



# Curriculum Overview 2020/21

## Year 3



### English

In English, our children will continue to work on the spelling patterns they have begun in previous years, but this year there is less of a focus on phonics and more emphasis on understanding and learning the spelling rules, as well as attention to prefixes and suffixes.

In writing, we will focus on creativity and writing styles; looking at settings, language style, and character within their writing. We will study a full range of different genres of writing such as poetry, information texts and play scripts. Where possible our English lessons will link to the wider curriculum theme.

### Reading

Reading is key this year and we have dedicated time for focused reading lessons at least three times each week. As a school we will continue to use the reading VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise) to help the children build sound comprehension skills. We will also have a class novel that teachers will read every day to the class. Something to excite and engage everyone in the wonder of a book!

### Maths

Maths in Year 3 has more of a times tables focus. Quick recall of the required 3, 4 and 8 times-tables (as well as the 2, 5, and 10 times-tables they've already learned in Year 1 and 2) is important as they form the foundation for a large majority of the work the children will cover within the year.

We will begin to use column addition and subtraction of three-digit numbers this year, as well as learning about multiplication and division. There will be lots of opportunities for our children to use and apply their calculation and times tables knowledge. Throughout the year we will also cover fractions of quantities, equivalent fractions, angles, parallel and perpendicular lines, area, perimeter, and shape.

## Wider Curriculum



### Autumn Term

Geographical Enquiry Theme

### Explore Greece

<b>Why?</b> Key questions for us to investigate	Why is Greece a popular place for us to go on holiday?
	Why are there volcanoes in Greece but not in the UK?
	Why do I need to eat salad and vegetables?
	Who were the ancient Greeks and how do they impact us today?
	Where would you prefer to live – England or Greece? Why?

Geography	<b>Physical geography</b> Volcanoes and earthquakes in Greece <b>Human geography</b> Types of settlements in Greece	Science	Light <ul style="list-style-type: none"> <li>• Reflections</li> <li>• Dangers of sunlight</li> <li>• Shadows</li> </ul>
PSHE	Myself and my relationships <ul style="list-style-type: none"> <li>• Beginning and Belonging</li> <li>• My Emotions</li> <li>• Working Together</li> </ul>	French	<ul style="list-style-type: none"> <li>• J'apprends le français</li> <li>• Les animaux</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Outdoor Adventurous Activity</li> <li>• Net and wall games</li> </ul>	RE	Why festivals are important to religious communities
Wellbeing	<ul style="list-style-type: none"> <li>• Marvellous Me</li> <li>• Mindful Me</li> </ul>	Computing	Digital Literacy – E-safety Information technology – opening files, keyboard skills and saving files Espresso Coding – Sequence and Animation



# Spring Term

Historical Enquiry Theme

# Discover the Stone Age to the Romans

<b>Why?</b> Key questions for us to investigate	1. Why did the Stone Age come to an end?
	2. How do we know what happened thousands of years ago?
	3. How were stories shared and recorded in Stone, Bronze and Iron ages?
	4. Why did the Romans choose to invade Britain?
	5. How can you see the impact of the Romans in modern Britain?

History	Changes in Britain from Stone Age through to Iron Age  The Roman Empire and its impact on Britain	Science	Rocks, Soils and Fossils <ul style="list-style-type: none"> <li>• Appearance, physical properties and formation</li> </ul> Animals including humans <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Skeletons</li> <li>• Muscles</li> </ul>
PSHE	Citizenship <ul style="list-style-type: none"> <li>• Diversity and Communities</li> </ul> Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>• Managing Risk</li> <li>• Safety Context</li> </ul>	French	<ul style="list-style-type: none"> <li>• Je peux</li> <li>• Les Romains</li> </ul>
RE	What can we learn from religions about deciding what is right and wrong?	Computing	Information Technology <ul style="list-style-type: none"> <li>• Word processing</li> <li>• Databases</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• Community Me</li> <li>• Challenge Me</li> </ul>	PE	<ul style="list-style-type: none"> <li>• Invasion games</li> <li>• Roman dance</li> </ul>



# Summer Term

Creative Art and Design Theme

# Create the Natural World (Landscapes)

<b>Why?</b> Key questions for us to investigate	1. How can music make us imagine different landscapes?
	2. Why is colour so important to bring a landscape to life?
	3. How do artists represent landscapes in different ways?
	4. Why do I need bones, muscles and ligaments to move?
	5. Why are farms essential to our health?

Art	Making comparisons between landscape paintings, styles and artists	Science	Forces and Magnets <ul style="list-style-type: none"> <li>• How things move on different surfaces</li> <li>• Magnetic, forces, materials and their poles</li> </ul> Plant growth <ul style="list-style-type: none"> <li>• Plant structure and how they grow</li> <li>• Comparisons between different plants</li> <li>• The flowers role in the plant life cycle</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>• Textiles – felt fox faces</li> <li>• Food &amp; Nutrition – Farm to fork, safe preparation of vegetables</li> </ul>	French	<ul style="list-style-type: none"> <li>• Les fruits</li> <li>• Petit chaperon rouge</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Local Environment Soundscape</li> <li>• The Four Seasons</li> </ul>	RE	What does it mean to be a Christian in Britain today?  Why is the Bible so important for Christians today?
PSHE	Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>• Healthy Lifestyles</li> <li>• Sex and Relationships Education</li> </ul>	Computing	<ul style="list-style-type: none"> <li>• Espresso Coding – Conditional Events</li> <li>• Digital Safety</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Striking and fielding games</li> <li>• Athletics</li> <li>• Gymnastics</li> </ul>		
Wellbeing	<ul style="list-style-type: none"> <li>• Independent Me</li> <li>• Others and Me</li> </ul>		