**Year 3 Curriculum Overview**

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| **Year 3** | | **Autumn** | **Spring** | **Summer** |
| **Reading** | **Word reading** | NC Appendix 1 (NC p 35) | | |
| **Comprehension** | Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and  reference books / text books and dictionaries (NC p35/36) | | |
| **Writing** | **Transcription** | Spelling programme (NC Appendix 1)  No Nonsense Spelling | | |
| **Composition** | Writing: narrative and non-narrative (NC p 39) | | |
| **VGP** | NC appendix 2 | | |
| **Speaking and Listening** | | 12 statutory statements (NC p17) | | |
| **Maths** | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages),  Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | |
| **Science** | | Skeletons and movement  Rocks and fossils, forces. | Magnets and light  Soils | Plants, biodiversity  Nutrition and diet, food waste |
| **History** | | Roman Empire | Ancient Greece | Stone Age to Iron Age |
| **Geography** | | * + The Blue Planet (water and plastic pollution) | Water, water everywhere | European Study – Italy |
| **Art and Design** | | Figurative drawing (Artist – Tamara De Lempika)  Observational drawing of figures  Proportion and placement | Greek pottery (Artist – Historic examples)  Clay sculpture – simple coil pot making | Cave painting (Artist – Historic examples)  Painting – print focus  Pattern and line |
| **DT** | | Mechanical Systems - Levers and linkages | Textiles - 2-D shape to 3-D product | Food - Healthy and varied diet |
| **Computing** | | Email  Route planners  Branching databases | Spreadsheets  Coding | Presentations  Touch Typing |
| **PE** | | Hockey  Gymnastics | Dance  Team Building | Tennis  Athletics  Swimming |
| **Spanish** | | Phonics and Pronunciation  I am learning Spanish | Animals  Instruments | I Know How...  Fruits |
| **Music** | | SIPs Education Whole Class Instrument Lessons  Ukelele | | |
| **RE** | | What do Christians learn from the Bible’s creation stories?  What are the deeper meanings of festivals?  (Diwali/Christmas)  Why does Christmas matter to Christians? | How is faith expressed in Hindu communities and traditions? (Dharma)  Why do Christians call the day Jesus died ‘Good Friday?’ | What is the ‘Trinity’ and why is it an important idea to Christians?  How is faith expressed in Sikh communities and traditions? |
| Statutory subject in all year groups.  Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources. | | |