

## Year 3 Curriculum Overview – 2023 2024

|                | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|----------------|--|---|--|---|---|--|
| Topic Title    | <b>Stone Age</b>   | <b>Robots</b>   | <b>Liverpool</b>   | <b>Plants</b>   | <b>Romans</b>   | <b>Extreme Earth</b>   |
| <b>English</b> | <p><b>Reading</b> - Krindlekrax</p> <p><b>Poetry</b> - Ning Nang Nong</p> <p><b>Writing</b> – To entertain</p> <p>How to wash a woolly mammoth.</p> <p>This is our House – No outsiders</p>  | <p><b>Reading</b> - Iron Man Stone Age Boy</p> <p><b>Poetry</b> - I was Born in the Stone Age</p> <p><b>Writing – To inform</b></p> <p>The Iron Man Stone Age Boy</p>   | <p><b>Reading</b> - Kasper Prince of Cats</p> <p><b>Poetry</b> - Plastic Bag Tree</p> <p><b>Writing</b> – To persuade</p> <p>Stroodles</p>   | <p><b>Reading</b> - The Boy Who Grew Dragons</p> <p><b>Poetry</b> – Nonsense poems</p> <p><b>Writing</b> – To entertain</p> <p>The Journey to Black Rock</p>  | <p><b>Reading</b> – Planet Omar</p> <p><b>Poetry</b> – I asked the Boy who could not see.</p> <p><b>Writing</b> – To inform</p> <p>Outright Project - Health</p>  | <p><b>Reading</b> – The BFG</p> <p><b>Poetry</b> – The Magic Box</p> <p><b>Writing</b> – To persuade</p> <p>- UNSDG’s Outright Project</p> |
| <b>Maths</b>   | <p>Adding and Subtracting across 10.</p> <p>Numbers to 1,000.</p>  | <p>Adding and Subtracting across 10.</p> <p>Numbers to 1,000.</p>   | <p>Right Angles.</p> <p>Manipulating the additive relationship and securing mental calculation.</p>  | <p>Column Addition.</p> <p>2, 4, 8 Times Tables.</p> <p>Column Subtraction.</p>   | <p>Unit Fractions.</p>  | <p>Non-unit Fractions.</p> <p>Parallel and Perpendicular sides in Polygons.</p> <p>Time.</p>   |
| <b>Science</b> | <p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks based on their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> | <p><b>Magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some</p> | <p><b>Animals, including humans</b></p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and</p> | <p><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they</p> | <p><b>Light</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> | <p>Investigations</p>  |

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|                  | Recognise that soils are made from rocks and organic matter. | <p>materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | muscles for support, protection and movement.  | <p>vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>               | <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> |   |
| <b>Computing</b> | <b>What is the internet and how does it work?</b>            | <b>Animation – Stop motion drawings</b>  | <b>Scratch Junior:</b><br>Creating code to manipulate a sprite to reach a specific goal. | <b>Blogging and vlogging</b>  | <b>Scratch:</b> Creating an algorithm to manipulate a sprite, e.g. move, spin, change colour, etc.   | <b>Branching databases</b>  |
| <b>Geography</b> |  | <p><b>UK Counties</b></p> <ul style="list-style-type: none"> <li>- Point to where counties are within the UK and their key topographical features.</li> <li>- Name and locate the cities of the UK.</li> <li>- Describe human features of UK</li> </ul>  |  | <p><b>Volcanoes &amp; Earthquakes</b></p> <ul style="list-style-type: none"> <li>-Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</li> <li>-Understand and use a widening range of geographical terms</li> </ul> |  | <p><b>Liverpool</b></p> <ul style="list-style-type: none"> <li>- Make more detailed fieldwork sketches/diagrams.</li> <li>- Use fieldwork instruments e.g. camera, rain gauge.</li> <li>- Use the 8 points of a compass.</li> </ul> |

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|                |   | regions, cities and /or counties.                    |   | such as volcanoes and earthquakes.<br>-Understand the effect of landscape features on the development of a locality.<br>- Understand why there are similarities and differences between places. (Japan/Scilly) |  | - Make plans and maps using symbols and keys.<br>- Show I know the physical and human features of my locality. (Crosby – Liverpool - Merseyside) |
| <b>History</b> | Stone Age<br>-Early man and survival in Stone Age<br>-The importance of Skara Brae<br>-Copper mining in the Bronze Age<br>-What Stonehenge can teach us about the past<br>-Iron Age hillforts |  | Local study: Liverpool<br>-Compare sources to look at similarities and differences between Liverpool in the past and now<br>-Focus on the docks and how they have changed over time<br>-Liverpool's role in the Titanic<br>-Sources to investigate the disaster |  | Romans<br>-The spread of the empire and invasion of Britain<br>-Emperor Hadrian and why he built a wall<br>-Queen Boudicca<br>-Roman beliefs<br>-Roman impact on modern Britain e.g. roads |  |
| <b>Art</b>     | Printing and Painting = Georgia O'Keefe   |  | Drawing & Sculpture - Antony Gormley  |  | Textiles and Collage   |  |
| <b>DT</b>      |   | Textiles Evaluate, design & make Christmas Stockings |   | 3D Structures Evaluate, design & make a castle   |  | Food Technology Design, Make & Evaluate: A healthy pizza using local, seasonal produce   |
| <b>Music</b>   | Charanga  | Charanga   | Charanga  | Charanga   | Charanga   | Charanga   |

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|----------------|--|---|--|----------------------------------|---|---|
| <b>P.E.</b>    | Hockey and Dance   | Netball and Gymnastics                      | Lacrosse and Football                            | Cricket and Rounders             | Swimming and Lacrosse                                 | Swimming and Forest school                            |
| <b>PSHCE</b>   | Heart Smart<br>Votes for Schools                                     | Heart Smart<br>Votes for Schools            | Heart Smart<br>Votes for Schools                 | Heart Smart<br>Votes for Schools | Heart Smart<br>Votes for Schools                      | Heart Smart<br>Votes for Schools                      |
| <b>R.E.</b>    | How do family life and festivals show what matters to Jewish people? | What do different people believe about God? | Why is the Bible important for Christians today? | Why do people pray?              | What does it mean to be a Christian in Britain today? | Why are festivals important to religious communities? |
| <b>Spanish</b> | Phonetics & I am learning  | Animals                                     | Instruments                                      | I am able to...                  | Fruit   | Ice cream   |