



Year 3 curriculum overview – Autumn 1

In one term, there must be at least one of the below in RE, Science and History/Geography

- Big write opportunities
- Oracy activity, i.e. presentation, debate, drama inc hot-seating

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Fiction Text: Where the wild things are Text type: narrative Model text: Theme: adventure/fantasy Writing target card focus: Continue to use capital letters and full stops to accurately demarcate sentences. Express time, place and cause using conjunctions or adverbs or prepositions. Write our own version.			Fiction Text: How to trap a troll Model text: How to trap a troll Text type: instructions Theme: fantasy Writing target card focus: In non-narrative use simple organisational devices e.g. headings, sub-headings, numbered steps Write our own version.		
Maths	Unit 1 – Place Value		Unit 2 – Addition and subtraction within 10			
Science	Skeletons		Movement		Nutrition and diet	
	LO: To identify and name bones in the human body and to understand the functions of the skeleton Vocabulary: skull, skeleton, functions	LO: To identify and name bones in a range of animals and to identify animals with and without a spine Vocabulary: spine, exoskeleton	LO: To investigate whether all skeletons are the same Vocabulary: amphibian, mammal	LO: To know what a joint is Vocabulary: hinge, joint, ball and socket	LO: To understand the five food groups Vocabulary: Protein, carbohydrate, dairy, fat, Presentation about a food group	LO: To understand what a balanced diet is Vocabulary: Balanced, nutrition, Vegan, vegetarian, omnivore Write a diary of a balanced diet day
RE	Enquiry Question: How did Jesus change lives – and how is it ‘good news’?					



	How did Peter become a disciple of Jesus? Vocabulary for term: Forgiveness Disciple Resurrection Gospel Miracle Denial /Deny Restoration Gentiles	How was Jesus 'good news' for people? Vocabulary: Miracle Change Events Witnesses	What is a miracle? How were people changed by Jesus' miracles? Vocabulary: Miracle Gospel Influence Risk Popularity Traditions beliefs	Can broken relationships be mended? How did Jesus do this? Vocabulary: Miracle Forgiveness Restoration Denial Disciple	How did Jesus' forgiveness / restoration change Peter? Vocabulary: Miracle Forgiveness Restoration Pentacost Gentiles Influence	What have we learned about forgiveness? How did Jesus change lives? – and how is this 'good news'? To write about what they have learned about forgiveness and what this means for Christians today. Vocabulary: Reflecting Experiences Forgiveness
History or Geography	Enquiry question: Where does our food come from?					
	LO: To know where Dorking is on a map of the UK. Vocabulary: country city capital city	LO: To know the counties and major cities of the UK Vocabulary: county	LO: To know that food travels from different climate regions around the world. Vocabulary: climate Write sentences about where different food comes from	LO: To know what fair trade is. Vocabulary: Trade Different	LO: To know how transport such as aeroplanes, railways, ships and roads connect places. Vocabulary: transport	LO: To know the impact of food miles and how we can influence change. Vocabulary: food miles Influence Present to class different jobs involved in banana industry
Computing	Unit: Connecting computers					
	LO: To explain how digital devices function	LO: To identify input and output devices	LO: To recognise how digital devices can change the way that we work	LO: To explain how a computer network can be used to share information	LO: To explore how digital devices can be connected	LO: To recognise the physical components of a network
PSHE	Unit: Being in my world					



	LO I recognise my worth and can identify positive things about myself and my achievements.	LO: I can face new challenges positively, make responsible choices and ask for help when I need it	LO: I understand why rules are needed and how they relate to rights and responsibilities	LO: I understand that my actions affect myself and others and I care about other people's feelings	LO: I can make responsible choices and take action	LO: I understand my actions affect others and try to see things from their points of view
Art/DT	Unit: Making a healthy snack bar					
	LO: To design a healthy snack bar	LO: To make a healthy snack bar	LO: To evaluate a healthy snack bar	LO: To create packaging for the snack bar		
French	Unit: Greetings					
	LO: Introduction to France	LO: To learn hello and what is your name	LO: To say hello in French at different times of the day	LO: To be able to ask and answer the question <i>How are you? – Comment ça va?</i>	LO: To be able to ask and answer the question <i>Où habites tu? - Where do you live?</i>	LO: To know the numbers to ten in French
Indoor PE	Unit: Gymnastics					
	LO: To know how to lift, carry and set out small and large apparatus safely and quietly	LO: To be able to use a greater number of their own ideas for movements in response to a task;	LO: To be able to use a greater number of their own ideas for movements in response to a task; adapt sequences to suit different types of apparatus.	LO: To be able to use a greater number of their own ideas for movements in response to a task.	LO: To be able to explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities. To be able to use a greater number of their own ideas for movements in response to a task; adapt sequences to suit different types of apparatus.	LO: To be able to choose and plan sequences of contrasting actions; to be able to comment on similarities and differences and with help, recognise how performances could be improved.
Outdoor PE	Unit: Football					



	LO: To be able to dribble a football with control to keep possession	LO: To be able to pass a ball with control to keep possession and score goals	LO: To be able to dribble and pass a ball with control to keep possession and score goals; to be aware of space and use it to support team mates and cause problems for the opposition; move into space to receive a pass	LO: To be able to strike a ball and score goals; to be aware of space and use it to support team mates and cause problems for the opposition; move into space to receive a pass	LO: To be able to pass and strike a ball with control to keep possession and score goals; to be aware of space and use it to support team mates and cause problems for the opposition; know and use rules fairly to keep games going.	LO: To play a small sided game of football demonstrating an understanding of the rules of the game.
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Year 3 curriculum overview – Autumn 2

Subject	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Fiction/Non-fiction Text: Street child Model text: as above Text type: narrative Theme: historical Writing target card focus: Use tenses correctly and consistently (including present perfect tense). Begin to organise related ideas into paragraphs. Write our own version.			Fiction Text: Dinosaur Cove Model text: Dinosaur Cove Text type: narrative Theme: adventrue Writing target card focus: Some use of inverted commas to punctuate direct speech. Write our own version.		
Maths	Unit 2 – Addition and subtraction		Unit 3 – Multiplication and Division			
Science	Nutrition and diet	Rocks	Rocks	Rocks	Fossils	Fossils
	LO: To know that animals have different diets Vocabulary: Herbivore, carnivore, omnivore	LO: To identify different rocks and group them Vocabulary: Granite, sandstone, chalk, marble, layers, textre	LO: To test rocks Vocabulary: Harness, brittle, float, sink, reactions Write about investigation	LO: To look at the effect of weathering on rocks. Vocabulary: Weathering, crystals	LO: To explore fossils Vocabulary: fossils, rock, shell,	LO: To know how fossils are formed Vocabulary: Fossilisation, sediment Present to class as group how different fossils are formed
RE	Enquiry Question: How can artists help us to understand what Christians believe and do?					
	How do artists use their creativity to communicate? Vocabulary for term: Creativity Holy week Nativity Crusifix Cross Annunciation Incarnation	What can art tell us about Jesus’ life? Children to present their thoughts about the works of art and share their thoughts with the class. Vocabulary: Values Heals	What can crosses tell us about what Christians believe? Vocabulary: Cross Celebrate Belief	How does art help Christians to worship? Vocabulary: Worship Cathedral Architecture Cross Nativity	How can art help us to understand Christian belief in the Incarnation? Vocabulary: Incarnation Nativity Cultures Divine	Why do many Christians want to celebrate Jesus coming to earth? I wonder how we can use art to share our own ideas about the Nativity? Vocabulary: Worshipping Image



		Provides Forgives Protects Rescues exhibition				
History or Geography	Enquiry question: What was life like in the Victorian times? See English topic for writing about Victorians					
	LO: Where do we live? Where is our school? How long has the town of Dorking been here? Vocabulary: Local area settlement town rural	LO: Why would more people come to this area? What new jobs might develop why? Vocabulary: Develop grow factors Stagecoach transport link	LO: Why was the Victorian era a time of great change? Vocabulary: Workhouse Dorking Jobs poor	LO: What was life like in a Victorian workhouse? Vocabulary: Workhouse Dorking Jobs poor Discussion about workhouses	LO: What are the similarities and difference between Victorian Dorking and modern-day Dorking? Vocabulary: Dorking High street Pump corner Modern Dorking	LO: How does a Victorian map of Dorking differ from a modern-day map of Dorking? Vocabulary: Digi maps Open space Built up
Computing	Unit: Stop frame Motion					
	LO: To explain that animation is a sequence of drawings or photographs	LO: To relate animated movement with a sequence of images	LO: To plan an animation	LO: To identify the need to work consistently and carefully	LO: To review and improve an animation	LO: To evaluate the impact of adding other media to an animation
PSHE	Unit: Celebrating Differences					
	LO: I understand that everybody's family is different and important to them	LO: I understand that differences and conflicts sometimes happen among family members	LO: I know what it means to be a witness to bullying	LO: I know that witnesses can make the situation better or worse by what they do	LO: I recognise that some words are used in hurtful ways	LO: I can tell you about a time when my words affected someone's feelings and what the consequences were



Art/DT	Unit:					
	LO: Who is William Morris and what was his work inspired by? I know about the artist William Morris, his work and the patterns he uses. Vocabulary: Detail Pattern Nature Natural Repeated	LO: How can we use shading techniques to create a realistic still life sketch? I can sketch and observe natural objects using shading. Vocabulary: Observe Shade Still life Shadow Light Hatching Cross-hatching pressure	LO: How can we use printing to create a repeated pattern? I can design a printing block based on the work of William Morris Vocabulary: Repeating pattern Natural Detail printing	LO: How can we use printing to create a repeated pattern? I can create a printing block based on the work of William Morris Vocabulary: Repeating pattern Natural Detail printing	LO: What do I like and what could I do better with my printing? I can evaluate my printing design to see what worked well and what could be improved. Vocabulary: Evaluate Improve reflect	
French	Unit: Colours/numbers/days of the week					
	LO: To revise: simple greetings; to practice saying what you are called and asking someone their name; to say hello at different times of the day; to use French titles for Mrs, Mr and Miss; to ask and answer how they feel To learn how to ask the question <i>Where do you live?</i> – <i>Où habite tu?</i>	LO: To revise simple greetings and ask and answer how they feel To revise how to ask and answer the question: <i>Where do you live?</i> To revise how to count to 12 To learn how to count from 13 to 20	LO: To revise simple greetings and how to ask and answer how they feel To revise how to ask and answer the question <i>Where do you live?</i> To revise how to count to 20 To revise how to ask/answer about your age	LO: To revise simple greetings and how to ask and answer how they feel To revise how to ask and answer the question <i>Where do you live?</i> To revise how to count to 20 To revise how to ask/answer about your age	LO: To understand and say the days of the week. To use c'est ... in response to the question c'est quel jour?	LO: To learn about how the French celebrate Christmas To make a French Christmas card and use French nativity vocab



	and the answer <i>J'habite à...</i>	To learn how to ask/answer about your age	To understand and say the names of the colours in French – <i>rouge, jaune, bleu, vert, orange, violet, rose, noir, blanc, marron, gris</i> To use <i>c'est</i> in response to the question <i>C'est de quelle couleur?</i>	To revise the names of the colours in French To revise <i>c'est</i> in response to the question <i>C'est de quelle couleur/s?</i> To learn that <i>et</i> means <i>and</i>		
Indoor PE	Unit: Gymnastics					
	LO: To be able to use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved.	LO: To be able to choose and plan sequences of contrasting actions; to be able to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved.	LO: To be able to use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how	LO: To be able to use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting shapes; explain how strength and suppleness affect performance; compare and contrast gymnastic sequences; with help, recognise how performance could be improved.	LO: To be able to use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved.	LO: Learning Intention Context To be able to use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how



			performances could be improved.			performances could be improved.
Outdoor PE	Unit: Hockey					
	LO: To be able to dribble with control to keep possession; know and use rules fairly to keep games going.	LO: To be able to pass a ball with control to keep possession and score goals	LO: To be able to tackle safely; to be aware of space and use it to support team mates a; know and use rules fairly to keep games going.	LO: To be able to dribble and pass a ball with control to keep possession and score goals; to be aware of space and use it to support team mates and cause problems for the opposition; move into space to receive a pass	LO: To be able to dribble and strike a ball with control to keep possession and score goals; to be aware of space and use it to support team mates and cause problems for the opposition; know and use rules fairly to keep games going. To be able to explain why it is important to warm up and cool down and to say when a player has moved to help others and apply this knowledge to their own play.	LO: To be able to dribble and strike a ball with control to keep possession and score goals; to be aware of space and use it to support team mates and cause problems for the opposition; know and use rules fairly to keep games going. To be able to explain why it is important to warm up and cool down and to say when a player has moved to help others and apply this knowledge to their own play.