

Our Lady of Perpetual Succour Catholic Primary School



Year 3 Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to Garden	Branch 5: To the Ends of the Earth	Branch 6: Dialogue and Encounter
English Texts/Writing Genres	<i>Greek Myths</i> Fiction Formal letter writing Write narrative for the book we are studying () Poetry types- such as list poems. Non Fiction Write a news report on the Spartans and Athenians. Write Greek Fact- files.	<i>Ice Palace</i> Fiction Story writing (setting, character, sequencing, plot) Poetry – shape poems. Non Fiction Write a non chronological report and information text using headings and sub headings. (biography, survival guide)	<i>The Pebble in my Pocket</i> Fiction Create a comic strip/script To write a character description, discussing and evaluating similar writing. Non Fiction Write a non chronological report Write an explanation text (Science)	<i>Bill's New Frock</i> Fiction Diary writing as the character Bill. Biography To write a play script and perform poems Non Fiction Write an explanation text (Science) and a set of instructions To write up and investigation using headings and subheadings	<i>Oliver</i> Fiction Character descriptions from the book. Write a story with a dilemma Continue to recognise different types of poetry Non Fiction Write a biography on a musician / composer of the Victorian era. Write a non- chronological report (Geography) Write a letter based on 'choices' (Come and See).	<i>The Shaman's Apprentice</i> Fiction Write setting descriptions Create and prepare poetry, showing understanding through intonation, tone volume and action. Non Fiction Write a balanced argument following a debate Write a fact-file on the rainforest Continue to develop the use of simple organisational devices (headings and sub-headings)
English Grammar	To use word classes - nouns, verbs, adjectives,	To extend the range of sentences	To use and punctuate direct speech (i.e.	To proofread for spelling and punctuation errors.	To place apostrophes of possession and omission accurately in words.	To use the present perfect form of verbs

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	<p>pronouns and adverbs. To use the correct form of 'a' or 'an'. To begin to use and punctuate direct speech (i.e. inverted commas). To use the first two or three letters of a word to check its spelling in a dictionary. To spell words ending in 'ture', homophones, adding 'ation' to verbs to form nouns, words with the 'c' sound spelt 'ch', and words with the 'sh' sound spelt 'ch'. To explore word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>with more than one clause by using a wider range of conjunctions, including when, if, because, although. To begin to use further prefixes ('un', 'dis', 'mis', 'im') and suffixes ('ous' and 'ly') and understand how to add them. To use conjunctions, prepositions and adverbs to express time, cause and place.</p>	<p>inverted commas), with increasing proficiency. To begin to place apostrophes of possession and omission accurately in words. To spell words with the 'sh' sound spelt 'ch' (unit 8). To spell words with the short 'l' sound spelt 'y' (Oxford Owl – special focus 3) e.g. myth, gym, pyramid. To add the suffix 'ion' to root words (unit 9). To add the suffix 'ian' to root words (unit 10).</p>	<p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. To spell words with the prefix 'sub' (Unit 14 – Oxford Owl). To revise the suffixes 'ed', 'ing', 'er', 'est', 'y', by doubling, swapping or dropping letters from the root word (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'a' to 'e' (Extra practice zone Y3 – Oxford Owl).</p>	<p>To begin to use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To spell words with the prefix 're' (Unit 11 – Oxford Owl). To spell the homophones outlined in Special Focus 4 (Oxford Owl). To spell words forming nouns with the prefix 'anti' (Unit 12 – Oxford Owl). To spell words forming nouns with the prefix 'super' (Unit 13 – Oxford Owl).</p>	<p>in contrast to the past tense. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. To spell words that are often misspelt. To revise plural and singular nouns (Extra practice zone Y3 – Oxford Owl). To revise the vowel sounds 'ay,' 'ee', 'igh', 'ow', 'oo', 'ar', 'or', 'ure' (Extra practice zone Y3 – Oxford Owl).</p>
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<p>Maths</p>	<p>Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction</p>	<p>Calculations: Multiplication and division (basic and further)</p>	<p>Measurement: Length Measurement: Mass</p>	<p>Measurement: Volume Measurement: Money Measurement: Time</p>	<p>Statistics: Pictographs and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry : Properties of Shapes</p>	<p>Geometry: Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures</p>
<p>Science</p>	<p>Animals including humans To recognise all animals need air, food and water to survive, what re the different types of food and nutrients, that a healthy balanced diet leads to healthy active people. To recognise the different types of skeletal systems. – vertebrates and invertebrate, the function of the skeleton and muscles. <i>(Working scientifically to include fair and</i></p>	<p>Forces and Magnets. To observe how magnets attract or repel each other and attract some materials and not others To compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>Rocks and Soils To recognise, compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To describe in simple terms how fossils are formed To recognise that soils are made from rocks and organic matter <i>(Working scientifically to include fair testing and observing over time, predicting, recording data</i></p>	<p>Rocks and Soils (cont'd) To research who Mary Anning was and what she discovered. (Big Question) To investigate and compare which soils absorb the most water and choose how to record results. (Big Question) To use observation techniques and an identification tree to find the name of some rocks. (Big Question) Working scientifically to include comparative</p>	<p>Light and Shadows To recognise what is a light source, types of light sources, why we need light, how does light travel, how are shadows formed. <i>(Working scientifically to include fair testing and research, predicting, recording data analysing, and drawing conclusions</i></p>	<p>Plants To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To explore 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 To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of</p>

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	<p>comparative testing, identifying and classifying, predicting, recording data analysing, and drawing conclusions)</p>	<p>To describe magnets as having 2 poles To predict whether 2 magnets will attract or repel each other, depending on which poles are facing To recognise how different surfaces affect the motion of an object, types of forces, friction, gravity, resistance <i>(Working scientifically to include comparative testing, identifying and classifying, pattern</i></p>	<p><i>analysing, and drawing conclusions)</i></p>	<p>testing, identifying and classifying and research, predicting, recording data analysing, and drawing conclusions</p>	<p>flowering plants, including pollination, seed formation and seed dispersal <i>(Working scientifically to include identifying and classifying, pattern seeking, observing over time and research, predicting, recording data analysing, and drawing conclusions)</i></p>
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		<i>seeking, predicting, recording data analysing, and drawing conclusions)</i>				
Computing	Connecting computers Learning about digital devices (parts and types) , input, process and output, connecting computers, computer networks.	Sequencing Sounds Introduction to coding (Scratch software), creating and sequencing code, designing algorithms and programming, combining motions and sounds.	Desktop Publishing Test and images, fonts, content layout and design, templates, purpose of desktop publishing	Branching Databases Creating a branching database, yes/no questions, attributes, organising objects in a tree structure, using the database to answer questions, pictograms.	Stop Frame Animation Creating simple animation techniques in the style of flip books, developing stop frame animations using software, designing and refining animations using storyboards, enhancing design by adding animation effects.	Events and Actions in Programs To recognise events and actions in coding (Scratch software), using sprite moves, drawing lines, adding features, debugging, creating a project.
History/Geography	Journey to Greece History Famous figures (Homer, Alexander the Great), Olympics, the birth of democracy, Greek Society – Athens ‘v’ Sparta Geography Map work, comparison to European country, Islands and Trade	The Stone Age History Lindow Man Cheshire stone age man, Stone Age civilisation, settlements and tools UK	Three Giant Steps (Dover, France and Canada) Geography To learn about coasts/mountains/lakes/rivers/physical features/capital cities/climate using maps	Victorians History Victorian life, famous figures (Queen Victoria, Dr Barnardo) industry and wealth.	Rainforests of SE Asia Geography Global: S E Asia – Forests of Borneo/deforestation/climate change/conservation – Palm Oil project	

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			Locations stone age sites (Skara Brae).			
Art/DT	DT Heathy meals PAOP Healthy and Varied Diet	Art Greek Art using shading techniques.	Art Stone Age Art Cave paintings using watercolours	Art: French Artists including Monet (Impressionist Art) DT: Levers POAP: Levers and linkages	Art Study of William Morris incl art/ Silhouettes and shading DT: design a Victorian trinket	Art Sketching – canopies and native animals and their habitat
Music	Listen and Appraising: Three Little Birds	Improvisation	Recorder	Sharing Musical experiences (musical style and meaning)	Learning more about musical styles (listening and singing)	Recorder
PE	Football Dance	Hockey Gymnastics	Tennis Fitness	Tennis Athletics	Rugby Rounders	Rugby Forest School
French	Commencer Getting started - Greetings, name and age. La Rentrée	Le calendrier Calendar Bonfire night / Noel	Les animaux Pets Bonne Année Happy New year	Le Carnaval et Pâques Carnival and Easter La fête des mères Mother's Day	Le Géant affamé The Hungry Giant	Allons pique-niquer Going on a picnic Bastille Day
PHSE	Healthy and Wellbeing Healthy Eating Link to science and DT – designing a 'Eatwell Plate'	Relationships Anti-bullying week 'Reach out'	Health & Wellbeing Children's Mental Health week, Online Safety Day.	Living in the Wider world Community week	Living in the Wider world Keeping Safe Health & Well being Mental Health week	Living in the Wider world My money week

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