

Year 3 Long Term Curriculum Overview 21-22

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TITLE		Stone age rocks! Dig deep!		On our doorstep		Full steam ahead! All hail Queen Victoria!	
Religion		Come and See Domestic Church (Family) - Homes	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 Caritas in Action	Come and See Pentecost (Serving) – Energy Reconciliation (Inter-relating) – Choices	Come and See Universal Church – Special Places Caritas in Action
		Baptism / Confirmation (Belonging) – Promises	Caritas in Action	Caritas in Action		Caritas in Action	
		Caritas in Action					
World Faiths		Hinduism		Judaism		Islam	
English Suggested Texts (see Reading overview)	Reading Domain s / Phonics	Stig of the dump Street beneath my feet The pebble in my pocket	Life in the stone age Find out Stone Age Stone age boy The quarry	The greatest stories ever told- George and the dragon. Dragons love tacos Journey	The first book of nature. It starts with a seed. The extraordinary gardener.	Horrible histories- Vile Victorians I was there-royal nursemaid	Poem- preludes Rosie reverse engineer Queen Victoria's

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for more details)		Stone girl, bone girl, Fantastically great women who changed the world Minnow and the bear Wild girl	I was born in the Stone Age How to wash a woolly mammoth	Home sweet home	The boy at the back of class All are welcome	Victorian girl's diary (extract) Street child (chapter)	bathing machine Seen not heard
	Reading for Pleasure	Stig of the dump				I was there- Royal nursemaid Queen Victoria's bathing machine	
English Genre Coverage		<u>Entertain</u> -recount Narrative Setting description <u>Inform</u> - non chronological report	<u>Persuade</u> -persuasive letter <u>Inform</u> -newspaper report Instructions <u>Free verse poetry</u>	<u>Entertain</u> - retelling myth and legend <u>Persuade</u> -persuasive letter <u>Inform</u> -Non chronological report	<u>Poetry</u> <u>Inform</u> Explanation <u>Entertain</u> Recount	<u>Inform</u> -biography <u>Persuade</u> -persuasive advert <u>Entertain</u> -recount	<u>Poem</u> -sensory imagery <u>Inform</u> -newspaper report <u>Entertain</u> -narrative
Grammar, Spelling and Punctuation		Text structure -Introduction	Sentence structure -Expressing time, place	Word structure -Formation of nouns using a range of	Word structure - Use of the forms a or an	Word structure - Word families based on	Consolidation of sentence structure,

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(see writing overview for more details) Blue linked to genres- see text types on odrive Red linked to YR3 curriculum	to paragraphs Punctuation- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Alan Peat sentences- Verb, person sentence	and cause using conjunctions, adverbs or prepositions. Alan Peat sentences- Noun which, who, where Punctuation- Introduction to inverted commas to punctuate direct speech.	prefixes(for example, super-anti- auto-) Alan Peat sentences- Emotion, word sentence Continued focus on sentence structure.	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.	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- double -ly	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	Fractions Properties of Shape	Measurement: length, mass, volume and capacity Statistics
Science	Rocks and soils	Light	Animals including humans	Plants	Forces and magnets	SRE

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History	Chronological understanding- Stone age- Iron age- timeline Historical enquiry- Use sources to investigate the Stonehenge theories. Historical interpretations- Farming/ hunting and gathering Understanding of events, people and changes- changes in Britain from Stone Age to Iron Age- farming, hill forts etc. Art and culture- use of cave paintings.	Historical enquiry/ understanding of events, people and changes- Explore the start of the cooperative movement in Rochdale. Historical interpretations- Anti-slavery (link with diversity topic)		Chronological understanding- Chronology of industrial revolution. Change of power through the monarchs- focus on Queen Victoria Historical interpretations- Significant turning points in British history- industrial revolution, inventions, laws and regulations. Historical interpretations- Compare Victorian schools to schools today.	
Geography	Geographical skills and fieldwork- Describe the landscape of a hill fort- Why is it like this? How is it changing?	Place knowledge- Recognise and understand similarities and differences between Rochdale and another major city and how they	Locational knowledge- Name, locate and identify characteristic of the seas surrounding the UK. Human and physical	Geographical skills and fieldwork- Use a simple compass directions with locational and directional language- link with PE.	

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		relate to one another. Locational knowledge- Identify and locate cities and counties in the UK and the key topographical features. Human and physical geography- Identify human and physical features of Rochdale. Geographical skills and fieldwork- Communicate findings to an audience and recognise people hold different opinions- link to	geography- Weather patterns/ conditions around the UK and parts of Europe- use fieldwork equipment. Geographical skills and fieldwork- Analyse evidence and draw conclusions- use aerial pictures of Rochdale and a city in UK.	Geographical skills and fieldwork- Make plans and maps using symbols and keys.	
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		use of greenbelt land.			
Art	Drawing- use shading to show light and shadow effects. Painting- use varied brush techniques to create shapes, textures, patterns and lines. Create different textures and effects with paint <i>Designing and painting cave paintings in dim lighting.</i> Sculpture- use clay and other malleable materials and practise joining techniques. Add materials to the sculpture to create detail. Compare natural and man-made materials. <i>Making a stone age house using clay and using natural materials for the roof.</i>	Collage- learn a practise a variety of techniques. <i>Based around the UK.</i> The work of other Artists- Van Gogh Exploring and developing ideas	Painting- use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the correct language. <i>Landmark in the UK.</i> Exploring and developing ideas	Textiles- use a variety of techniques <i>Polystyrene stamps based on Victorian money/royalty.</i> Exploring and developing ideas.	Drawing- experiment with showing line, tone and texture with different hardness of pencils. <i>Drawing a self-portrait to go inside of the paper mache frame.</i> Sculpture- cut, make and combine shapes to create recognisable forms. <i>Use paper mache to create a frame.</i>

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	Exploring and developing ideas.					Exploring and developing ideas.
Design and Technology	Cookery and nutrition- Make a broth using different techniques. Make- Design and create a woolly mammoth- cross stitch?		Cookery and nutrition- Explore different food groups and understand what makes a healthy and balanced diet.		Design/ make- Design a Victorian toy- focus on diagonal structure. Evaluate- Compare existing Victorian toys. Focus on the structure and material	
Computing	3.1 We are Programmers Design a Stone Age game.	3.2 we are bug fixers	3.3 we are presenters Present a skill taught in PE.	3.4 we are vloggers Vlog based on information learnt about Rochdale.	3.5 we are communicators Email to a Victorian child/ Queen Victoria.	3.6 we are opinion pollsters Eco link-transport.
PE	Skill- Balance on one foot.	Skill- Perform side stepping gallop Application- linked to	Skill- Complete forward roll and land on feet Application- gymnastics	Skill- Run at speed over distance Application- Athletics,	Skill- Climb wall bars Application- Gymnastics	Skill- skip forwards in fluid motion Application- invasion

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	Application- Stone Age dance. 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.	dodging technique in invasion games. Healthy mind- Determination and perseverance needed to overcome challenge. Create a steps to success approach to achieve success Healthy body- Offer solutions to disagreements † Explain the importance of the sun to give us Vitamin D.	Healthy mind- Create a steps to success approach to achieving success. Healthy body- Identify the 5 types of food that make a balanced diet.	football, netball, dodgeball Healthy mind- Offer solutions to disagreements. Healthy body- Identify different foods that contains vitamins and their importance.	Healthy mind- Begin to compare emotional feelings with physical feelings. Healthy body- Importance of looking after our teeth. Orienteering Swimming	games-cricket, netball, athletics Healthy mind- Set more challenging goals and evaluate achievements Healthy body- describe the difference between different body parts. Swimming
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Music		Advent performance	Music appreciation			
Foreign Language (French)	France facts Greetings/ farewells Classroom commands/ instructions How are you? Numbers to 12 French maths	How old are you? Family Numbers 11- 20 Noel	Bonnee Annee Days of the week Months Birthday/dates Party invitations	Parts of the body Colours Colours and numbers Toutes les couleurs paques	Playground games Activities	Les fruits La chenille qui fait des trous.
PSHE	Health and Wellbeing and Relationships - are covered by the Ten:Ten 'Life to the Full' scheme of work. Living in the Wider World is covered through: Shared Responsibilities – Caritas in Action (Stewardship and Rights & Responsibilities) and Eco Schools. Communities – Diversity project. Media Literacy and Digital Resilience – E-Awareness lessons and E-safety week. Economic Wellbeing: Aspirations, Work and Career – Career day assemblies / guest speakers from the community and from charities / Celebration Assemblies.					
RSE	Get Up! The Sacraments What am I Feeling? What Am I Looking At?	Friends, Family and Others When things Feel Bad		A Community of Love What is the Church? How Do I Love Others?		

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	I Am Thankful?				
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		Speaker to talk about the change in Rochdale over time.		Tatton park visit?