Year 3 Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Shared Reading / Phonics	Stone girl Bone Girl- Laurence Anholt George's marvellous medicine- Roald Dahl	Stone Age to Iron Age- Izzi Howell The Iron Man- Ted Hughes	A Bear Called Paddington- Michael Bond	The Butterfly Lion – Michael Morpurgo	The Lion, The Witch and the Wardrobe- C.S Lewis	Varjak Paw – S. F Said
English Genre Coverage	<u>To inform:</u> Non-chronological report Instructions	<u>To entertain:</u> Narrative Character description Setting description <u>To inform:</u> Biography Explanation Recount Letter	<u>To entertain-</u> retelling myth and legend <u>To persuade-</u> Persuasive letter Persuasive Poster <u>Poetry</u> Performance Poetry	<u>To inform</u> Recount- Diary entry <u>To entertain</u> Narrative <u>To inform-</u> Non chronological report	<u>To inform-</u> biography Newspaper Report Explanation <u>To persuade-</u> Persuasive Advert Persuasive Letter	<u>Poem-</u> sensory imagery <u>To inform-</u> newspaper report <u>To entertain-</u> narrative
Text, Word, Sentence Structure and Punctuation (see writing overview for more details)	**Text structure-** Introduction to paragraphs **Punctuation-** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. **Alan Peat sentences-** double –ly	**Sentence structure-** Expressing time, place and cause using conjunctions, adverbs or prepositions. **Alan Peat sentences-** Noun which, who, where **Punctuation-** Introduction to inverted commas to punctuate direct speech.	**Word structure-** Formation of nouns using a range of prefixes(for example, super- anti- auto-) **Alan Peat sentences-** Emotion, word sentence Continued focus on sentence structure.	**Word structure-** Use of the forms a or an according to whether the next word begins with a consonant or a vowel. **Alan Peat sentences-** -ing, -ed sentences **Text structure-** Headings and subheadings to aid presentation.	**Word structure-** Word families based on common words, showing how words are related in form and meaning. **Text structure-** Use of the present perfect form of verbs instead of simple past. **Alan Peat sentences-** Verb, person sentence	Consolidation of sentence structure, punctuation and word structure. **Alan Peat sentences-** 3 –ed sentence
Maths (White Rose outline)	Place Value Addition and Subtraction	Multiplication and division Measurement: length and perimeter	Multiplication and division Measurement: time	Fractions Consolidation	Money Properties of Shape	Measurement: length, mass, volume and capacity Statistics
Science	Rocks and soils	Light	Animals including humans	Plants	Forces and magnets	
History	Stone age-Iron age		Local Area		Victorians	
Geography			UK			

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Art	Drawing: Growing Artists (Drawing)		Art :Power Prints		Abstract shape and space (Sculpture and 3D)	
Design and Technology		Castles (Structures)		Cross Stitch and Applique (Textiles)	Eating seasonally	Electronic charm (Digital World)
Computing	Email	Route Planners Branching Databases	Spreadsheets	Coding	Presentations	Touch Typing
PE	Invasion games Health Related Fitness **Healthy mind-** Share their own points of view and listen to other opinions. **Healthy body-** Identify that exercise helps our lungs and heart which improves coordination.	Gymnastics **Football** **Healthy mind-** Determination and perseverance needed to overcome challenge. Create a steps to success approach to achieve success **Healthy body-** Offer solutions to disagreement Explain the importance of the sun to give us Vitamin D.	Athletics Handball **Healthy mind-** Create a steps to success approach to achieving success. **Healthy body-** Identify the 5 types of food that make a balanced diet.	Gymnastics Dance **Healthy mind-** Offer solutions to disagreements. **Healthy body-** Identify different foods that contains vitamins and their importance.	Dance Gymnastics **Healthy mind-**Begin to compare emotional feelings with physical feelings. **Healthy body-** Importance of looking after our teeth.	Rounders OAA **Healthy mind-** Set more challenging goals and evaluate achievements **Healthy body-** describe the difference between different body parts.
Music	Ballads	Developing Singing Technique (Theme: The Vikings)	Pentatonic Melodies and Composition (Theme: Chinese New Year)	Traditional Instruments and Improvisation (Theme: Indonesia)	Musical Traditions: 1) Indonesia, Gamelan2) India, Indian Classical 3) Punjab/UK, Bhangra	**Topic: The Victorians 21st June: World Music Day: Popular Music:** 1) 60s Funk, 2) 70s Disco
Foreign Language	Greetings and Feelings Number 0-10 Colours	Days Months	Animals	11-20 and ages	Hungry Giant	Gingerbread Man Questions and Answers Picnics
RSE/PSHE	Get Up! The Sacraments		Friends, Family and Others When things Feel Bad		Jesus, My Friend A Community of Love	

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	We Don't Have To Be The Same What Am I Feeling? What Am I Looking At? I Am Thankful?		Safe In My Body Drugs, Alcohol and Tobacco		What is the Church?	
British Values and Diversity			Local history- anti-slavery Famous figures- John Bright		Victorians linked with her ward- Prince Alemayhu Famous figures- Aina Sara Forbes Bonetta	
Eco Schools		Healthy living- danger of looking at the sun and there are ways to protect ourselves	Biodiversity/healthy living- Identify the right types of food and nutrition's humans need to survive.	Biodiversity/ School grounds- explore the part plants play in our life cycle e.g pollination, seed dispersal.		
Careers	Being willing to take on challenges that help them to grow -Look at an artist -Archaeologists- cookie excavation – hook into the Stone Age	Responding to trusted adults who can help them identify their needs Being able to consider if the information they have found is accurate/reliable -Look at palaeontologists- Fact file on Mary Anning	Being able to explain what interests them about particular Jobs- CST- Dignity of work. Recognising what they can do to help keep themselves and others safe at school-Link to e-safety -Look at an artist	Being aware that choice and opportunity make careers possible Being able to weigh up the pros and cons of a choice they are thinking of making Being aware of what the author is encouraging them to think about when work is a theme in a story- Link to RE -Link to big question in lent- giving all	Reflecting on what they achieved and what they would do differently or better next time- Link to science -Look at an artist	Being able to explain what tasks they would like and like least about particular jobs- Link to Victorian jobs Division of labour with reference to the work that is done in the home
Curriculum in Action	Link4life stone age experience Stone Age poo Stone Age soup Linking School- M6 Theatre Visit Whole School Pantomime		Local Area walk Speaker to talk about the change in Rochdale over time. Visit the Co-op in Rochdale on Toad Lane		Matt Goodfellow (Poet) visit Children dress as Victorian children Linking school to visit us.	

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			Nativity McMillian Coffee Morning St Gabriel's Day Parliament Week Introduction to Islam(talk) TTRS Launch Day Remembrance Service Anti Bullying Week and Rock Kidz Carols Around the Tree Christmas Bedtime Stories		Visit linking school Children's mental health week E-Safety day Storytelling week Art/DT gallery Artist in school World Book Week Odd sock day for down syndrome Stations of the cross Passion Play (Year 4) Neurodiversity awareness week		May Procession Fieldwork Week St Gabriel's Got Talent Health/Nutrition Week Sports Day Gabrielsbury	
Oracy	**Physical**		To experiment with adjusting tone, volume and pace for different audiences.		To consider position and posture when addressing an audience.			
	Linguistic		To begin to use specialist vocabulary.	To be able to use specialist language to describe their own and others' talk.		To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').		
	Cognitive			To offer opinions that aren't their own.			To reflect on discussions and identify how to improve.	To be able to summarise a discussion. To reach shared agreement in discussions.
	Social and Emotional		Listen actively, questioning and responding to others.		To speak with confidence in front of an audience.	To adapt the content of their speech for a specific audience.		

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