

Year 3 Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TITLE	Stone age rocks!		On our doorstep.		Full steam ahead!	
Religion	Come and See Domestic Church (Family) - Homes Baptism / Confirmation (Belonging) – Promises	Come and See Baptism / Confirmation (Belonging) – Promises Advent / Christmas (Giving) – Visitors	Come and See Local Church (Community) – Journeys Eucharist (Relating) – Listening and Sharing	Come and See World Faiths Lent / Easter (Giving) – Giving All	Come and See Pentecost (Serving) – Energy Reconciliation (Inter-relating) – Choices	Come and See Universal Church – Special Places
Caritas In Action	Dignity of the Human Person	Family and Community	Solidarity and the Common Good	Rights and Responsibilities	Option for the Poor and Vulnerable	Stewardship
World Faiths	Hinduism		Judaism		Islam	
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 <u>To inform-</u> Non chronological report Explanation	<u>Poetry</u> <u>To inform</u> Recount <u>To entertain</u> Narrative	<u>To inform-</u> biography Recount <u>To persuade-</u> persuasive advert	<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

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Maths (White Rose outline)	Place Value Addition and Subtraction	Multiplication and division Measurement: length and perimeter	Multiplication and division Measurement: time	Fractions Consolidation	Fractions 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 history		Victorians	
Geography			UK			
Art	Growing artists (Drawing)		Power Prints (Drawing)		Abstract shape and space (Sculpture and 3D)	
Design and Technology		Castles (Structures)		Cross Stitch and Applique (Textiles)	Eating seasonally	Electronic charm (Digital World)
Computing	We are Programmers	We are bug fixers	We are presenters	We are vloggers	We are communicators	We are opinion pollsters
PE	Invasion games – (Coach-led) 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 – Linking movements together Net/wall games - handball 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.	Invasion games – (Coach-led) Athletics 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 – symmetry and asymmetry Invasion games – (Coach-led) Healthy mind- Offer solutions to disagreements. Healthy body- Identify different foods that contains vitamins and their importance.	Invasion games (Coach-led) Dance - Victorians Healthy mind- Begin to compare emotional feelings with physical feelings. Healthy body- Importance of looking after our teeth.	Striking and fielding - Rounders OAA Healthy mind- Set more challenging goals and evaluate achievements Healthy body- describe the difference between different body parts.

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Music	Topic: Stoneage & Ironage BBC 10 Pieces: Edvard Grieg - In the Hall of the Mountain King from 'Peer Gynt'	Topic: Stoneage & Ironage Y3 Music Express Unit	Topic: The UK, Rochdale & Rivers BBC 10 Pieces Henry Purcell - Abdelazer – Rondeau	Topic: The UK, Rochdale & Rivers BBC 10 Pieces: Vaughan Williams - The Lark Ascending	Topic: The Victorians BBC 10 Pieces: George Frideric Handel - Zadok the Priest (linked to coronation)	Topic: The Victorians Musical Traditions: Middle East, Folk, Sprinting Gazelle, Reem Kelani
Foreign Language (French)	Greetings and Feelings Number 0-10 Colours	Days Months	Animals	11-20 and ages	Hungry Giant	Gingerbread Man Questions and Answers Picnics
PSHE	Statements to Live By 1/2/3/4 Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence. Statements to Live By 5/6 Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.	Statements to Live By 7/8 Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility. Statements to Live By 9 / 10 / 11 / 12 Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living. Statements to Live By 13 Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role	Statements to Live By 14 / 15 /16 Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society. Statements to Live By 17 / 18 /19 / 20 To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.	Statements to Live By 21 / 22 /23 / 24 Know that limitations are also opportunities for growth and make the most of our abilities.	Statements to Live By 25 / 26 /27 / 28 Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe. Statements to Live By 29 Experience a reconciling community.	Statements to Live By 30/31 / 32: Experience a reconciling community. Statements to Live By 33 / 34 / 35 /36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the difference between people.

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		as members of society.				
RSE	Get Up! The Sacraments What am I Feeling? What Am I Looking At? I Am Thankful?		Friends, Family and Others When things Feel Bad		A Community of Love What is the Church? How Do I Love Others?	
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.		
Curriculum in Action	Link4life stone age experience Stone Age poo Stone Age soup		Speaker to talk about the change in Rochdale over time.	Possible visit from a refugee housed in Rochdale	Matt Goodfellow visit Children dress as Victorian children	