

Year 3 Overview

|                | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>English</b> | <p><b>Fiction:</b><br/>Stories with a familiar setting<br/>(3/4 weeks)<br/><b>Text:</b> <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p><b>Writing Outcome/s:</b><br/>- Setting description<br/>- Character description<br/>- Innovate and write a section of the story to share with other year group class.</p> <p><b>Non-Fiction:</b><br/>Instructions<br/>(3 weeks)<br/><b>Text:</b> <i>How to wash a woolly mammoth</i> by Michelle Robinson</p> <p><b>Writing Outcome/s:</b><br/>-Write a 5-part set of instructions linked to themes in text.</p> | <p><b>Poetry:</b><br/>Language Play<br/>(2 weeks)<br/><b>Text:</b> <i>On The Ning Nang Nong</i> by Spike Milligan<br/><i>Firework Night</i> by Enid Blyton</p> <p><b>Writing Outcome/s:</b><br/>-Write and perform nonsense poems</p> <p><b>Fiction:</b><br/>Myths and Legends<br/>(4 weeks)<br/><b>Text:</b> <i>Can you catch a mermaid?</i> by Jane Ray</p> <p><b>Writing Outcome/s:</b><br/>- Description of special item in myth (class book)<br/>- Setting description<br/>- Innovate and write a section of the myth</p> | <p><b>Poetry:</b><br/>Performance Poetry<br/>(1 week)<br/><b>Text:</b> <i>The Sound Collector</i> by Rodger McGough<br/><i>Please Mrs Butler</i> by Alan Ahlberg</p> <p><b>Writing Outcome/s:</b><br/>-Write and perform a performance poem with sounds</p> <p><b>Fiction unit:</b><br/>Fantasy &amp; Imaginary<br/><b>Text:</b> <i>The Tin Forest</i> by H. Ward &amp; W.Anderson<br/>(3 weeks)</p> <p><b>Writing Outcome/s:</b><br/>- Setting description<br/>- Character description<br/>- Dialogue conversation between characters to perform (using inverted commas)</p> <p><b>Non-Fiction:</b><br/>Non-chronological reports:<br/>(2 weeks)</p> <p><b>Writing Outcome/s:</b><br/>-Sectioned non-chronological report linked to the Roman Britain.</p> | <p><b>Fiction:</b><br/>Adventure &amp; Mystery<br/>(5 weeks)<br/><b>Text:</b> <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p><b>Writing Outcome/s:</b><br/>- Character description to share with Year 2<br/>- Diary entry<br/>- Innovate and write an alternative ending (with speech)</p> <p><b>Poetry:</b><br/>Shape poetry and calligrams<br/>(2 weeks)<br/><b>Text:</b> <i>The Lost Happy Endings</i> by Carol Anne Duffy</p> <p><b>Writing Outcome/s:</b><br/>-Write and perform shape and calligram poetry linked to key themes in text</p> | <p><b>Fiction:</b><br/>Play-scripts<br/>(5 weeks)<br/><b>Text:</b> <i>Matilda</i> by Roald Dahl</p> <p><b>Writing Outcome/s:</b><br/>- Scene description<br/>- Character description<br/>- Diary entry<br/>- A variety of playscripts based on key points of the plot to perform to class</p> | <p><b>Non-Fiction:</b><br/>Information Texts<br/>(2 weeks)<br/><b>Text:</b> <i>Egypt Magnified</i> by David Long</p> <p><b>Writing Outcome/s:</b><br/>- Sectioned non-chronological report about Ancient Egypt (class book)</p> <p><b>Fiction:</b><br/>(5 weeks)<br/><b>Text:</b> <i>The King who Banned the Dark</i> by Emily Haworth-Booth</p> <p><b>Writing Outcome/s:</b><br/>- Persuasive debate<br/>- Sectioned persuasive letter<br/>- Blog (about the King's decision/effects of banning the dark)</p> |

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| <b>French</b>    | French Greetings with Puppets                                                                                                    | French adjectives: colour, size and shape                                                                     | French playground games – numbers and age                                     | In a French classroom                  | French Transport                                                                                          | A circle of life in French       |
| <b>Maths</b>     | Place value, addition and subtraction, multiplication and division                                                               |                                                                                                               | Multiplication and division, length and perimeter, fractions, mass & capacity |                                        | Fractions, time, properties of shapes, statistics and money                                               |                                  |
| <b>Science</b>   | Skeletons (3 weeks)<br>Movement (1 week)<br>Nutrition and diet (3 weeks)<br>Food waste (1 week)<br>Rocks (3 weeks)               |                                                                                                               | Fossils (2 weeks)<br>Soils (3 weeks)<br>Light (6 weeks)                       |                                        | Plants A (6 weeks)<br>Forces (2 weeks)<br>Magnets (2 weeks)<br>Plants B (1 week)<br>Biodiversity (1 week) |                                  |
| <b>Computing</b> | <b>iProgram</b><br>Developing computational thinking and programming animations with Scratch                                     | <b>iSimulate</b><br>To explore a variety of computer simulations. To create our own simulation using Scratch. | <b>iNetwork</b><br>To introduce networks                                      | <b>iData</b><br>To introduce databases | <b>iConnect</b><br>Learning about the internet and World Wide Web                                         | <b>iPodcast</b><br>Editing Audio |
| <b>DT</b>        | <b>Food:</b><br>Eating seasonally<br>Learn about seasonality and how the climate a food is grown in can alter the way it tastes. |                                                                                                               | <b>Digital world:</b><br>Electronic charm                                     |                                        | <b>Structures: Castles</b><br>Learn more advanced construction techniques                                 |                                  |
| <b>History</b>   | British History 1:<br>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?                                         |                                                                                                               | British History 2:<br>Why did the Romans settle in Britain?                   |                                        | What did the Ancient Egyptians believe?                                                                   |                                  |
| <b>Geography</b> |                                                                                                                                  | Why do people live near volcanoes?                                                                            |                                                                               | Who lives in Antarctica?               |                                                                                                           | Are all settlements the same?    |

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| <b>Art</b>                           |                                                                                                                                  | <b>Drawing:</b> Growing artists<br><br><b>Painting and mixed media:</b><br>Prehistoric painting |                                                                                                                       | <b>Sculpture and 3D:</b><br>Abstract shape and space                        |                                                                                     | <b>Craft and Design</b><br>Ancient Egyptian scrolls                                                              |
| <b>Music</b>                         | Ballads                                                                                                                          | Creating composition in response to animation                                                   | Developing Singing Technique (Theme: The Vikings)                                                                     | Pentatonic Melodies and composition (Theme: Chinese New Year)               | Jazz                                                                                | Traditional instruments and improvisation (Theme: India)                                                         |
| <b>PE</b>                            | Dodgeball<br><br>Gymnastics                                                                                                      | Golf (Striking & Fielding)<br>Sports UK festival<br><br>Dance                                   | Cricket (Striking & Fielding)<br><br>Hockey (Invasion Games)                                                          | Handball (Invasion Games)<br><br>Badminton (Net & Wall Games)               | Athletics<br><br>OAA                                                                | Rounders (Striking & Fielding)<br><br>Football (Invasion Games)                                                  |
| <b>RE</b>                            | <b>Theme: Divali</b><br>KQ: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | <b>Theme: Christmas</b><br>KQ: Has Christmas lost its true meaning?                             | <b>Theme: Jesus' Miracles</b><br>KQ: Could Jesus heal people? Were these miracles or is there some other explanation? | <b>Theme: Easter – Forgiveness</b><br>KQ: What is 'good' about Good Friday? | <b>Theme: Hindu Beliefs</b><br>KQ: How can Brahman be everywhere and in everything? | <b>Theme: Pilgrimage to the River Ganges</b><br>KQ: Would visiting the River Ganges feel special to a non-Hindu? |
| <b>PSHE</b>                          | Being a Good Friend<br>Text: One Hundred Dresses                                                                                 | Celebrating Families<br>Text: On a Magical 'Do Nothing Day'                                     | Looking After My Body and Mind<br>Text: Faruq                                                                         | Keeping Safe<br>Text: Ruby's Worry                                          | Becoming a Global Citizen<br>Text: It's a No Money Day                              | Growing Up<br>Text: Ossiri and the Bala Mengro                                                                   |
| <b>Educational Events and Visits</b> |                                                                                                                                  | Theatre trip - Pantomime                                                                        |                                                                                                                       |                                                                             | Local Library Visit                                                                 | Saltaire/Haworth                                                                                                 |