

# Easebourne Church of England Primary School

## Year 3 Curriculum Overview

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
POSSIBLE VISIT/ VISITORS	Butser Farm				RHS Wisley	
Key Texts	 	 <p>(How to wash a woolly mammoth; Ug; Stone Age Boy)</p>		 <p>(Hurricane Heroes in Texas; Encounters)</p>	 <p>(Where the forest meets the sea)</p>	  <p>(What was it like to be an ancient mayan?)</p>
Writing purpose	<p>Writing to entertain</p> <p>Writing to inform – Butser recount</p>	<p>Writing to inform – instructions (recipes - DT)</p> <p>Writing to persuade – Geog link – persuade to visit Easebourne (Cowdray PR)</p>	<p>Writing to entertain – poetry</p> <p>Writing to inform – how a fossil is formed</p>	<p>Writing to entertain – narrative: setting &amp; character description</p> <p>Writing to inform – how to care for a sea monkey</p>	<p>Writing to entertain –poetry (kennings)</p> <p>Writing to inform – rainforest creature</p> <p>Writing to persuade - deforestation</p>	<p>Writing to inform – Mayan God biography</p> <p>Writing to persuade – fair trade</p> <p>Writing to entertain – OMG Authorfy Challenge – design a house (setting description)</p>
Writing Skills	<p><b>Demonstrate an understanding of purpose and audience: structure, vocabulary choices and grammar.</b></p>	<p>Use a wide range of conjunctions and adverbs to express time and cause.</p> <p>Use the present perfect form of verbs instead of the simple past.</p>	<p>Use of headings and subheadings to aid presentation and clarity of writing.</p> <p>Organise Introduction to paragraphs to group related material.</p>	<p>Use of the present perfect form of verbs instead of the simple past.</p> <p><b>In narratives, create settings, characters and plot.</b></p>	<p>In non-narrative material, use simple organisational devices such as headings and subheadings.</p> <p>Use of adverbs [for example, then, next, soon, therefore]</p>	<p>Use of paragraphs as a way to group related material.</p> <p><b>Begin to use dialogue to convey character.</b></p> <p>Punctuate direct speech using inverted commas.</p>

## Easebourne Church of England Primary School

### Year 3 Curriculum Overview

	<p><b>Make deliberate, ambitious word choices to add detail.</b></p> <p><b>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b></p>	<p>Use of adverbs [for example, then, next, soon, therefore]</p> <p>Use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>Use prepositions [for example, before, after, during, in, because of]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</p> <p><i>Introduction to inverted commas to punctuate direct speech.</i></p>		
<b>Grammar</b>						
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Words where the digraph 'ou' makes an /ow/ sound</li> <li>Words where the digraph 'ou' makes a /u/ sound</li> <li>Words where 'y' makes an /i/ sound</li> <li>Words ending in '-sure'</li> <li>Words ending in '-ture'</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Words with the prefix 're-'</li> <li>Words with the prefix 'dis-'</li> <li>Words with the prefix 'mis-'</li> <li>Words where '-ing', '-er' and '-ed' are added to multisyllabic words</li> <li>Words where '-ing', '-en' and '-ed' are added to multisyllabic words</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Words with the digraph 'ai' and tetragraph 'aigh'</li> <li>Words with the digraph 'ei' and tetragraph 'eigh'</li> <li>Words where the digraph 'ey' makes an /ai/ sound</li> <li>Words with the suffix '-ly'</li> <li>Words that are homophones</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in 'al'</li> <li>Words ending in 'le'</li> <li>Words ending in '-ly' where the base word ends in 'le'</li> <li>: Words ending in '-ly' where the base word ends in '-ic'</li> <li>Words ending in '-ly'; exceptions</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Words with the suffix '-er'</li> <li>Words where the digraph 'ch' makes a /k/ sound</li> <li>Words ending in '-gue' and '-que'</li> <li>Words where the digraph 'sc' makes a /s/ sound</li> <li>Words that are homophones</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in '-sion'</li> <li>Challenge Words</li> <li>Revision words</li> </ul>
<b>Handwriting</b>	<p><b>Cursive Script</b> First join – diagonal join to the letter 'c': <b>ac, ec, ic, lc, uc</b></p> <p>First join – diagonal join to the letter 's': <b>as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</b></p> <p>First join – diagonal join to the letter 'e': <b>ae, ce, de, ee, he, ie, ke, le, me, ne, ue</b></p>		<p><b>Cursive Script</b> First join – diagonal join from letters with descenders: <b>qu, pu, pa, pe, pi, pl, po, pr, ps</b></p> <p>Second join – horizontal join: <b>oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</b></p>		<p><b>Cursive Script</b> Second join – horizontal join: <b>ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu, wa, wi, wn, wo, ws, wu, wy</b></p> <p>Second join – horizontal join to the letter 'e': <b>oe, re, ve, we</b></p>	
<b>MATHS</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Hundreds</li> <li>Represent numbers to 1,000</li> <li>100s, 10s and 1s (1)</li> <li>Number line to 1,000</li> <li>Find 1, 10, 100 more or less</li> <li>Compare objects</li> </ul>		<p>Multiplication and division</p> <ul style="list-style-type: none"> <li>Comparing statements</li> <li>Related calculations</li> <li>Multiply 2-digits by 1-digit</li> <li>Divide 2-digits by 1-digit</li> <li>Scaling</li> <li>How many ways?</li> </ul>		<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Equivalent fractions</li> <li>Compare fractions</li> <li>Order fractions</li> <li>Add fractions</li> <li>Subtract fractions</li> </ul> <p><b>Money</b></p>	

# Easebourne Church of England Primary School

## Year 3 Curriculum Overview

- Compare numbers
- Order numbers
- Count in 50s
- Addition and subtraction**
- Add and subtract multiples of 100
- Add and subtract 3-digit numbers and ones - not crossing 10
- Add 3-digit and 1-digit numbers - crossing 10
- Subtract a 1-digit number from a 3-digit number - crossing 10
- Add and subtract 3-digit numbers and tens - not crossing 100
- Add and subtract 3-digit numbers and tens - crossing 100
- Add and subtract 100s
- Spot the pattern - making it explicit
- Add and subtract a 2-digit and 3-digit number - not crossing 10 or 100
- Add and subtract a 2-digit and 3-digit number - crossing 10 or 100
- Add two 3-digit numbers - not crossing 10 or 100
- Add two 3-digit numbers - crossing 10 or 100
- Subtract a 3-digit number from a 3-digit number - no exchange
- Subtract a 3-digit number from a 3-digit number – exchange
- Estimate answers to calculations
- Check answers
- Multiplication and division**
- Multiplication - equal groups
- Multiply by 3
- Divide by 3
- The 3 times-table
- Multiply by 4
- Divide by 4
- The 4 times-table
- Multiply by 8
- Divide by 8
- The 8 times-table

- Length and Perimeter**
- Measure length
- Equivalent lengths - m & cm
- Equivalent lengths - mm & cm
- Compare lengths
- Add lengths
- Subtract lengths
- Measure perimeter
- Calculate perimeter
- Fractions**
- Unit and non-unit fractions
- Making the whole
- Tenths
- Count in tenths
- Fractions as numbers
- Fractions of a set of objects
- Mass and Capacity**
- Measure mass
- Compare mass
- Add and subtract mass
- Measure capacity
- Compare capacity
- Add and subtract capacity

- Pounds and pence
- Convert pounds and pence
- Add money
- Subtract money
- Give change
- Time**
- Months and years
- Hours in a day
- Telling the time to 5 minutes
- Telling the time to the minute
- AM and PM
- 24-hour clock
- Finding the duration
- Comparing durations
- Start and end times
- Measuring time in seconds
- Shape**
- Turns and angles
- Right angles in shapes
- Compare angles
- Draw accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2D shapes
- Recognise and describe 3D shapes
- Make 3D shapes
- Statistics**
- Pictograms
- Bar charts
- Tables

# Easebourne Church of England Primary School

## Year 3 Curriculum Overview

<b>SCIENCE</b>	<b>Light</b> <ul style="list-style-type: none"> <li>Recognise that they need light to see things</li> <li>Notice that light is reflected from Surfaces</li> <li>Safety around light and protecting eyes</li> <li>Shadows - how they are formed</li> <li>Finding patterns with the size of shadows</li> </ul>	<b>Animals Inc Humans</b> <ul style="list-style-type: none"> <li>Understand that nutrition comes from food</li> <li>skeletons and muscles</li> <li>Classify foods into groups</li> </ul>	<b>Rocks</b> <ul style="list-style-type: none"> <li>Compare and group different kinds of rocks.</li> <li>Describe how fossils are formed.</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Roots stem/trunk, leaves and flowers</li> <li>Plants' requirements</li> <li>Water transportation</li> <li>Pollination, seed formation and seed dispersal</li> </ul>	<b>Forces and magnets</b> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	
<b>COMPUTING</b>	<b>Connecting computers</b> <ul style="list-style-type: none"> <li>Explain how digital devices function</li> <li>Identify input and output devices</li> <li>Recognise how digital devices can change the way we work</li> <li>Explain how a computer network can be used to share information</li> <li>Explore how digital devices can be connected</li> <li>Recognise the physical components of a network</li> </ul>	<b>Stop frame animation</b> <ul style="list-style-type: none"> <li>Explain that animation is a sequence of drawings or photographs</li> <li>Relate animated movement with a sequence of images</li> <li>Plan an animation</li> <li>Identify the need to work consistently and carefully</li> <li>Review and improve animation</li> <li>Evaluate the impact of adding other media to the animation</li> </ul>	<b>Sequencing sounds</b> <ul style="list-style-type: none"> <li>Explore a new programming environment</li> <li>Identify that commands have an outcome</li> <li>Explain that a program has a start</li> <li>Recognise that a sequence of commands can have an order</li> <li>Change the appearance of a project</li> <li>Create a project from a task description</li> </ul>	<b>Branching databases</b> <ul style="list-style-type: none"> <li>Create questions with yes/no answers</li> <li>Identify the attributes needed to collect data about an object</li> <li>Create a branching database</li> <li>Explain why it is helpful for a database to be well structured</li> <li>Plan the structure of a branching database</li> <li>Independently create an identification tool</li> </ul>	<b>Desktop publishing</b> <ul style="list-style-type: none"> <li>Recognise how text and images convey information</li> <li>Recognise that text and layout can be edited</li> <li>Choose appropriate page settings</li> <li>Add content to a desktop publishing publication</li> <li>Consider how different layouts can suit different purposes</li> <li>Consider the benefits of desktop publishing</li> </ul>	<b>Events and actions in programs</b> <ul style="list-style-type: none"> <li>Explain how a sprite moves in an existing project</li> <li>Create a program to move a sprite in four directions</li> <li>Adapt a program to a new context</li> <li>Develop a program by adding features</li> <li>Identify and fix bugs in a program</li> <li>Design and create a maze-based challenge</li> </ul>
<b>HISTORY</b>	<b>Overall Theme: Stone Age, Bronze Age and Iron Age</b>  History Enquiry Question: When do you think it was better to live... Stone Age, Bronze Age or Iron Age?  Focus Significant Historical Individual: Cheddar Man		<b>Overall Theme: North America</b>  History Enquiry Question: Who discovered America first and how did they do it?  Focus Significant Historical Individual: Christopher Columbus		<b>Overall Theme: Maya Civilisation</b>  Historical Enquiry Question: How similar and how different are Maya Civilisation and Stone Age Britain?  Focus Significant Historical Individual: Pakal the Great	

## Easebourne Church of England Primary School

### Year 3 Curriculum Overview

<b>GEORGAPHY</b>	<b>Overall Theme: The UK</b>  Geography Enquiry Question: Where is West Sussex and how is it different to other counties?		<b>Overall Theme: North America</b>  Geography Enquiry Question: Why do we not have hurricane shelters in Easebourne?		<b>Overall Theme: South America</b>  Geography Enquiry Question: Why does life thrive in the rainforest?	
<b>ART AND DESIGN</b>	<b>Gestural Drawing With Charcoal</b> Making loose, gestural drawings with charcoal, and exploring drama and performance.  <b>Link to Stone Age – Forest School to make own charcoal!</b>		<b>Cloth, Thread, Paint</b> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.		<b>Telling Stories Through Drawing &amp; Making</b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
<b>DESIGN AND TECHNOLOGY</b>	<b>Food: Healthy &amp; Varied Diet – skills only</b> Designing, making and evaluating a bread-based product <b>Science link: Animals incl Humans (classifying &amp; nutrition)</b> <i>(Midhurst Bakery?)</i>		<b>Shell Structures (incl. CAD)</b> Designing, making and evaluating packaging for a gift for a family member  <b>Computing link</b>		<b>Textiles: 2D shape to 3D product</b> Designing, making and evaluating a holder/purse/wallet for a friend or relative.	
<b>RELIGIOUS EDUCATION</b>	What do Christians learn for the Creation Story? <b>Understanding Christianity: Creation</b>	What symbols and stories help Jewish people remember their covenant with God? <b>The Emmanuel Project Judaism</b>	Why does a Hindu want to collect good karma? <b>The Emmanuel Project Hinduism</b>	Why do Christians call the day Jesus died ‘Good Friday’? <b>Understanding Christianity: Salvation</b>	What is the trinity? <b>Understanding Christianity: Incarnation</b>	What is holiness for Jewish people: a place, a time, an object or something else? <b>The Emmanuel Project Judaism</b>
<b>PHYSICAL EDUCATION</b>	<b>Tag Rugby</b>  Unit Focus: Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby <b>and play within simpler rules</b>	<b>Football</b>  Unit Focus: Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.	<b>Gymnastics</b>  Unit Focus: Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas	<b>Dance</b>  Unit Focus: Practise and put together a performance. Perform using facial expressions. Perform with a prop.	<b>Tennis</b>  Unit Focus: To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting	<b>Athletics</b>  Unit Focus: Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.
<b>MUSIC</b>	<b>Notation Games</b> <ul style="list-style-type: none"> <li>Follow rhythmic notation on untuned percussion</li> </ul> <b>Recorder Course</b> <ul style="list-style-type: none"> <li>Begin to learn to play</li> </ul> <b>Singing</b>		<b>Recorder Course</b> <ul style="list-style-type: none"> <li>Play and perform melodies following staff notation</li> <li>Improvise and compose musical ideas</li> </ul> <b>Glockenspiel Stage 1</b> <ul style="list-style-type: none"> <li>Play melodies following staff notation</li> </ul>		<b>World Music</b> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of music traditions including African drumming, Balinese Gamelan and Brazilian Samba</li> </ul> <b>Singing Games</b> <ul style="list-style-type: none"> <li>Sing a variety of unison songs</li> </ul>	

# Easebourne Church of England Primary School

## Year 3 Curriculum Overview

	<ul style="list-style-type: none"> <li>Harvest and Christmas</li> </ul>		<b>Singing</b> <ul style="list-style-type: none"> <li>For musical performance Spring Production</li> </ul>		<ul style="list-style-type: none"> <li>Country Dancing</li> </ul>	
<b>RSHE</b>	<b>Being me in my world</b> <ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<b>Celebrating difference</b> <ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes Managing feelings Simple budgeting</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>How babies grow Understanding a baby's needs</li> <li>Outside body changes Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
<b>MFL</b>	<b>I am Learning French</b> <ul style="list-style-type: none"> <li>find France on a map and be able to recall at least 1 Francophone country.</li> <li>use key greetings.</li> <li>ask and answer the question 'How are you?' in French.</li> <li>ask and answer the question 'What is your name?' in French.</li> <li>count to 10 in French.</li> <li>read, write, say and recognise 10 colours in French.</li> </ul>	<b>Animals</b> <ul style="list-style-type: none"> <li>Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>Understand that there are more determiners/ articles in French than in English.</li> <li>Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>	<b>Instruments</b> <ul style="list-style-type: none"> <li>Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner.</li> <li>Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.</li> <li>Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.</li> </ul>	<b>I am able ...</b> <ul style="list-style-type: none"> <li>Recognise, recall and spell 10 action verbs in French.</li> <li>Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).</li> </ul>	<b>Fruits</b> <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns.</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> </ul>	<b>Ice Creams</b> <ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in French using 'je voudrais'.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like a cone or a small pot/tub of ice-cream.</li> </ul>