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| **Year 3 Curriculum Overview 2023-24** |
| **Subject** | **Advent 1** | **Advent 2** | **Lent 1** | **Lent 2** | **Pentecost 1** | **Pentecost 2** |
| **RE** | **HOMES** God’s vision for every family**Judaism** - Synagogue | **PROMISES** Promises made at Baptism**VISITORS** Waiting for the coming of Jesus | **Journeys**Christian family’s journey with Christ**Sharing** Jesus gives himself to us | **Lent**: remembering Jesus’ total giving | **ENERGY -** Gifts of the Holy Spirit**Islam**The Mosque | **CHOICES**Importance of examination of conscience**SPECIAL PLACES**Holy places for Jesus and the Christian community |
| **English****Writing** | Writing to informStone Age Boy: Amazon.co.uk: Satoshi Kitamura, Satoshi Kitamura: BooksWriting to entertain | 10 dramatic UK coastlines that remind us how beautiful our island really isWriting to informWriting to persuade | Writing to entertain | Writing to entertain  | Writing to inform  | Writing to persuade Writing to entertain |
| **English Grammar** | **•**Use the forms a or an according to whether the next word begins with a consonant or a vowel [a rock or an open box]. | •Headings and subheadings to aid presentation. •Express time, place and cause using conjunctions [when, before, while, after, so, because] and adverbs [then, next, soon, before] and prepositions [before, after, during, in, under]. | •Use of the present perfect form of tense rather than the simple past [he has gone out to play rather than he went out to play]. * Introduction to inverted commas to punctuate speech.
 | * Understand word families based on common words, showing how words are related in form and meaning [solve, solution, solver, dissolve, soluble].
 | •Form nouns using a range of prefixes (super-, anti-, auto-). •Introduction to paragraphs as a way of grouping related information.  | * Create sentences that include subordinate clauses.
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| **English Spelling**  | Homophones‘ei’ words‘sc’ words‘ch/cr’ words‘k’ or ‘ch’ words | ‘I’ or ‘y’ words ‘ure’‘sion’‘ous’prefix: dis/misprefix: im/re | suffix – double consonant‘ou’pluralsYear 3-4 spellingsprefix: sub, inter, auto, anti | Homophones‘al’suffix – fulsuffixessuffix - ous | HomophonesCommon exception words | Unstressed vowelsHard and soft g‘augh’ and ‘au’ wordsCompound nouns |
| **Maths** | Place valueAddition + Subtraction | Addition + SubtractionMultiplication + Division | Multiplication + DivisionLength and Perimeter | FractionsMass and Capacity | FractionsMoneyTime | ShapeStatistics(Consolidation) |
| **Science** | Light | Materials and their propertiesRocks | Forces and Magnets | Animals including humans | Plants | Key Scientists |
| **Humanities**  | History: The Stone Age | Geography: Coasts | History: The Bronze Age and Iron Age  | Geography: Climate and Weather | Geography: Our World | History: Local History |
| **Art / DT** | Art: Topic – Stone age Area of Art – Drawing & Painting Outcome: Painting | DT: Topic: Coasts Area of DT: FoodFinal Product: Make your own ice cream. | DT: Topic: Iron age and Bronze age Area of DT: Frame Structures Final Product: Roundhouse | Art: Topic: ClimateArea of Art: Drawing & Printing Outcome: Block Print Artist: O’Keeffe(Contemporary) | Art: Topic: Our world Area of Art: Drawing & Digital Media Outcome: Digital PictureArtist: Bernard Hoyes (African American art) | DT: Topic: Local History Area of DT: TextileFinal Product: CushionLearn and apply two new sewing techniques |
| **Computing** | Connecting computers | Events and actions in programs | Stop -frame animation | Sequencing sounds | Branching Databases | Desktop publishing |
| **Music** | **Listen and Appraise**To know some songs have a chorus or a response/ answer partTo learn how songs can tell a story or describe an idea. **Performance**To perform in front of an audience as part of KS2 Christmas concert.  | **Playing the recorder**To learn the names of the notes in their instrumental part from memory or when written down. To learn to play a tuned instrumental part that matched their musical challenge (one-note/ simple/ medium part) To play the part in time with the steady pulseTo listen carefully to musical instructions and follow instructions from a leader.  | **Playing the recorder**Improvisation and CompositionTo understand that improvisation is unique to a person making up your own tunes on the spot as it is not written down. To understand that composing is like writing a story with music. To recognise that everyone can improvise and compose.  To improvise using instruments: To create a simple melody using one, three or five notes.To learn that the notes of the composition can be written and changed if necessary. |
| **Spanish** | **Los Números**(Numbers) | **Los Días**(Days of the week)**Los Meses**(Months of the Year) | **Los Saludos** (Greetings) | **Yo Aprendo Español** (I’m learning Spanish) | **Peudo**(I can) | **Revision of –** I’m learning Spanish, Greetings, days of the week, months of the year, numbers and I can |
| **PE** | OAAGym | Dance - The Stone AgeNetball | Tag rugby Gym | CricketTennis | AthleticsSwimming | Swimming Tennis |
| **PSHE** | We Don’t Have to be the SameRespecting Our Bodies | What am I Feeling?What am I Looking at? | Family, Friends and OthersWhen Things Feel Bad | Sharing OnlineChatting Online | A Community of LoveWhat Is the Church? | How do I love others?Working Together |