

Year 3 Curriculum Overview

Cycle B, Spring 2, 2025

Reading	Writing	Maths	Science	Geography
<p>Text: The Pebble in my Pocket by Meredith Hooper</p> <p>Key Learning: Inference Select and Retrieve Word Reading Language for effect Summarise Respond and Explain Clarify</p> <p>Text: When the Giant Stirred by Celia Godkin</p> <p>Key Learning: Word Reading Inference Language for Effect Select and Retrieve Monitor and Summarise</p> <p>Text: I am the seed that grew the tree by Fiona Waters</p> <p>Key Learning Word Meaning Select and Retrieve Summarise Inference Predict Themes and Conventions</p>	<p>Text: After the Fall by Dan Santat</p> <p>Core Outcome: To write narrative</p> <p>Key Learning: In narratives, create settings, character and plot Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) To use varied and adventurous language</p> <p>Text: The Lego Story</p> <p>Core Outcome: To write an advert</p> <p>Key Learning: Use inverted commas to punctuate direct speech Vary nouns to avoid repetition Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' Expansion of detail supported through vocabulary (technical, vivid language) Organise paragraphs around a theme</p>	<p>Key Learning: Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24- hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m/p.m, morning, afternoon, noon, and midnight. Know the number of seconds in a minute, days in each month, year, and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks. Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from zero in multiples of 4, 8, 50 and 100. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. Solve problems, including missing number problems involving multiplication and division. Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators.</p>	<p>Enquiry Question: What is the skeleton's role inside our body?</p> <p>Knowledge (know that...): To understand that the skeleton has a structural role within our bodies and that it supports us. To know that our skeleton protects vital organs such as the brain and the heart. To know that bones, along with muscles, create movement.</p> <p>Skill(s)/process(es): Ask relevant questions, using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Enquiry Question: Are volcanoes more dangerous than earthquakes? continued</p> <p>Key Learning: To understand volcanoes and earthquakes and how they are caused. Locate the world's countries physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries. Use the eight points of a compass to build their knowledge of the wider World. To understand how to predict and prepare for the impact of earthquakes and volcanoes on humans.</p> <p>Knowledge and skills: Investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. Begin to compare places, and understand simple reasons for similarities and differences.</p>

		<p>Compare and order numbers up to 1000.</p> <p>Read and write numbers up to 1000 in numerals and words.</p> <p>Identify, represent, and estimate numbers using different representations.</p> <p>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p> <p>Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Measure, compare, add and subtract: volume/capacity (l / ml)</p> <p>Interpret and present data using bar charts, pictograms, and tables.</p> <p>Solve one-step and two-step questions such as “How many more?” and “How many fewer?” using information presented in scaled bar charts, pictograms, and tables.</p>		
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RE	PSHE	Computing	PE	MFL (French)	DT
<p>Concept: Salvation Theme/Unit: Christianity-Easter</p> <p>Key learning: Describe the events of Easter Week. Know some of the symbolic objects of the Easter story and discover what they symbolise. Describe the three types of cross and know which parts of the Easter story they represent. Gain new understanding of ways in which Christians celebrate / remember Easter. Explore the feelings of Mary during Easter week. Describe the feelings of Mary at different points in the Easter story and suggest reasons for these feelings. Communicate your personal response to a related question. Apply learning to give a response to the key question.</p>	<p>Enquiry Question: What are my rights and responsibilities?</p> <p>Key understanding: Understand what is meant by the word responsible and consider the responsibilities of different people in our school community. Understand that humans have rights, what some of these are and the responsibilities that go with them. Consider why we have rules in place, discuss different ways we can contribute to them and how a child's voice can be heard. Discuss the different ways that children can be influenced and how to influence others. Consider the role of a bystander.</p>	<p>Unit Name: Scratch</p> <p>This will focus on algorithms and debugging in a child friendly and practical way.</p> <p>Key Learning Knowledge: Use the coding programming (Scratch) to create an algorithm. Create an algorithm for a sprite that allows the sprite to move and change direction Test and debug a programme.</p>	<p>Unit Name: Dance</p> <p>Key Learning: Copy and create actions in response to an idea and be able to adapt this using changes of space. Choose actions which relate to the theme Develop a dance using matching and mirroring. Learn and create dance moves in the theme of carnival. Develop a carnival dance using formations, canon and unison. Develop a dance phrase and perform as part of a class performance</p> <p>Unit Name: Tag Rugby</p> <p>Sending & receiving: Cushioning a ball will help you to control it when catching it. Space: Moving into space will help your team keep possession and score goals. Attacking and defending: As an attacker run to the try line if there is a clear path. Pass when a teammate is free and in good space. As a defender track a player to stop them from being an option. Try to tag the ball carrier.</p>	<p>Unit name: Revision unit</p> <p>Key Learning: Use key vocabulary and phrases to greet someone and be able to talk about ourselves and our family</p> <p>Understanding and knowledge: Use sentence starters of Je suis/ il est/ elle est/ c'est and J'ai /elle a /il a to write sentences about ourselves and our family. Confidently greet someone and ask how they are and answer our names in the register. Know the days of the week.</p>	<p>Enquiry Question: Which structure is the most effective for carrying an Easter egg?</p> <p>Key knowledge: Design: Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Make: Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. Evaluate: Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria.</p> <p>Knowledge and Understanding: Understand what makes for good shell structure. Understand how to strengthen and stiffen material. Understand how to score, cut and assemble nets. Know and use technical vocabulary relevant to the project.</p>