

2024/2025

## Year 3 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dorset	Stone/Bronze Age	Weather and Climate	Iron Age	Romans	Anglo-Saxons
English POR	<p>Text: The Boy, the Mole, the Fox and the Horse. Focus: Recipe - instructions (baseline)</p> <p>Text: Into the Forest Focus: speech writing - playscript</p>	<p>Text: The Pebble in My Pocket Focus: Poetry The Ice Palace</p> <p>Focus: Narrative - Setting description, plot twists</p>	<p>The BFG Focus: Instructions (Revoltng recipe) Persuasive writing - advert</p> <p>Text: The BFG: Focus: Newspaper</p>	<p>Text Tin Forest Focus: Writing in the first person</p> <p>Bluest of Blues: Focus: Writing in role - Formal letters and Autobiography</p>	<p>Text: The Pedlar Of Swaffham Grendel</p> <p>Focus: Narrative - myths and legends</p> <p><b>Non - fiction: Roman Factfile</b></p>	<p>Text: Arthur and the Golden Rope</p> <p>Focus: Narrative - adventure</p>
Phonics/SPaG	<p>SPaG I can write a range of sentences with more than one clause by using a subordinating conjunction - 'whenever', 'if', 'even if', or because'</p> <p>I can use inverted commas and other punctuation to indicate direct and indirect speech.</p> <p>I can use commas for lists</p>	<p>SPaG The use of determiners a or an according to whether the next word begins with a vowel.</p> <p>I can use coordinating conjunctions - linking ideas with 'and', 'for' 'or' 'but' 'so', yet</p> <p>I can use conjunctions and prepositions to show where and</p>	<p>SPaG I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>I can use imperatives (bossy verbs)</p> <p>I can use adverbs showing time, place and cause.</p> <p>I can use fronted adverbials of time,</p>	<p>SPaG I can use apostrophes to mark contracted form.</p> <p>I can use appropriate pronouns to support cohesion.</p> <p>I can use expanded noun phrases - add detail to nouns with 'of', 'from', 'under', 'around', 'surrounding', 'next</p>	<p>SPaG I can use present perfect tense</p> <p>I can use apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>I can use paragraphs to organise ideas around a theme, (fiction.)</p>	<p>SPaG I can use paragraphs to organise ideas around a theme, (fiction.)</p> <p>I can drop in a relative clause using who/whom/which/ whose</p> <p>I can improve my writing by suggesting changes to the grammatical and vocabulary choices</p>

	I can use paragraphs to organise ideas around a theme, (Non fiction.)	<p>when events happen - (to express time and place)</p> <p>I can use adverbs of manner - ly.</p> <p>I can use conditionals - should, would, could</p> <p>Personification Kennings</p> <p>Noun phrases expanded by the addition of modifying adjectives. I can make comparisons using comparatives and superlatives.</p>	<p>[for example, Later that day, I heard the bad news.] I use commas after fronted adverbials.</p> <p>I can use emotive/exaggerated language</p> <p>I can use rhetorical Questions</p> <p>I can improve my peer's writing by suggesting changes to their grammatical and vocabulary choices to improve consistency.</p>	<p>to', 'above', and 'with'.</p> <p>Present, perfect tense</p> <p>I can improve my writing by changing grammar and vocabulary to improve consistency.</p>	I can improve my writing by suggesting changes to the grammatical and vocabulary choices to improve consistency.	to improve consistency.
Maths	<p>Place Value</p> <p>Addition and subtraction</p>	<p>Addition and subtraction</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Length and perimeter</p>	<p>Fractions</p> <p>Mass and capacity</p>	<p>Fractions</p> <p>Money</p> <p>Time</p>	<p>Time</p> <p>Shape</p> <p>Statistics</p>
Science	<p><b>Light and Shadow</b></p> <p>I know that dark is the absence of light I can explain that shadows are made when light is blocked by an object I can show and explain that light travels in straight lines I can show and explain the definition of transparent, translucent and opaque. I know that we need light to be able to see objects in the dark. I know that light shines onto the object and into my eyes so that I can see.</p>		<p><b>Rocks</b></p> <p>I know that there are three types of rock. I can explain how sedimentary, metamorphic and igneous rock are formed. I can describe the properties of rock using the terms permeable/</p>	<p><b>Animals (incl humans)</b></p> <p>I know that animals and humans need the right type and right amount of nutrition to live and grow. I know that animals and humans cannot produce their own food, but get what they need</p>	<p><b>Plants</b></p> <p>I know that plants need air, light, water, nutrients from the soil and room to grow for living and growing. I can explain how plants can be sorted into different groups. I can identify and describe the</p>	<p><b>Forces</b></p> <p>I can explain how objects move on different surfaces using the term friction. I can explain that some forces are a contact force but magnetic force can act from a distance I know that magnets have a</p>

			impermeable, durable/hard-wearing. I can explain how fossils are formed. I can explain that soils are made from rocks and organic matter such as dead animals and plants.	from the food they eat. I can identify that humans and some animals have skeletons (using the terms endoskeleton, exoskeleton and hydrostatic skeleton). I can sort animals according to their type of skeleton. I can explain how skeletons support and protect the body. I can show that muscles contract and stretch for movement.	functions of parts of a flowering plant - roots, stem/trunk, leaves and flowers/petals. I can explain how water is transported in plants. I can show the life cycle of a flowering plant including pollination, fertilisation, germination, growth and seed dispersal.	north and south pole. I can explain what attract and repel mean. I can explain that N & N and S & S poles will repel each other and N & S will attract each other. I know that not all metals are magnetic.
PE	Netball	Football Attack and Defence	Net and Wall Games Tactics and strategies to overcome a component	Hockey	Striking and fielding Fielding vs batting	Swimming
Humanities	<i>Geography</i>  Dorset I know Dorset is a county. I can find Dorset on a map of the UK. I know Dorchester is the county town of Dorset. I can name at least 5 villages or towns in Dorset.	<i>History</i>  The Stone Age - The Bronze Age I know that there were three periods in the Stone Age - paleolithic (early), mesolithic (middle) and neolithic (new) I know early Stone Age people were hunter gatherers. I can describe how Stone Age homes changed over time.	<i>Geography</i>  Weather and Climate I can explain that weather is what we see each day. I can explain that climate is the weather pattern of different areas around the world. I can know where the equator, the north pole and the south pole are. I can explain that the further away	<i>History</i>  The Iron Age - Romans I know Iron age people made tools and weapons out of iron I know Iron Age people lived in tribes in hillforts. I know Iron Age people were farmers. I know Maiden Castle in Dorchester is a	<i>History</i>  Romans  <i>Geography</i>  Volcanoes I know that the earth is made up of the inner core, the outer core, the mantle and the crust. I know that volcanoes are formed by magma pushing up	<i>History</i>  Anglo-Saxons I know tThe Anglo-Saxons were made of three groups: Jutes, Angles and Saxons. I know the Anglo-Saxons split England into seven kingdoms. I know King Athelstan was the grandson of Alfred the Great. I know Anglo-Saxons lived

		<p>I know that Skara Brae is the earliest Neolithic settlement found in Scotland.</p> <p>I know Bronze age people lived in roundhouses and farmed.</p> <p>I know that the Broadmayne Beaker is an artefact from the Bronze Age.</p>	<p>from the equator a country is the colder the weather..</p> <p>I know that a line of latitude shows how far away from the equator a place is.</p>	<p>complex Iron Age hillfort.</p> <p>I know the Romans invaded Celtic Britain in AD43.</p> <p>I can compare Celtic warriors and Roman soldiers.</p> <p>I can compare Celtic and Roman homes.</p> <p>I know the Romans brought new inventions to Britain such as roads, aqueducts, and baths.</p> <p>I know Boudicca was the queen of the Celtic Iceni tribe who beat the Romans.</p> <p>I know the Roman civilization lasted for about 1000 years.</p>	<p>through the earth's crust.</p> <p>I know that there are different types of volcanoes - shield, cinder cone, and composite.</p> <p>I know that there are 3 states of activity - extinct, dormant and active.</p>	<p>in homes made from wattle and daub.</p> <p>I know King Offa ruled the Kingdom of Mercia for 41 years.</p> <p>I know Kinship (family ties) was very important to the Saxons.</p>
Art and DT	<p><i>Art</i></p> <p><b>Dorset landscapes</b></p> <p>I can explain and show tone in my work (greyscale)</p> <p>I can explain and show how to add texture using line and tone.</p> <p>I can explain and show how to add tone when using colour.</p> <p>I can name the artists</p> <p>I can explain how the artist used tone to show form and mood.</p> <p>I can create a landscape using a</p>	<p><i>Art</i></p> <p><b>Cave art</b></p> <p>positive/negative space</p> <p>I can use a single line outline.</p> <p>I can explain positive and negative space.</p> <p>I can cut out a stencil to create a positive and negative image.</p> <p>I know how to use a stencil to create a positive and negative image</p> <p><i>DT</i></p> <p><b>Shadow theatres</b></p>	<p><i>DT</i></p> <p><b>Revolting recipes</b></p> <p>Food &amp; nutrition</p> <p>I can describe the taste, texture, smell and appearance of a dish</p> <p>I can follow instructions within a recipe</p> <p>I can create a healthy and nutritious recipe for a savoury dish.</p> <p>I can use utensils safely.</p> <p>I know how to prepare myself and a work space to cook in safely, learning the basic</p>	<p><i>DT</i></p> <p><b>Iron Age Craft</b></p> <p>Textile</p> <p>I can weave fabrics and/or yarns together (using under/over pattern)</p> <p>I can make felt using a wet-felting technique (of rubbing fleece fibres together with water and soap)</p> <p><i>Art</i></p> <p><b>Perspective</b></p> <p>I can name the artist Stephen Wiltshire.</p> <p>I can explain perspective.</p>	<p><i>Art</i></p> <p><b>Plants - printing</b></p> <p>I can name Marinekko and Angela Levin. (I can explain some similarities and differences in their work)</p> <p>I can explain that both artists use printing in their work.</p> <p>I can explain the process of block printing.</p>	<p><i>DT</i></p> <p><b>Pneumatic toy Mechanism</b></p> <p>I know that air can be used as a force</p> <p>I can design a toy which uses pneumatic force</p> <p>I can explain how my toy will work</p> <p>I can explain what went well and what could be improved in my toy.</p>

	drawing app (link to computing) I can take a photo to show texture. I can create texture on a piece of clay (inspired by Hilary Buckley).	Structures I can design a shadow puppet by choosing an appropriate material (opaque and sturdy/stiff) I can choose the appropriate materials to design a shadow puppet theatre. I can use taught skills to produce a shadow puppet show	rules to avoid food contamination	I can identify a vanishing point in one point and two point perspective artwork. I can take a photo to show perspective. (I can change the perspective by changing the scale)		
Music	Pulse and Meter		Recorders		Chinese music	Rock & Roll
PSHCE	Get Heart Smart!	Don't forget to let love in!	Too much selfie isn't healthy	Don't hold on to what's wrong!	Fake is a mistake!	No way through isn't true.
RE	Hinduism What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?	Christianity: Has Christmas lost its true meaning?	Christianity: Could Jesus heal people? Did he perform miracles or was there some other explanation?	Christianity What is 'good' about 'Good Friday'?	Hinduism Does visiting the Ganges make a Sanatani a better person?	Hinduism What do some deities tell Sanatanis about God?
French	Phonetics (pronunciation)  I am learning French	Animals	Instruments	I am able to speak French Spelling	Fruits	Review and consolidate