



Carr Hill Community Primary School  
Year 3 Curriculum Overview Cycle 2

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	Travel the World	Once Upon a Time	Watch Me Grow	Summer of Sport
Topic	Anglo Saxons	Railways	Africa	Egyptians	Plants	Bridges
English						
Writing						
Key Writing Purpose	Suspense Writing Instructions	Narrative- Diary Writing Instructions	Narrative- Letter Writing Non- Chronological Report Recount	Stories with Historical Contexts  Discussion/ Chronological Report- Biography	Fairy Stories Discussion/ Chronological Report- Biography	Mystery Story Report- Leaflet
Core Texts	<ul style="list-style-type: none"><li>After the Fall by Dan Santat</li><li>The Worries by Jion Sheibani</li></ul>	<ul style="list-style-type: none"><li>The Tin Forest by Helen Ward</li><li>Monsters An Owners Guide By Johnathan Emmett</li></ul>	<ul style="list-style-type: none"><li>Letters To Africa by Ifeoma Onyefulu and/or</li><li>Meerkat Mail by Emily Gravett</li><li>Journey Through Kenya by Liz Gogerly &amp; Rob Hunt</li><li>Mama Panya’s Pancakes by Mary &amp; Rich Chamberlin</li></ul>	<ul style="list-style-type: none"><li>Egyptian Cinderella by Shirley Climo</li><li>The Story of Tutankhamun by Patricia Cleveland-Peck</li></ul>	<ul style="list-style-type: none"><li>The Happy Prince from the fairy tale by Oscar Wilde by Jane Ray</li><li>The Extraordinary Life of Malala Yousafzai by Hiba Noor Khan</li></ul>	<ul style="list-style-type: none"><li>The Tunnel by Anthony Browne</li></ul>
Poetry	Critical Review- The Lion and Albert by Marriott Edgar Lion by Ann Bonner		Poet Study: Jack Prelutsky		Poetry Form: List Poems/Reversos	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 3 Curriculum					
Reading						
Decoding	<ul style="list-style-type: none"><li>*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>					
Comprehension	<ul style="list-style-type: none"><li>Checking that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li><li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li><li>Predict what might happen from details stated.</li><li>Identify main ideas (and summarise these in a few sentences) from reading more than one paragraph.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li></ul> Increase familiarity with a wide range of books, Inc. fairy stories, myths and legends, and retelling some orally.	<ul style="list-style-type: none"><li>Read books that are structured in different ways and reading for a range of purposes.</li><li>Use dictionaries to check the meaning of words that they have read. -Read a text and then pose questions to improve their understanding.</li><li>Draw inferences such as inferring characters’ feelings and thoughts from their actions and what they say.</li></ul> Discussing words and phrases that capture the reader’s interest and imagination	<ul style="list-style-type: none"><li>Predict what might happen from details stated.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li><li>Identify themes and conventions in a wide range of books.</li><li>Read books that are structured in different ways and reading for a range of purposes.</li><li>Use dictionaries to check the meaning of words that they have read.</li><li>Read a text and then pose questions to improve their understanding.</li><li>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and what they say and begin to justify inferences with evidence from the text</li></ul>	<ul style="list-style-type: none"><li>Read a text and then pose questions to improve their understanding.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li><li>Discussing words and phrases that capture the reader’s interest and imagination.</li><li>Retrieve and record information from non-fiction.</li></ul> Identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"><li>Predict what might happen from details stated.</li><li>Participate in discussion about books that have been read, taking turns and listening to others in the class.</li><li>Identify how structure and presentation contribute to meaning.</li></ul> Retrieve and record information from non-fiction.	<ul style="list-style-type: none"><li>Read a text and then pose questions to improve their understanding.</li><li>Identify how language, structure, and presentation contribute to meaning.</li><li>Prepare poems and play scripts to read aloud and perform through intonation, tone, volume and action.</li><li>Recognise different forms of poetry (for example free verse, shape poems and performance poetry).</li></ul>
Class Teaching	3x Reading Practice session a week Small group and 1-1 reading to develop the full range of the LKS2 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none"><li>Shape</li><li>Addition</li><li>Subtraction</li></ul>	<ul style="list-style-type: none"><li>Shape: Properties of shapes</li><li>Money</li><li>Multiplication</li><li>Division</li></ul>	<ul style="list-style-type: none"><li>Place value</li><li>Multiplication/ Division</li><li>Fractions</li><li>Length and Perimeter</li></ul>	<ul style="list-style-type: none"><li>Time</li><li>Statistics</li><li>Addition and subtraction</li><li>Shape</li></ul>	<ul style="list-style-type: none"><li>Place value</li><li>Addition and subtraction</li><li>Fractions</li><li>Time</li><li>Multiplication</li></ul>	<ul style="list-style-type: none"><li>Division</li><li>Fractions</li><li>Mass and Capacity</li><li>Money</li></ul>



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Science and Technologies						
Science	<b>Chemistry</b> States of Matter <ul style="list-style-type: none"><li>Compare and group materials together, according to whether they are solids, liquids or gases. Y4</li><li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Y4</li><li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Y4</li></ul>	<b>Physics</b> Sound <ul style="list-style-type: none"><li>Identify how sounds are made, associating some of them with something vibrating. Y4</li><li>Recognise that vibrations from sounds travel through a medium to the ear. Y4</li><li>Find patterns between the pitch of a sound and features of the object that produced it. Y4</li><li>Find patterns between the volume of a sound and the strength of the vibrations that produced it. Y4</li><li>Recognise that sounds get fainter as the distance from the sound source increases. Y4</li></ul>	<b>Biology</b> <ul style="list-style-type: none"><li>Construct and interpret a variety of food chains, identifying producers, prey and predators. Y4</li></ul>	<b>Physics</b> Forces and Magnets <ul style="list-style-type: none"><li>Compare how things move on different surfaces. Y3</li><li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Y3</li><li>Observe how magnets attract or repel each other and attract some materials and not others. Y3</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. Y3</li><li>Describe magnets as having two poles. Y3</li><li>Predict whether two magnets will attract or repel each other, depending on which poles are facing. Y3</li></ul>	<b>Biology</b> Plants <ul style="list-style-type: none"><li>Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. Y3</li><li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Y3</li><li>Investigate the way in which water is transported within plants. Y3</li><li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Y3</li></ul>	<b>Biology</b> Animals, including Humans – Skeleton and Muscles <ul style="list-style-type: none"><li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Y3</li></ul>
Computing Teach Computing	<b>Computer Systems and Networks- Connecting computers</b> <ul style="list-style-type: none"><li>To explain how digital devices function</li><li>To identify input and output devices</li><li>To recognise how digital devices can change the way we work</li><li>To explain how a computer network can be used to share information</li><li>To explore how digital devices can be connected</li><li>To recognise the physical components of a network</li></ul>	<b>Creating Media- Animations</b> <ul style="list-style-type: none"><li>To explain that animation is a sequence of drawings or photographs</li><li>To relate animated movement with a sequence of images</li><li>To plan an animation</li><li>To identify the need to work consistently and carefully</li><li>To review and improve an animation</li><li>To evaluate the impact of adding other media to an animation</li></ul>	<b>Creating Media- Desktop Publishing</b> <ul style="list-style-type: none"><li>To explore a new programming environment</li><li>To identify that commands have an outcome</li><li>To explain that a program has a start</li><li>To recognise that a sequence of commands can have an order</li><li>To change the appearance of my project</li><li>To create a project from a task description</li></ul>	<b>Data an information- Branching Databases</b> <ul style="list-style-type: none"><li>To create questions with yes/no answers</li><li>To identify the object attributes needed to collect relevant data</li><li>To create a branching database</li><li>To explain why it is helpful for a database to be well structured</li><li>To identify objects using a branching database</li><li>To compare the information shown in a pictogram with a branching database</li></ul>	<b>Programming A Sequencing in Music</b> <ul style="list-style-type: none"><li>To recognise how text and images convey information</li><li>To recognise that text and layout can be edited</li><li>To choose appropriate page settings</li><li>To add content to a desktop publishing publication</li><li>To consider how different layouts can suit different purposes</li><li>To consider the benefits of desktop publishing</li></ul>	<b>Programming B Events and Actions</b> <ul style="list-style-type: none"><li>To explain how a sprite moves in an existing project</li><li>To create a program to move a sprite in four directions</li><li>To adapt a program to a new context</li><li>To develop my program by adding features</li><li>To identify and fix bugs in a program</li><li>To design and create a maze-based challenge</li></ul>
Design Technology	<b>Cooking and Nutrition -Anglo Saxon Recipe</b> <ul style="list-style-type: none"><li>Carefully select ingredients.</li><li>Use equipment safely</li><li>Make product look attractive.</li><li>Think about how to grow plants to use in cooking.</li><li>Begin to understand food comes from UK and wider world.</li><li>Describe how healthy diet= variety/balance of food/drinks</li><li>explain how food and drink are needed for active/healthy bodies.</li><li>prepare and cook some dishes safely and hygienically</li><li>grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing,spreading, kneading and baking</li></ul>		<b>Textiles – 2D to 3D product (purse/wallet)</b> <ul style="list-style-type: none"><li>join different textiles in different ways.</li><li>Choose textiles considering appearance and functionality.</li><li>Begin to understand that a simple fabric shape can be used to make a 3D textiles project</li></ul>		<b>Electrical Systems- Building a circuit</b> <ul style="list-style-type: none"><li>Use simple circuit in product.</li><li>Learn about how to program a computer to control product.</li></ul>	



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Humanities						
Geography			<p><u><b>Travel the World – Africa</b></u> <i>Climate Zones / biomes</i></p> <p><u><b>Locational Knowledge</b></u></p> <ul style="list-style-type: none"><li>Pupils can identify at least the position of Equator, Northern Hemisphere and Southern Hemisphere, Arctic and Antarctic Circle</li></ul> <p><u><b>Physical Geography</b></u></p> <p>Pupils should be taught to describe and understand physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>		<p><u><b>Plants</b></u> <i>Topographical features – hills, mountains, coasts</i></p> <p><u><b>Locational Knowledge</b></u></p> <ul style="list-style-type: none"><li>Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</li></ul> <p><u><b>Human and Physical Geography</b></u></p> <ul style="list-style-type: none"><li>Describe and understand key aspects of physical geography: hills, mountains, coasts, rivers, forest, ocean, sea, valley, season, weather and vegetation.</li><li>Describe and understand key aspects of human geography: Settlements, land use, trade, distribution of natural resources (energy, water and food).</li></ul>	<p><u><b>Bridges – Place study – North East England</b></u> <i>Topographical features – Rivers and the water cycle</i></p> <p><u><b>Locational Knowledge</b></u></p> <ul style="list-style-type: none"><li>Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</li></ul> <p><u><b>Physical Geography</b></u></p> <ul style="list-style-type: none"><li>Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the <u>water cycle</u>.</li></ul> <p><u><b>Place Knowledge</b></u></p> <ul style="list-style-type: none"><li>Understand geographical similarities and differences through the study of human and physical geography of a <u>region of the United Kingdom</u>, a region in a European country, and a region within North or South America.</li></ul>
History	<p><b>Anglo Saxons</b> Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots.</p>		<p><b>The First Railways</b></p> <ul style="list-style-type: none"><li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li><li>a significant turning point in British history, for example, the first railways</li></ul>		<p><b>Egyptians</b></p> <ul style="list-style-type: none"><li>Pupils should be taught about the achievements of the earliest civilizations; including Ancient Egypt</li></ul>	
Religious Education	<p><b>Judaism</b> <b>Beliefs and Practices</b> How special is the relationship Jews have with God?</p>	<p><b>Christianity</b> <b>Christmas</b>  What is the most significant part of the nativity story for Christians today?</p>	<p><b>Judaism</b> <b>Passover</b>  How important is it for Jewish people to do what God asks them to do?</p>	<p><b>Christianity</b> <b>Easter</b>  Is forgiveness always possible for Christians?</p>	<p><b>Islam</b> <b>Community and Belonging</b>  Does going to a Mosque give Muslims a sense of belonging?</p>	<p><b>Christianity</b> <b>Prayer and Worship</b>  Do people need to go to church to show they are Christians?</p>
PSHE	<p><b>Be Yourself</b></p> <ul style="list-style-type: none"><li>Explain how to communicate their feelings in different situations;</li><li>Create a role play to show different ways to manage uncomfortable feelings</li><li>Discuss which situations would make people flight or flee and why</li><li>Create resolutions to different tricky situations</li><li>Identify the feelings involved in making a mistake and understand how to make amends</li></ul>	<p><b>TEAM</b></p> <ul style="list-style-type: none"><li>talk about changes people may go through and what feelings or emotions these changes may bring;</li><li>list some helpful behaviours that support teamwork;</li><li>understand how different behaviours affect the whole team;</li><li>talk about different emotions our teammates may experience;</li><li>discuss ways we can resolve disputes within a team;</li><li>talk about how fulfilling our responsibilities benefits our team.</li></ul>	<p><b>Diverse Britain</b></p> <ul style="list-style-type: none"><li>describe what it is like to live in Britain;</li><li>talk about what democracy is;</li><li>talk about what rules and laws are;</li><li>talk about what liberty means;</li><li>describe a diverse society;</li><li>describe what being British means to them</li></ul>	<p><b>Aiming High</b></p> <ul style="list-style-type: none"><li>discuss their star qualities;</li><li>identify what a positive learning attitude is;</li><li>talk about jobs they can do when they grow up;</li><li>discuss what skills and interests are needed for different jobs;</li><li>talk about hopes they have for the future;</li><li>discuss what they are looking forward to about next year.</li></ul>	<p><b>It’s My Body</b></p> <ul style="list-style-type: none"><li>understand the importance of sleep, exercise and healthy eating.</li><li>discuss what happens to muscles when we exercise them.</li><li>understand they can choose what happens to their body and know when a ‘secret’ should be shared.</li><li>explain that too much sugar is bad for health.</li><li>know the difference between medicine and harmful drugs and chemicals.</li><li>explain how germs travel and spread disease.</li><li>identify ways to protect their bodies from ill health.</li></ul>	<p><b>Money Matters</b></p> <ul style="list-style-type: none"><li>discuss where money comes from</li><li>talk about reasons why people go to work</li><li>discuss payment resources we can i=use to spend money</li><li>consider why and how people might borrow money</li><li>explain wats we can keep track of what we spend</li></ul>



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Arts						
Art & Design	<u>Textiles</u> Artist: Anna Barbea and Shelia Hicks <ul style="list-style-type: none"><li>Match the tool to the material.</li><li>Combine skills more readily.</li><li>Choose collage or textiles as a means of extending work already achieved.</li><li>Refine and alter ideas and explain choices using an art vocabulary.</li><li>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li><li>Experiments with paste resist with some independence</li></ul>	<u>Painting</u> Artist: Gillian Ayres <ul style="list-style-type: none"><li>Make and match colours with increasing accuracy.</li><li>Use more specific colour language e.g. tint, tone, shade, hue.</li><li>Choose paints and implements appropriately.</li><li>Plan and create different effects and textures with paint according to what they need for the task.</li><li>Show increasing independence and creativity with the painting process.</li></ul>		<u>Drawing</u> Artist: Georgia O’Keefe <ul style="list-style-type: none"><li>Make informed choices in drawing inc. paper and media.</li><li>Alter and refine drawings and describe changes using art vocabulary.</li><li>Collect images and information independently in a sketchbook.</li><li>Use research to inspire drawings from memory and imagination.</li><li>Explore relationships between line and tone, pattern and shape, line and texture.</li></ul>		
Music	Charanga Musical School Scheme of Work					
	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
PE	Games Invasion (Football) Core Task 1 <ul style="list-style-type: none"><li>Pupils move into different positions to receive the ball.</li><li>Pupils move to try to intercept the ball.</li><li>Pupils work with others to make progress towards the goal.</li><li>Pupils keep possession and control of the ball.</li><li>Pupils use space well.</li><li>Pupils evaluate their own performance.</li></ul> <u>Swimming</u> Circuit Training <ul style="list-style-type: none"><li>Pupils recognise and describe the effects of exercise on the body.</li><li>Pupils know the importance of strength and flexibility for physical activity.</li><li>Pupils explain why it is important to warm up and cool down.</li></ul>	Games Invasion (Rugby) Core Task 1 <ul style="list-style-type: none"><li>Pupils move into different positions to receive the ball.</li><li>Pupils move to try to intercept the ball.</li><li>Pupils work with others to make progress towards the goal.</li><li>Pupils keep possession and control of the ball.</li><li>Pupils use space well.</li><li>Pupils evaluate their own performance.</li></ul> <u>Swimming</u> Gymnastics -Core Task 5 <ul style="list-style-type: none"><li>Pupils can plan a sequence containing specific elements (use chosen core task).</li><li>Pupils show extension when balancing.</li><li>Pupils move slowly from one action to another.</li><li>Pupils use their own ideas for movements in response to a task.</li><li>Pupils devise a sequence with a beginning, middle and end.</li><li>Pupils recognise how performance can be improved.</li></ul>	Games Invasion (Hockey) Core Task 1 or 2 <ul style="list-style-type: none"><li>Pupils move into different positions to receive the ball.</li><li>Pupils move to try to intercept the ball.</li><li>Pupils work with others to make progress towards the goal.</li><li>Pupils keep possession and control of the ball.</li><li>Pupils use space well.</li><li>Pupils evaluate their own performance.</li></ul> <u>Swimming</u> Gymnastics-Core Task 6 <ul style="list-style-type: none"><li>Pupils can plan a sequence containing specific elements (use chosen core task).</li><li>Pupils show extension when balancing.</li><li>Pupils move slowly from one action to another.</li><li>Pupils use their own ideas for movements in response to a task.</li><li>Pupils devise a sequence with a beginning, middle and end.</li><li>Pupils recognise how performance can be improved.</li></ul>	Games Net and Wall Core Task 1 <ul style="list-style-type: none"><li>Pupils use a range of techniques to throw/hit the ball.</li><li>Pupils move to try and intercept the ball.</li><li>Pupils feed the ball to their partner.</li><li>Pupils use a racket to hit the ball over the net.</li><li>Pupils try to use tactics to beat their opponent.</li><li>Pupils create a scoring system.</li></ul> <u>Swimming</u> Dance-Core Task 3 <ul style="list-style-type: none"><li>Pupils respond to stimuli imaginatively.</li><li>Pupils show good body control and fluency.</li><li>Pupils perform expressively.</li><li>Pupils work well with a partner and in small groups.</li><li>Pupils compose dance phrases with understanding.</li><li>Pupils talk about their own and others’ performances.</li></ul>	Athletics Athletics Core Tasks 4 and 5 Running <ul style="list-style-type: none"><li>Pupils run smoothly at different speeds.</li><li>Pupils hand over a baton, quiet, beanbag smoothly.</li><li>Pupils make the most of their team’s strengths.</li><li>Pupils choose and sustain an appropriate running pace.</li><li>Pupils demonstrate a good running technique.</li><li>Pupils say what they have done well and what they need to improve.</li></ul> <u>Swimming</u> Games Striking and Fielding -Core Task 1 <ul style="list-style-type: none"><li>Pupils hit the ball hard and accurately into a space.</li><li>Pupils use different throwing techniques.</li><li>Pupils use different retrieving techniques.</li><li>Pupils vary their play.</li><li>Pupils decide on the best position for fielders.</li><li>Pupils discuss how to improve their performance.</li></ul>	Athletics Athletics Core Tasks 4 and 5 Jumping <ul style="list-style-type: none"><li>Pupils jump with control, coordination and balance.</li><li>Pupils bend their knees and use their arms to propel themselves.</li></ul> Throwing <ul style="list-style-type: none"><li>Pupils use appropriate techniques for sling, push and pull throws.</li><li>Pupils throw a range of equipment consistently and accurately at a target.</li></ul> <u>Swimming</u> OAA -Core Tasks 3, 4 and 5 <ul style="list-style-type: none"><li>Pupils plan their ideas together.</li><li>Pupils orientate a map.</li><li>Pupils mark controls in the correct positions on a map.</li><li>Pupils find their way back to a starting point.</li><li>Pupils review what went well.</li><li>Pupils identify areas for improvement</li></ul>
MFL	<b>Getting to Know you</b> <ul style="list-style-type: none"><li>use different greetings for different situations;</li><li>ask and answer simple questions for each topic area</li></ul>	<b>All About Me</b> <ul style="list-style-type: none"><li>ask and answer questions using the topic vocabulary</li><li>read and write simple words</li><li>say that un/une relate to masculine &amp; feminine nouns</li></ul>	<b>Food Glorious Food</b> <ul style="list-style-type: none"><li>predict a repeated phrase</li><li>make a range of simple statements by substituting vocabulary</li><li>modify a colour adjective</li><li>respond appropriately to a polite request.</li></ul>	<b>Family and Friends</b> <ul style="list-style-type: none"><li>consider whether nouns are masculine or feminine</li><li>make new sentences by substituting other vocabulary appropriately</li></ul>	<b>Our School</b> <ul style="list-style-type: none"><li>ask and answer questions using the topic vocabulary</li><li>from memory, begin to know if nouns from the topic are masculine or feminine</li></ul>	<b>Time</b> <ul style="list-style-type: none"><li>recognise how some larger numbers are made by combining words for smaller numbers</li><li>ask other people for their birthday</li><li>say today’s date</li><li>identify the correct language for ‘yesterday’ and ‘tomorrow’</li></ul>
Curriculum Enhancements						
Educational Visits						