

**CURRICULUM OVERVIEW 2023-2024 – YEAR 3 (HAWTHORN and WILLOW)**

|                          | <b>AUTUMN 1<br/>FOOD GLORIOUS FOOD</b>  | <b>AUTUMN 2<br/>MY LOCAL AREA</b>   | <b>SPRING 1<br/>STONE AGE- IRON AGE</b>  | <b>SPRING 2<br/>STONE AGE – IRON AGE</b>  | <b>SUMMER 1<br/>THE POWER OF PLANTS</b>  | <b>SUMMER 2<br/>WONDERFUL WALES</b>   |
|--------------------------|---|---|--|---|--|---|
| Trips / Inspiration days |   | Victorian Day<br>Local Area Walk  | Butser Farm  |   | Wisley   |   |
| <b>ENGLISH</b>           | <p><b>Regular reading and discussing texts</b><br/>Reading comprehension as whole class guided reading.<br/>Focusing on prediction, inference and skimming and scanning to locate information.</p> <p><b>Types of texts and writing</b><br/>Fiction – story writing, poetry and instructional writing<br/>Focus on conjunctions, sentences of 3 for description, adverbs and powerful verbs. In instructional writing we will focus on time adverbials and imperative verbs.<br/>Focused texts: Where The Wild Things Are</p> <p><b>Spelling</b><br/>Spelling patterns and rules as well as tricky words.</p> <p><b>Handwriting</b><br/>Practising cursive joined handwriting in letter groups.</p> | <p><b>Regular reading and discussing texts</b><br/>Reading comprehension in guided reading groups and in whole class guided reading.<br/>Focusing on prediction, inference and skimming and scanning to locate information.</p> <p><b>Types of texts and writing</b><br/>Non-fiction– non– chronological reports<br/>Story writing with a focus on fronted adverbials, prepositions and using a wider range of conjunctions both in the middle and at the beginning of sentences.</p> <p><b>Spelling</b><br/>Spelling groups and homework sent weekly.<br/>Spelling patterns and rules as well as tricky words.</p> <p><b>Handwriting</b><br/>Practising cursive joined handwriting in letter groups.</p> | <p><b>Regular reading and discussing texts</b><br/>Reading comprehension in guided reading groups and in whole class guided reading.<br/>Fiction-looking at inference, prediction, learning to skim and scan for information and practising written comprehensions.</p> <p><b>Types of texts and writing</b><br/>Non-fiction– using a dictionary and thesaurus,<br/>Fiction– Stories with character and setting descriptions based on the story Stone Age Boy.<br/>Traditional Tales</p> <p><b>Spelling</b><br/>Spelling rules and learning to spell a range of high frequency “tricky” words.</p> <p><b>Handwriting</b><br/>Practising cursive joined handwriting in letter groups.</p> | <p><b>Regular reading and discussing texts</b><br/>Reading comprehension in guided reading groups and in whole class guided reading.<br/>Fiction-looking at inference, prediction, learning to skim and scan for information</p> <p><b>Types of texts and writing</b><br/>Poetry – features of poems, writing and learning by heart.<br/>Dictionary and Thesaurus work<br/>Book Week<br/>Diary writing: The Tunnel by Anthony Brown<br/>Dr Seuss<br/>Recounts</p> <p><b>Spelling</b><br/>Differentiated spelling groups</p> <p><b>Handwriting</b><br/>Practising cursive joined handwriting in letter groups.</p>   | <p><b>Regular reading and discussing texts</b><br/>Reading comprehension in guided reading groups and in whole class guided reading.<br/>Fiction-looking at inference, prediction, learning to skim and scan for information and practising written comprehensions.<br/>Higher focus on reading regularly at home— 5x a week with incentives.</p> <p><b>Types of texts and writing</b><br/>Adventure stories - Dinosaur Cove<br/>Fantasy stories</p> <p><b>Spelling</b><br/>Spelling rules and learning to spell a range of high frequency “tricky” words.</p> <p><b>Handwriting</b><br/>Practising cursive joined handwriting in letter groups.</p> | <p><b>Regular reading and discussing texts</b><br/>Reading comprehension in guided reading groups and in whole class guided reading.<br/>Fiction-looking at inference, prediction, learning to skim and scan for information and practising written comprehensions.<br/>Higher focus on reading regularly at home— 5x a week with incentives.</p> <p><b>Types of texts and writing</b><br/>Story writing based on Taking Flight short video clip from the Literacy Shed<br/>Instructional writing from making Stir Fry<br/>Poetry</p> <p><b>Spelling</b><br/>Spelling rules and learning to spell a range of high frequency “tricky” words.</p> <p><b>Handwriting</b><br/>Practising cursive joined handwriting in letter groups.</p> |
| <b>NUMERACY</b>          | <ul style="list-style-type: none"> <li>Place value</li> <li>ordering and compare numbers</li> <li>addition and subtraction</li> <li>measurement.</li> <li>Investigations</li> </ul> <ul style="list-style-type: none"> <li>Revision of Year 2 times tables (2, 5 and 10) Times table tests weekly.</li> </ul>   | <ul style="list-style-type: none"> <li>Subtraction</li> <li>Multiplication</li> <li>Division</li> <li>All the above will include learning the new written/formal methods for these.</li> <li>Fractions – finding fraction of a set of objects and number.</li> <li>Measurement— measuring in centimetres and millimetres, measuring perimeter of shapes and conversions.</li> <li>Investigations</li> <li>Times table tests weekly</li> </ul>   | <ul style="list-style-type: none"> <li>Place value</li> <li>Addition</li> <li>Subtraction</li> <li>Multiplication</li> <li>This will involve consolidating the formal methods for addition, subtraction and multiplication.</li> <li>Time</li> <li>Please help your child to tell the time to 5 and then 1 minute intervals using an analogue clock.</li> <li>Assessments</li> <li>Investigations</li> <li>Weekly times table tests</li> </ul>   | <ul style="list-style-type: none"> <li>Multiplication – multiplying 2 digit by 1 digit numbers using the grid method.</li> <li>Division – Using a number line to solve division questions which have remainders and where you need to exchange.</li> <li>Solving mixed division and multiplication problems Fractions- understanding that a fraction is a part of a whole.</li> <li>Comparing fractions with the same denominator</li> <li>Ordering fractions with the same denominator on a number line.</li> <li>Adding and subtracting fractions.</li> <li>Being able to find equivalent fractions</li> <li>Investigations</li> <li>Data handling – bar graphs and pictograms.</li> <li>Assessments</li> <li>Learning x tables pertinent to Year 3.</li> </ul> | <ul style="list-style-type: none"> <li>Division – Using the ‘bus stop’ method to solve division questions.</li> <li>Fractions- understanding that a fraction is a part of a whole.</li> <li>Finding fraction of a set of objects and number.</li> <li>Comparing fractions with the same denominator</li> <li>Ordering fractions with the same denominator on a number line.</li> <li>Adding and subtracting fractions.</li> <li>Being able to find equivalent fractions</li> <li>Investigations</li> <li>Data handling – bar graphs and pictograms.</li> <li>Assessments</li> </ul>  | <ul style="list-style-type: none"> <li>Fractions- Ordering fractions on a number line</li> <li>Counting in fractions</li> <li>Comparing fractions with the same and different denominators</li> <li>Finding equivalent fractions</li> <li>Revision of all formal methods for multiplication, division, addition and subtraction</li> <li>Investigations</li> <li>Data handling – bar graphs and pictograms.</li> </ul>  |
| <b>SCIENCE</b>           | <p align="center"><b>Food Glorious Food</b><br/>Healthy eating</p> <ul style="list-style-type: none"> <li>The function and importance of teeth and dental care</li> </ul>   | <p><b>Human and animal skeletons.</b></p> <ul style="list-style-type: none"> <li>The role of the skeleton in support, protection and movement.</li> <li>How muscles work.</li> </ul>  | <p><b>Rocks and Soils</b><br/>Identifying the properties of different rocks.<br/>How soil is formed and the properties of different soils.<br/>The effect of weathering on rock.<br/>How fossils are formed.</p>   | <p><b>Light</b><br/>To understand they need light in order to see things and that dark is the absence of light.<br/>To know that light is reflected from surfaces<br/>To know that light from the sun can be dangerous<br/>To investigate how shadows are formed and to find patterns in the way they are formed.</p>   | <p><b>The Power of Plants</b><br/>Function of different parts of a plant<br/>Water transportation in plants<br/>Pollination and seed dispersal<br/>Plant adaptation<br/>The role of soil/fertilisers in healthy plant growth</p>   | <p align="center"><b>Forces and magnets</b></p>   |
| <b>HISTORY</b>           |   | Looking at the local area in detail.<br>How Dorking grew from a hamlet into a town and why.<br>Victorian School life.<br>The role of the workhouse.<br>Comparing Dorking now and then. <i>Victorian Day</i>   | <p><b>Stone Age to Iron Age</b> (<i>This topic will cover the whole of the spring term.</i>)<br/>Time lines, pre-history and looking at how human life changed across Britain.<br/>Understanding the three main periods of pre—history<br/>Palaeolithic, Mesolithic and Neolithic.<br/>This covers changes in housing, tools, food and emergence of farming.</p>   | <p><b>Stone Age to Iron Age</b> (<i>This topic will cover the whole of the spring term.</i>)<br/>Time lines, pre-history and looking at how human life changed across Britain.<br/>Understanding how life changed from the Stone Age to the Bronze Age and Iron Age<br/>This covers changes in housing, tools, food and emergence of farming.</p>   |  |   |
| <b>GEOGRAPHY</b>         | Countries of the United Kingdom<br>Continents of the World, equator, N and S Hemisphere<br>Food miles<br>Fair trade   | <p><b>Local area</b></p> <ul style="list-style-type: none"> <li>walk and map work.</li> </ul>   |  |   | <p><b>Into the desert</b></p>  | <p><b>Wales</b><br/>Using atlases to locate places in Wales.<br/>Comparing the South East with Wales<br/>Comparing Dorking with Llandudno<br/>Looking at the physical and human features of the landscape<br/>Compass points</p>  |

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|------------------|---|--|---|---|--|---|
| <b>RE</b>        | Create a class prayer book<br>What do Christians believe God is like?                               | <b>How does the Bible reveal God's plan?</b><br>The Bible reveals the character and purposes of God<br>The Bible is the living word of God and tells his story | <b>The Lord's Prayer</b><br>Investigating the meaning of each part of the prayer and how it can be used to help us pray.                                  | <b>What are important times for Jews.</b><br>To investigate some of the major Jewish festivals, to explore their links with Jewish history and commandments, and reflect on how celebrating these events binds the Jewish community together. | <b>How the Church began –</b><br>to make the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. There are also opportunities to investigate symbolism, and what Christians today believe about the Holy Spirit | <b>Is Christianity worshipped the same way around the world?</b><br>Looking at how Christianity is worshipped in different parts of the world. This is done through comparing music, crosses, church buildings and art. |
| <b>PSHE</b>      | <b>Being Me in My World</b><br>'Who am I and how do I fit?'   | <b>Celebrating Difference</b><br>Respect for similarity and difference. Anti-bullying and being unique   | <b>Dreams and Goals</b><br>Aspirations, how to achieve goals and understanding the emotions that go with this   | <b>Changing Me</b><br>Following Chris Winter scheme of work   | <b>Relationships</b><br>Building positive, healthy relationships   | <b>Healthy Me</b><br>Being and keeping safe and healthy   |
| <b>COMPUTING</b> | Online safety –<br>Ways to stay safe online.<br><b>How am I connected?</b>                          | Online safety –<br>Manage relationships positively, online and offline.<br><b>Stop Frame Animation</b>   | Online safety – Managing online safety<br><b>Sequence in music</b>  | Online safety – Online reputation<br><b>Branching database</b>  | Online safety – Copyright and ownership<br><b>Desktop publishing</b>   | Online safety – Self-image and identity<br><b>Events and Actions</b>  |
| <b>DT</b>        | <b>Cooking</b><br>Preparing healthy meals.  |  |   |   | Creating a pop up card<br>(Levers and Linkages – DT on a page)   | Using cutting material and stitching to create an apron   |
| <b>ART</b>       | <b>Self-portrait assessment.</b><br>• Sketching skills.   | <b>William Morris</b><br>• sketching and printing using polystyrene tiles  | <b>Cave art.</b><br>Observing different types of mark making from the Stone Age and how pictures tell stories.<br>Designing and creating our own cave art | <b>Stonehenge art</b> – sketching, colour mixing and creating a picture of Stonehenge.<br><b>Mother's Day cards</b><br><b>Daffodil paintings</b> – close observational drawing/ painting using watercolours.                                  |  | <b>Trainer assessment</b>   |
| <b>MUSIC</b>     | Charanga<br>Brass Lessons   | Charanga<br>Brass Lessons  | Charanga<br>Brass Lessons   | Charanga<br>Brass Lessons   | Charanga<br>Brass Lessons  | Charanga<br>Brass Lessons   |
| <b>MFL</b>       | • Greetings – hello, my name is, how old are you, where do you live<br>• Numbers to 10<br>• Colours | • Colours<br>• Days of the week<br>• Christmas   | Families and animals<br>• Strong focus on oral work and learning through role play and song.  | • Greetings<br>• Names for body parts and learning head, shoulders, knees and toes<br>• Names for articles of clothing.<br>• Numbers to 20.   | • Objects in the class<br>• Months of the year<br>• Alphabet   | • Clothes   |
| <b>PE</b>        | Gymnastics / Football   | Hockey / Gymnastics  | Netball / Dance   | Tennis /Dance   | Swimming/Athletics   | Swimming/Athletics  |