b>English - Writing</b>	Write character descriptions.	Write a fictional story with a focus on the balance between narrative and speech.	Write a non-fiction information text about Ancient Egyptian pyramids.	Write descriptively to create an alternative ending to a traditional Greek Myth.	Write descriptively about the impact of an environmental issue.	Create poems with a range of structures e.g. rhyming patterns, syllables per line
<b>Maths</b>	<p><b>Number:</b> Place value- represent numbers to 100 &amp; 1000. Order and compare numbers to 1000.</p> <p>Addition/subtraction- Apply number bonds within 10, +/- 1, 10, 100 and across a 10, 100 and 1000. +/- 2 numbers (no exchange), + 2 and 3 digit numbers.</p>	<p><b>Number:</b> Multiplication- equal groups, use arrays, multiples of 2,5,10. Division- sharing and grouping</p> <p>Multiplication &amp; division- <math>\times 3</math>, <math>\div 3</math>, 3 times tables; <math>\times 4</math>, <math>\div 4</math>, 4 times tables; <math>\times 8</math>, <math>\div 8</math>, 8 times tables</p>	<p><b>Number:</b> Multiplication- multiples of 10, <math>\times</math> a 2 digit number by 1 with no exchange and with exchange. Link multiplication and division.</p> <p>Division- <math>\div</math> a 2 digit number with no exchange, with remainders.</p> <p>Fractions- Unit fractions- numerators and denominators. Compare and order unit and non-unit fractions. Equivalent fractions.</p>	<p><b>Measurement:</b> Length &amp; perimeter- measure in m, cm and mm. Equivalent lengths (m and cm, cm and mm) Compare, add and subtract length. Measure and calculate perimeter.</p> <p>Mass and capacity- Measure using kg and g (mass) L and ml (capacity). Equivalent mass and capacity. Compare, add and subtract mass and capacity.</p>	<p><b>Number:</b> Fractions- add and subtract, find fractions of objects.</p> <p><b>Measurement-</b> Money-Pounds and pence, convert £/p, Add and subtract and find change.</p> <p>Time-Read Roman Numerals to 12, tell time to 5 mins and 1 min. Read digital clock and know am/pm. Units of time e.g. hrs, mins, days, weeks. Duration of time.</p>	<p><b>Geometry:</b> Shape- Know turns and angles, right angles. Compare and measure and draw angles. Recognise, describe 2D and 2D shapes.</p> <p><b>Statistics:</b> Interpret and draw pictograms and bar charts. Collect and represent data.</p>
<b>RE</b>	<p><b>Creation and Covenant</b> Explore how symbolism in Genesis helps explain the relationship between God, human beings, and the world. Consider how the seventh day was made holy and what this reveals about God's intentions for creation. Know that creation is the</p>	<p><b>Prophecy and Promise</b> Children will begin by learning why Christians go to Mass on Sunday and how Catholics celebrate the Mass. They will understand that Catholics attend Mass to hear Scripture and to meet Jesus in a special way through receiving the</p>	<p><b>Galilee to Jerusalem</b> What happens after Jesus is born? In this branch, children will recognise that all people are seeking Jesus, who comes for everyone, drawing inspiration from the Magi who travelled to find and worship him. They will understand that the Kingdom of God begins when we open our hearts to</p>	<p><b>Dessert to Garden In this branch</b> Children will discover the Last Supper and how Jesus showed his love by giving the gift of himself, transformed into bread and wine. They will deepen their understanding that a sacrament is a meeting point with God, where people are blessed and</p>	<p><b>To the ends of the Earth</b> To the Ends of the Earth is about the events of Jesus' life after the Resurrection. Through the story of the road to Emmaus, children will explore how the disciples recognised Jesus in the breaking of bread, just as we recognise him in the Body and Blood of</p>	<p><b>Dialogue</b> In this section, children will explore the story of Exodus and make links to St Luke's Gospel, drawing simple connections between the Eucharist and the Jewish celebration of Passover.</p> <p><b>Encounter</b> Children will deepen their understanding of the</p>

	<p>common work of the Holy Trinity: God the Father, who created everything out of love; God the Son, who came to teach us about God and how to live good lives; and God the Holy Spirit, who is always with us as our guide. They will understand their role as stewards, called to care for all of creation—including people, recognising the Catholic Social Teaching of human dignity.</p>	<p>Eucharist. As they enter the season of Advent, children will explore how Jesus' birth was foretold by the prophets and how Joseph listened to the angel, opening his heart to the Holy Spirit. They will also reflect on Advent hymns as a joyful celebration of Jesus as the promised Messiah.</p>	<p>God's love and accept it fully. Children will then follow Jesus through his parables and miracles, which not only show his deep love for us but also teach us how to live good lives and make choices that bring us closer to God.</p>	<p>drawn closer to the Church community. Children will learn that receiving the Eucharist is a way of giving themselves to Jesus. As they prepare for their own First Holy Communion, they will learn the prayers and responses said during Mass and explore how Catholics around the world celebrate this special occasion.</p>	<p>Christ at Mass. They will discover what Mass was like in the early Church. Children will deepen their understanding of the mystery of the Holy Trinity—an eternal exchange of love between the Father, the Son, and the Holy Spirit. They will also learn how the Holy Spirit guided the first disciples through Mary, and how Mary continues to guide our prayers to her Son today.</p>	<p>Jewish faith by recalling key facts about the festival of Passover and how it is celebrated, by Jewish people in Britain. They will also be introduced to aspects of Islam, making simple links between Islamic beliefs, laws, worship, and life, while beginning to explore the significance of art and religious music in the Islamic tradition.</p>
<p><b>Science</b></p>	<p><b>Rocks, Fossils and Soils</b> Identify and compare the properties of different rocks and grouping them accordingly. Describe in simple terms how fossils are formed. Explain how different soils are made.</p>	<p><b>Healthy eating and skeletons</b> Identify the right types of nutrition that animals, including humans, need. Know that animals cannot make their own food as they get nutrition from what they eat. Know that humans and some other animals have skeletons and muscles for support, protection and movement. Name key bones and muscles of the body.</p>	<p><b>Forces</b> Know forces need contact between two objects. Describe how forces can change how objects move on different surfaces. Know magnetic forces can act at a distance. Know magnets have two different poles and that they attract or repel each other. Name materials that are attracted to a magnet.</p>	<p><b>Light</b> Consider how light is required in order to see things and that dark is the absence of light. To know that light is reflected from surfaces. Recognise that shadows can change. Describe how shadows are formed: when the light from a light source is blocked by an opaque object. Identify the dangers with the sun that we need to know.</p>	<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Know 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. Know that water is transported within plants. Know and explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	

<b>Digital Literacy &amp; Information Technology</b>  Use technology safely and respectfully and use Google apps to present information, enter and manipulate data	Basic technology skills Google Chrome Books- how to turn on, log in, locate, save and retrieve work.	An introduction to using Google Slides to present information.  Work collaboratively or independently to use Google Slides to present information. Design and create slides to present relevant information. Skills gained will include inserting pictures and resizing, add and edit text, including adjusting the size, font and colour of the text. Start to select most relevant information to include.				
	Google Classroom-orientation and procedures for learning at home.	Online Research using Swiggle:  Use a search engine to find information. Be aware that not everything that comes up on a search is going to be relevant to your search. Start to identify how to select the relevant information. Key learning to not click on something that you are unsure of and to ask an adult. Begin to conduct simple searches, being aware of how to type a search into a search engine. Start to identify key words to help you have more successful searches.				
<b>Computer Science</b>  Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.				Introduction to Programming using Scratch- identifying what to debug.  Create a sprite and animate name using speech bubbles. Use sequencing to create a set of instructions to perform a task. Start to use code to animate character by animating their name and telling a joke. Understand what repeat commands are and how they can be used and begin to use repeat commands.		
<b>Online Safety</b>  To empower pupils to think critically, behave safely, and participate responsibly in our digital world.	<b>Privacy and Security and Copyright</b> Explain the problems with sharing passwords Describe effective ways to managing Passwords  <b>Online Community</b> Positives of uniting online Protocols for using Google Classroom and apps as a class community	<b>Respect online</b> Describe appropriate ways to behave towards other people online Explain how a person's behaviour online may be perceived differently by different people  Link to Anti-bullying Week.	<b>Self-Image and Online reputation</b> Explain positive ways to interact with others online Learn the importance of asking until I get the help I need Give examples on how to develop a positive online reputation	<b>Health and Wellbeing</b> Explain how using technology can be a positive and negative distraction	<b>Managing Online information</b> Explain the difference between a 'belief,' 'opinion', and a 'fact' and describe examples of how they are shared online Explain why copying someone's else's work can cause problems	<b>Online relationships</b> Explain what is meant by trusting someone online Describe strategies for safe and fun experiences in a range of online environments

<p><b>History</b></p>	<p><b>How did tools change from the Stone Age to the Iron Age?</b></p> <p>Identify where and when the Stone Age, Iron Age and Bronze Age took place. Create a definition of tools. Study the different tools used in the different Ages. Use this knowledge to make deductions about life in each of these times, as people progressed from nomadic hunter gatherers to settlers.</p>	<p><b>What do Ancient Civilisations have in common?</b></p> <p>Know what Ancient Civilisations were and what they had in common, including their achievements. Locate where they were in the world and how that enabled their success. Understand the chronology of how they fit in with other known time-periods.</p>	<p><b>Why did Ancient Egyptians build pyramids?</b></p> <p>A depth study of the Ancient Egyptians focusing on how their beliefs about the afterlife led to the creation of large pyramids.</p>	<p><b>Ancient Greeks-</b></p> <p>Understand the chronology of Ancient Greece in relation to other known time periods including the Stone Age and Egyptians. Study aspects of Ancient Greek life e.g. beliefs, the people, culture and Olympic Games.</p> <p>Consider the legacy of Ancient Greece i.e. language, entertainment, the Olympic Games.</p>		
<p><b>Geography</b></p>					<p><b>Why do people care for environments?</b></p> <p>Know what an environment is and explore local environments through field work e.g. environmental quality assessments (EQA). To find out how environments change over time and how they are used by people.</p> <p>Surrey Hills: a region of the UK with similar physical features. How are they cared for? Why are they cared for? Where else</p>	<p><b>How do people use mountains?</b></p> <p>Where can we find mountain ranges and peaks in the United Kingdom? Explore the features and uses of Mount Snowdon.</p> <p>Where can we find mountain ranges in Europe? Explore the features and uses of Mont Blanc.</p> <p>Investigate the human uses of mountains e.g. tourism, settlements and farming to answer the question:</p>

					in the UK are there AONB?	What is the impact on mountains by people?
<b>Art</b>	<b>How do artists create atmosphere?</b>  Compare and contrast a range of pieces of art. Learn terms tone and contrast. Consider the colours at different times of the day. Use colour mixing to create palettes to show different times of day. Create atmospheric background with own colour palette.		<b>Creative Arts Week- The Holy Family.</b>  Create prints using ink and poly tiles which are inspired by patterns in nature.	<b>What makes Picasso such a famous artist?</b>  Evaluation of Picasso's art and style. Compare his art to other art of his era. Sketch own cubist style designs using shapes and distortion.	<b>How do we build up a picture?</b>  Explore the artist Rousseau and other a landscape artists.	
<b>D&amp;T</b>			<b>Cooking and Nutrition</b>  Prepare and cook a savoury dish  Develop cooking techniques: chopping skills, weighing and cooking to create a healthy savoury dish.			<b>Mechanisms Poster with Levers and Linkages</b> Research different mechanisms that use levers and how they work. Use knowledge of levers to design make and evaluate an Olympic torch.
<b>PE</b>	<b>Ball skills and team games–</b> handling, catching, throwing. A recap of skills learnt in key stage one and an introduction to how we adopt these in fun / non-competitive game situations.  <b>Netball skills–</b> Understanding of passing; chest, bounce, shoulder. Focus on pivoting to	<b>Netball skills–</b> Introduce non-traditional versions of the games. <b>Rugby skills –</b> Introduce non-traditional versions of the games.  <b>Gymnastics –</b> To explore gymnastic shapes and individual skills. Work with a partner to create a short sequence.	<b>Tri-Golf –</b> Hold and swing a club correctly. Develop the accuracy of hitting a ball.  <b>Badminton</b> Learn basic grip and shot choices. Improve footwork and develop net play and lunges.	<b>Dance –</b> Work in unison with a partner. Create actions in response to a stimulus. Understand the use of a canon. Know how dynamics affect the actions performed.  <b>Dodgeball -</b> To develop throwing, catching skills, learning how to move into space using	<b>Athletics</b> Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.  <b>Rounders</b> Starting to learn about fielding and batting skills in smaller sided games looking at the principles of	<b>Athletics</b> Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.  <b>Swimming</b> Develop confidence and proficiency swimming for longer distances.

	<p>pass the ball in pairs and small groups.</p> <p><b>Rugby skills</b> – Keep possession of the ball with some success. Understand the roles of attackers and defenders.</p> <p><b>Gymnastics</b> - To explore gymnastic shapes and individual skills. Work with a partner to create a short sequence.</p>	<p><b>Cross Country and OAA</b> - Follow simple instructions and maps in a familiar context. Work with a partner or small group. Follow a route safely</p>	<p><b>Real PE games –</b> Activity stations and games to: Link actions together Perform a range of skills fluently and accurately. Cooperate with others Adapt rules to make games more fun or challenging</p>	<p>quick feet, and quick changes of direction.</p> <p><b>Rocket Fuel Cricket –</b> Develop accurate bowling and hitting off a tee technique. Think about the use of space in the game area.</p>	<p>rounders in an untraditional way.</p> <p><b>Swimming</b> Sink, push away from wall and maintain a streamlined position. Push and glide on the front with arms extended and log roll onto the back.</p>	<p>Develop stroke techniques.</p>
<b>French</b>	<p><b>Key Vocabulary:</b> Formal greetings Class commands Feelings Colours</p> <p><b>Grammar:</b> Masculine nouns (un)</p> <p><b>Stories:</b> Toutes Les Couleurs Silence, Père Noël</p> <p><b>Songs:</b> Voici ma main Bonjour ça va?</p>	<p><b>Key Vocabulary:</b> Numbers 0 -10 Consonants and vowels Questions</p> <p><b>Grammar:</b> Pronouns (je/tu)</p> <p><b>Stories</b> Roule Galette L'automne Arrive</p> <p><b>Songs:</b> J'aime la galette Monsieur Pouce</p>	<p><b>Key Vocabulary:</b> Please and thank you Pencil case Items Verbs</p> <p><b>Grammar:</b> Masculine and feminine nouns (un/une) Verbs ending in 'er'</p> <p><b>Stories:</b> Je veux manger</p> <p><b>Songs:</b> 1 à 12 Que fait ma main?</p>	<p>2 petits oiseaux Meunier tu dors?</p>	<p>Une poule sur un mur Dans ma trousse j'ai</p>	
<b>RHE</b>	<p><b>Rules that help to keep us safe</b></p> <p>School rules and class charter; Strategies to keep emotionally safe; People who are responsible for</p>	<p><b>Anti-bullying</b></p> <p>Recognise bullying and abuse in all its forms; People who are responsible for helping them stay safe;</p>	<p><b>Friendships, feelings and responsibility</b></p> <p>Consider why friendships are important and how to be a good friend. Understand and label emotions.</p>	<p><b>RSE-</b></p> <p>How we live in love. How we look after ourselves and we change and grow. How to help and take care of others.</p>	<p><b>Money and Jobs</b></p> <p>Role of money and managing money; Critical consumer; Media images and reality. Jobs at home and in school;</p>	<p><b>Charity</b></p> <p>Voluntary, community and pressure groups; Charity organisations; Fundraising. (Mutual Respect)</p> <p><b>Learning to Learn</b></p>



	<p>helping them keep healthy and safe; How to respond to unacceptable physical contact; Concept of keeping something confidential or secret; When they should or should not agree to keep a secret. (Rule of Law) (Individual Liberty)</p>	<p>How to respond to bullying. (Mutual Respect)</p> <p><i>Anti -bullying</i></p> <p><b>Road Safety</b></p> <p>Strategies to keep physically safe;</p> <p><i>Road Safety</i></p> <p><b>How can we eat well? (Science)</b></p> <p>Balanced lifestyle; Healthy choices; Balanced diet; Food choices; Influences to making choices about food.</p>	<p>Understand how actions affect other people's feelings. Know how to resolve friendship issues and how to seek help. (Mutual Respect)</p> <p><i>Safer Internet Day</i></p>	<p>Recognise the difference between being alone and being lonely. Recognise the need for personal privacy. How to forgive and include others like Jesus did.</p>	<p>Enterprise; Recognise own achievements and set goals; Challenge stereotypes- diversity (Mutual Respect)</p> <p><b>First Aid</b></p> <p>Basic emergency aid procedures at school and other contexts and how to get help.</p> <p><i>First Aid Fortnight</i></p> <p><b>Energy and climate change (Geography)</b></p> <p>Responsibilities to the environment; School, local and national issues; Sustainability. (Mutual Respect)</p>	<p>Learning Dispositions Gifts and talents; Working co-operatively; Overcoming barriers and reaching goals. (Mutual Respect)</p>
<b>Music</b>	<p><b>Recorders review:</b> What did we learn? How to play musically, The language of music. The first three notes; B, A and G. To support the transition to Ukuleles.</p>	<p><b>Ukuleles</b> Familiarise with holding, strumming &amp; plucking open strings rhythmically.</p> <p><b>Nativity Performance</b> Ongoing skills: performance, musicianship</p>	<p><b>Ukuleles:</b></p> <p>Develop confidence with holding, strumming &amp; plucking open strings rhythmically. Learn to play chord C and F</p>	<p><b>Ukuleles:</b></p> <p>Learn to play chord G7. Learn songs with changing between chords C and F fluently and in time.</p>	<p><b>Ukuleles:</b></p> <p>Learn new songs, changing between chords fluently and in time. Learn new chords.</p>	<p><b>Ukuleles:</b></p> <p>Practise and perform songs.</p>