Curriculum Overview- Year Three

Questions to link learning to British Values

Links to previous learning

LITERACY

AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
I'll Take You you Mrs Cole! STORIES BY THE SAME AUTHOR Focus: Descriptive words Task (writing purpose): Write a new version. Study dialogue, verbs, & conjunctions for time, place, cause. INSTRUCTIONS AND EXPLANATIONS Focus: Quizzes Task: Using game shows & quizzes, children identify the differences between instructions & explanations. Add information about time, place & cause to write clear instructions. **Poetry** **The Bug Chant** Focus: Noun phrases Task: Read poems, exploring images created through language. Write and perform image poetry about animals and weather. Study noun phrases, prepositions for time, place, cause.	**The Tiger Child** TRADITIONAL TALES AND FABLES Focus: Predictions Task: Analyse, compare and write own versions. Grammar covers conjunctions, prepositions & adverbs. **Escape From Pompeii** RECOUNTS Focus: Newspapers Task: research, take notes & write newspaper recounts. Study the perfect form & adverbs for time & place.	**King Arthur** MYTHS & LEGENDS Focus: using a dictionary Task: explore Arthurian legends. Study nouns & pronouns for clarity & cohesion & direct speech **Harry Potter** REPORTS Focus: non-chronological reports Task: understand features of reports; study conjunctions, prepositions and adverbs. Look at Hogwarts students' school reports.	**Fantastic Mr Fox** CLASSIC FICTION Focus: story language and structure Task: explore plot, character & tension. Learn about direct speech & tense, and write their own exciting stories. **Poetry** POEMS ON A THEME Focus: express emotion Task: explore, write & perform emotional poetry. Revise verbs (incl irregular verbs), simple past tense & present perfect form. **The Ink Garden of Brother Theophane** INSTRUCTIONS & EXPLANATIONS Focus: topic-specific vocabulary Task: learn about illuminated manuscripts and making dyes. Study conjunctions and prepositions.	**The Hedgeheg** MODERN FICTION Focus: settings Task: explore plot, character & dialogue. Study speech punctuation and adverbs for time, place & manner. VIDEO GAMES Focus: Non-chronological reports Task: revise word classes and study dialogue punctuation. Read/write informal and formal reports. Design and present a new game.	**Dolphin Boy** SEA STORIES Focus: review writing and characterisation Task: explore Michael Morpurgo's use of characterisation, dilemmas, dialogue, word classes and the perfect tense. **Poetry** POETIC FORMS Focus: shape poems Task: explore calligrams, poetic portraits and shape poems. Analyse features of poetry. Explore tenses, conjunctions and prepositions.

Mehria Primary School

MATHEMATICS

AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Place Value Identify, represent and estimate numbers using different representations. Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones. Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Count from zero in multiples of 4, 8, 50 and 100. Read and write numbers up to 1,000 in numerals and words. Compare and order numbers up to 1,000. **Addition and Subtraction** Add and subtract numbers mentally, including: • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	**Addition and Subtraction** • Add and subtract numbers mentally, including: • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Multiplication and Division (Part 1)** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	**Multiplication and Division (Part 2)** Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects. **Length and Perimeter** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.	**Fractions (Part 1)** Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Recognise and show, using diagrams, equivalent fractions with small denominators. **Mass and Capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). .	**Fractions (Part 2)** Add and subtract fractions with the same denominator within one whole. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. **Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Time** 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 and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events.	**Shape** Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Measure the perimeter of simple 2-D shapes. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. **Consolidation**

SCIENCE					
AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Skeletons Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Movement** Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Nutrition and diet** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat **Food waste** Investigate food waste and the impacts of food waste on the planet. Identify food can be sorted into different food groups and that different foods provide nutrients for the body **Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.		**Fossils** Describe in simple terms how fossils are formed when things that have lived are trapped within rock. **Soils** Recognise that soils are made from rocks and organic matter. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. **Light** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the sizes of shadows change.		**Plants A** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Forces** Compare how things move on different surfaces. Set up simple practical enquiries, comparative and fair tests. **Magnets** Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. **Plants B** 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. **Biodiversity** Learn about different plants, animals and how their habitats provide everything they need to survive.	

PSHE/RHE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Team **(Relationships)** Pupils learn: •to identify the impact their actions have on the team they are working in •about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur •about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this **Think Positive** **(Health and Wellbeing)** Pupils learn • about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health •thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning		**Diverse Britain** **(Living in the Wider World)** Pupils learn: •about valuing the similarities and differences between themselves and others •about what is meant by community •about belonging to groups •about valuing the similarities and differences between themselves and others •about belonging to groups **What is Democracy?** **Is Demoncracy important?** **Be Yourself** **(Relationships)** Pupils learn: • to recognise different emotions they experience. • will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. • explore how to make things right when we make mistakes, both in person or online, and the importance of learning from these		**It's My Body** **(Health and Wellbeing)** Pupils learn: •about how to look after their body •making safer choices about sleep and exercise, diet, cleanliness and substances. **Aiming High** **(Health and Wellbeing)** Pupils learn: • identify ways of applying a growth mindset to new challenges and learn about the importance of resilience • about celebrating achievements and setting personal goals •about positive ways to deal with set-back •about celebrating achievements and setting personal goals	

HISTORY		
AUTUMN	**SPRING**	**SUMMER**
Vikings and Anglo-Saxons Learn about the raids and invasions by Vikings in Anglo-Saxon Britain. Discover significant events from the period and order chronologically on a timeline. Find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition, explore the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. Provide opportunity to learn about different aspects of everyday Viking life, exploring the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.	**Crime and Punishment** Develop chronological knowledge beyond 1066 through studying the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. Deepen historical awareness and understanding of how the past is constructed through studying the famous highwayman Dick Turpin. Finally, reflect, evaluate and compare modern day crime prevention and detection methods with those from the past.	**World War II** Develop a chronologically secure knowledge and understanding of British and World history. Know when the war started and tell you some of the countries and key individuals involved; Recall basic details about key events and know that the Battle of Britain was a turning point in the war; Describe some things people on the home front did to support the war effort; List examples of things people did for entertainment during the war; Tell some wartime events that are commemorated each year. Learn about the roles and responsibilities of the men and women who served in the British armed forces; Explore the significance of the Battle of Britain; participate in wartime games and develop a sense of awareness and appreciation when learning about different commemorative events. Develop their investigation and evaluation skills; understand how past events have helped to shape the world we know today.

GEOGRAPHY		
AUTUMN	**SPRING**	**SUMMER**
The UK Explore the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. Discover how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history. **How does Luton compare to other towns or cities in Britain and the world?**	**Extreme Earth** Explore the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.	**Rainforests** Taking a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. Compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.

THEMED WEEKS/VISITS					
Black History Month **School Council Election**	**Anti-Bullying Week** **Enrichment Day: Science & Technology**	**RAF Museum Visit**	**World Book Day**	**Ramadan/Eid** **The Bird of Prey Outreach visit**	**End of Year Trip**

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PE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Rugby • To understand and apply different strategies for intercepting opposing team's possession. • To discuss and understand different roles and positions and to be able to apply learning in a games based environment • To develop more understanding of the rules of rugby • To apply skills and tactics in small-sided games **Circuit Training** • To develop an understanding of why a healthy lifestyle is important • To assess and measure students fitness levels • To understand the different muscles utilised during the circuit training session	**Gymnastics** •To understand and apply basic health and safety when carrying out tasks and lifting/moving equipment • To explore jumping techniques and landing techniques • To perform a variety of jumps such as tuck, pencil, straddle, pike and link with other gymnastic actions • To develop jumping sequences • To develop gymnastics movements with music **Football** • To understand and apply different strategies for intercepting opposing team's possession. • To discuss and understand different roles and positions and be able to apply learning in a games-based environment • To develop more understanding of the rules of football. • To apply skills and tactics in small sided games Netball	**Netball** • To focus and develop specific passing techniques such as a chest pass, or lob pass. • To understand and apply different strategies for intercepting opposing teams possession. • To discuss and understand different roles and positions and to be able to apply learning in a games based environment • To understand basic shooting techniques • To develop more understanding of the rules of netball. **Hockey** • To focus and develop specific passing techniques such as a push pass or the drive to be able to apply learning in a games environment • To develop understanding of different techniques for holding the hockey stick. • To focus and develop specific dribbling techniques such as the straight or one-handed reserve and be able to apply learning in a games environment	**OAA** • Introduce basic map reading skills, in being able to understand basic landmarks and routes • Exploring basic map making skills, using classrooms and halls as learning environments • Exploring basic cross curricular links in using compasses and coordinates • Develop communication and teamwork skills **Athletics** • To be able to change direction, at speed, and apply different speeds using good technique • To develop throwing technique • To reinforce jumping techniques • To explore basic time and scorekeeping skills • To perform in competitive environments applying appropriate skills • To explore basic strategy in attacking and defending • Discuss and recall the rules of hockey	**Tennis** • To explore the basic technique of a serve • To focus and develop returning techniques such as forehand or lob and be able to apply in a game of tennis • To explore the basic scoring system and focusing on specific rules using the layout of the court • To work with a partner and develop basic knowledge of doubles Preparation for sports day will also be incorporated into this half term.	**Cricket** • To understand different types of throwing techniques and be able to apply when appropriate • To develop a variety of striking and fielding skills • To practise receiving techniques for catching a ball and be able to apply when appropriate • To develop fielding techniques and team communication • To consolidate sending, receiving and striking skills already learnt • To develop different striking techniques and be able to strike the ball for distance Preparation for sports day will also be incorporated into this half term.

ART					
1st half	2nd half	1st half	2nd half	1st half	2nd half
Autumn Using pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills. Will explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne. 		 **European Art** Learn to draw broken buildings, create abstract 'cut ups', make shape houses, draw with a rubber, and make paper hats to create quality artwork that shows progression in skills. Will have the opportunity to explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel.		**Bodies** This 'Bodies' theme teaches how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. Will have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore. 	

COMPUTING					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Word Processing Enhance previous skills by learning basic word-processing skills. Learn to use various features for formatting text.	**Online Safety** Introduction to email and other forms of online communication. Looking at how to write and send emails, as well as how to decide if an email is safe to open. Build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online.	**Presentation Skills** Developing children's use of presentation software. Learn about setting the theme, slide transitions, animating objects onto the slide, creating hyperlinks in the action settings and adding audio and video.	**Online Searchers and Surfers** Learn about Online Searchers and Surfers, what the Internet is, how the Internet works and the three different types of connections that can be used.	**Drawing and Desktop Publishing** Developing children's graphic and presentation skills by introducing drawing as opposed to painting. Learn to draw, order, group and manipulate objects to make a picture.	**Using and Applying Skills** This end of year Computing project provides the opportunity to use and apply the skills they have developed throughout the year.

TAJWEED		
Memorisation: Aim for the end of the year is for all students to be able to memorise Surah's Bayyinah, At-Tin, Al-A'la, Ad-Duha, Al-Layl and revision of all previous surah's. Qā'idah: Aim for the end of the year is for all students to be able to identify the Arabic alphabet in isolated and joint forms, apply harakāt, stretches, sukoon and shaddah, madd & special cases (L9 Safar) correctly. They should also be able to apply the stopping rules correctly (L11) and identify stopping symbols (L12).		
AUTUMN	**SPRING**	**SUMMER**
Memorisation: Surah Al-Bayyinah, Surah At-Tin Recap Qā'idah: Arabic letters in isolated forms and all letters in joint forms (beginning, middle and end). New Qā'idah learning: Harakāt (vowels L5), Stretches (L6), Sukoon (L7), Shaddah (L7), revision of all concepts in the final week of term.	Memorisation: Surah Al-A'la Recap Qā'idah: Everything covered in the previous term [Arabic letters in isolated forms, joint forms (beginning, middle and end), Harakāt (vowels L5), Stretches (L6), Sukoon (L7), Shaddah (L7)] New Qā'idah learning: Madd (L8), Special Cases (L9), revision of all concepts in the final week of term.	Memorisation: Surah Ad-Duha, Surah Al-Layl Recap Qā'idah: Everything covered in the previous terms [Arabic letters in isolated forms, joint forms (beginning, middle and end), Harakāt (vowels L5), Stretches (L6), Sukoon (L7), Shaddah (L7), Madd (L8), Special Cases (L9)] New Qā'idah learning: Stopping rules (L11), Stopping symbols (L12), Building Fluency (L10 * L13), revision of all concepts in the final week of term.