

Year 3 Curriculum Overview

Subject	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: <i>The Iron Man</i> by Ted Hughes Writing : Writing internal monologues, diary entries, Writing newspaper reports on events such as the Iron Man's battle. SPaG: • identify nouns, adjectives, noun phrases and statement sentences (from year 2) • use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel • use expanded noun phrases for description and specification • extend the range of sentences with more than one clause by	Book: <i>The Bear & the Piano</i> by David Litchfield Writing : Writing fact files, Writing internal monologues SPaG: • extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although' • use conjunctions, adverbs and prepositions to express time and cause • use expanded noun phrases for description and specification • use the present perfect form of verbs in contrast to simple past tense • indicate possession by using the possessive	Book: <i>The Velveteen Rabbit</i> by Margery Williams Writing : Writing story continuations & scarlet fever advice sheets. SPaG: • extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • use conjunctions, adverbs and prepositions to express time and cause • use commas after fronted adverbials • indicate possession by using the possessive apostrophe with plural nouns • use and punctuate direct	Book: <i>Zoo</i> by Anthony Browne Writing : Writing letters of complaint. Creating fact files & extended narratives. SPaG: • extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although' • use adjectives, adverbs, prepositions (including phrases) and conjunctions Reading: • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences	Book: <i>Mary Poppins</i> by P. L. Travers Writing : Writing shape poems, & extended narratives. Creating persuasive letters. SPaG: • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use words with suffixes, use adverbs and proper nouns • choosing nouns or pronouns appropriately or clarity and cohesion and to avoid repetition • using and punctuating direct speech	Books: <i>The Selfish Giant</i> & <i>The Happy Prince</i> by Oscar Wilde Writing : Writing character descriptions, Writing traditional tales & stories with moral messages. SPaG: • Spell words that are often misspelt • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use and punctuate direct speech • Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

	using a wider range of conjunctions, including ‘when’, ‘if’, ‘because’ and ‘although’ • use conjunctions, adverbs and prepositions to express time and cause • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • express time, place and cause using conjunctions, adverbs and prepositions • use the present perfect form of verbs in contrast to simple past tense • use an apostrophe to mark singular possession • indicate possession by using the possessive apostrophe for plural nouns Reading: • discuss words and phrases that capture	apostrophe with plural nouns • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use commas after fronted adverbials • use and punctuate direct speech Reading: discuss words and phrases that capture the reader’s interest and imagination • identify how language, structure and presentation contribute to meaning • check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • ask	speech • use the present perfect form of verbs in contrast to the past tense Reading: • discuss words and phrases that capture the reader’s interest and imagination • predict what might happen from details stated and implied • check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • retrieve and record information from non-fiction • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • identify how language, structure, and presentation contribute to meaning • articulate and justify answers, arguments and opinions • identify	with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than one paragraph and summarise these • identify how language, structure and presentation contribute to meaning • identify themes and conventions in a wide range of books	Reading: • use dictionaries to check the meaning of the words they have read • discuss words and phrases that capture the reader’s interest and imagination • recognise some different forms of poetry • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than one paragraph and summarise these • identify how language, structure, and presentation contribute to meaning	Reading: Develop positive attitudes to reading, and an understanding of what they read, by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader’s interest and imagination Understand what they read, in books they can read independently, by: • checking that the text
--	---	--	---	--	---	--

	the reader's interest and imagination • identify how language, structure and presentation contribute to meaning • check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • identify main ideas drawn from more than one paragraph and summarise these • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information • predict what might happen from details stated and implied • ask questions to improve their understanding of a text	questions to improve their understanding of a text • read aloud their own writing, to a group or the whole class, using appropriate intonation • summarise main ideas • identify themes and conventions in a wide range of books	and summarise main ideas drawn from more than one paragraph • check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context • discuss words and phrases that capture the reader's interest and imagination • ask questions to improve their understanding of a text • identify themes and conventions in a wide range of books • ask questions to improve their understanding of a text • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • participate in discussion about both books that are read to			makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • participating in discussion about both books that are read to them and those they can read for
--	---	---	--	--	--	--

	• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		them and those they can read for themselves, taking turns and listening to what others say			themselves, taking turns and listening to what others say
Mathematics	Number & place value, addition & subtraction, properties of shapes, fractions	Multiplication & division, measurement (mass), measurement (time), measurement (money)	Number & place value, multiplication & division, measurement (length & perimeter)	Fractions, addition & subtraction, measurement (money), statistics, measurement (perimeter)	Number & place value, addition & subtraction, position & direction	Multiplication & division, measurement (temperature), statistics, fractions, measurement (time)
Science	Animals inc. Humans	Plants	Light	Forces & Magnets	Rocks	Scientists & Inventors
Topic	Romans, Anglo-Saxons & Vikings		Ancient Egypt & The Stone Age to Iron Age	Extreme Earth, Land Use & The UK		Rainforests
Art/DT	Autumn	Packaging	European Art	Juggling Balls	Bodies	Sandwich Snacks
Computing	Online Safety	Internet Research & Communication	Word Processing	Drawing and Desktop Publishing	Presentation Skills	Programming Turtle, Logo and Scratch
PE	Gymnastics- Movement: Jumps and Leaps, Rolls, Vaulting, Handstands and Cartwheels, Linking Movements, Performance	Circuit Training: Ways to Travel, Changing Travel, Ball Skills, Balance and Coordination, The Full Circuit, Adapt and Improve	Dodgeball: Aiming and throwing, Top Dodgers, The Artful Dodgers, Catching and Blocking, Let's Play Tactics, Let's Play Dodgeball!	Athletics: The Basics, Super Sprinting, Heroic Hurdling, Jumping Animals, Thorough Throwing, Push Throw Space Mission	Striking and Fielding: Careful Catching, Target Practice, Successful Striking, Fantastic Fielding, Game Play, Inventing Games	Football: Ball Control and Dribbling, Perfect Passing, Space Invaders, Dazzling Defending, Shooting and Fitness, Gameplay and Teamwork
Arabic Language	Greetings and Introductions: Basic Greetings,	Numbers and Counting:	Colours and Shapes: Basic Colours,	Daily Activities and Routine:	Family and Relationships: My Family Tree,	Common Objects and Places: Classroom Objects,



	Introducing Oneself, Formal and Informal Greetings, Greetings in Different Situations, Greetings in the Classroom, Role-playing and Dialogues, All About Me Poster	Basic Number Recognition, Counting Up to 20, Addition and Subtraction within 10, Tens and Ones, Ordinal Numbers, Problem Solving with Numbers	Shapes and Patterns, Describing Objects in Arabic, Colour Mixing, 3D Shapes/Cultural Expressions of Colour	Daily Routine Vocabulary, Telling Time, Sequencing Daily Activities, Asking and Answering Questions, Cultural Practices and Differences/Creating a Daily Routine Story	Daily Routines with Family, Expressing Feelings, Family Traditions and Celebrations, My Extended Family, My Family in the Community	At Home, In the City, Nature and Outdoors, At the Market, Transportation
RE/IS	RE- Islam: Who and Where, Main Beliefs, Special Places, Special Festivals, Holy Books, Symbols and Meanings	IS- Aqeedah (Theology): Essential Revision, Names of Allah, Angels, Books from Allah, Prophets, Life after death, Paradise, Hell	RE- Christianity: Who and Where, Main Beliefs, Special Places, Special Festivals, Holy Books, Symbols and Meanings	IS- Fiqh (Jurisprudence): Cleanliness, Manners of using the toilet, Raka'ahs of salah, Daily Salah: Theory & Practical, Breakers of salah, Fasting, Ramadan & Eid Al-Fitr	RE – Judaism: Who and Where, Main Beliefs, Special Places, Special Festivals, Holy Books, Symbols and Meanings	IS – Tarbiyah (Personal Development): Why we perform salah, Manners of the masjid, Halal and haram foods, TV, music, games and the internet, Good manners to parents and others, Eid Al-Adha
PSHE	TEAM: A New Start, Together Everyone Achieves More, Working Together, Being Considerate, When Things Go Wrong, Responsibilities	Think Positive: Happy Minds, Happy People, Thoughts and Feelings, Changes, Keep Calm and Relax, You're the Boss, Always Learning	Diverse Britain: Living in the British Isles, Democracy, Rules, Laws and Responsibilities, Liberty, Tolerance and Respect,	Be Yourself: Pride, Feelings, Express Yourself, Know Your Mind, Media-Wise, Making It Right	My Body: My Body, My Choice, Fit as a Fiddle, Good Night, Good Day, Cough, Splutter, Sneeze!, Drugs: Healing or Harmful?,	Aiming High: Achievements, Goals, Always Learning, Jobs and Skills, No Limit!, When I Grow Up

			What Does It Mean to Be British		Choices Everywhere	
--	--	--	------------------------------------	--	--------------------	--