

Curriculum Skills Overview

Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Portraits Features of the face, shading Cave paintings, mixing secondary colours		Roman prints Use printing (mono printing, block printing).	Observational drawings Identify and draw the 2D & 3D geometric shapes in nature and the world around them.		
Computing	Computing systems and networks – connecting computers Understanding digital devices, inputs, processes and outputs, compare digital and non-digital devices, networks	Creating media – animation Create a stop-frame animation using tablets, create story based animation, add media to animation	Creating media – desktop publishing Understand terms ‘text’ and ‘images’ and how they can be used to communicate messages, use desktop publishing software, use ‘templates’, ‘orientation’ and ‘placeholders’, layouts, evaluation	Data and information – branching data bases Develop understanding of what a branching data base is and how to create one, evaluate effectiveness	Programming A – sequencing in music Scratch – motion, sound and event block, creating own program, make a representation of a piano	Programming B – events and actions Consolidating prior learning related to sequencing, moving a sprite in four directions, movement within a maze, programming extension
Dance and Gymnastics	Natural disaster dance unit Improvising, cooperative group work, fluid and imaginative movements	Gymnastics - shape Control and coordination when making shapes and positions in the air, create short and simple sequences, accuracy and consistency, performing safely and confidently	Roman dance unit Perform actions that communicate ideas, copy actions and explain how it communicates ideas, storytelling	Plants dance unit Copying and repeating movements, perform in unison and canon, copy movements and body shapes of others	Circuits	Gymnastics - movement Perform recognisable movements e.g. forward roll, cartwheels, leaps, jumps, linking movements, evaluating, performing short routines, working independently
DT	Stone Age Houses Plan, describe purpose of product, assemble, join and combine materials and components with some accuracy, evaluate				Circus act Plan, describe purpose of product, assemble, join and combine materials and components with some accuracy, evaluate	Anglo-Saxon shield Plan, describe purpose of product, assemble, join and combine materials and components with some accuracy, evaluate
English	Ug Writing to Persuade	Pebble in my Pocket Writing to Entertain Book side down Writing poems inspired by the collection, note taking	The Bluest of Blues Writing to Inform	The Green Ship Writing to Entertain My Life as a Goldfish Poems inspired by the collection, note taking	Leon and the Place Between Writing to Entertain	The Great Kapok Tree Writing to Inform A Kid in My Class Art and illustration related to poems studied, text marking, poetry performance, drafting, edit and writing poetry, publishing poems
Spanish	Phonetics, numbers and animals		Fruits and instruments		Ancient Britain, I can...	
Games	Football Perform a variety of actions with the ball, keeping it under control Dribble with a change of speed/direction	Tag Rugby Introduce TAGS and Belts to children Build on throwing technique	Netball/Basketball Can change speed and direction whilst dribbling Pass the ball with control Receive the ball with control	Hockey Dribble with a change of direction Pass the ball with control Begin to understand the importance of safety in games	Athletics Move, throw and jump in different ways Can jump with increased control Can land safely on the ground after jumping Run fast (sprint) over a short distance or time. Show control, coordination and consistency when performing a throw	

Geography		<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>			<p>Describe features studied and physical features in the local area using a range of methods, including sketch maps, and digital technologies.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p>	
History	<p>Stone Age Show understanding that the past can be divided into different periods of time by placing events, people.</p> <p>Use dates, people and features to compare durations of eras or events.</p>		<p>The Romans Show knowledge and understanding of some of the main events, people and changes studied Begin to give a few reasons for, and results of, the main events and changes Describe similarities and differences within different periods</p>			<p>The Anglo-Saxons Ask appropriate historical questions, e.g. about a picture, artefact or story; after research or using sources, begin to consider some additional questions for future consideration Use research skills to answer questions.</p>
Maths	<p>Number and place value Addition and subtraction</p>	<p>Addition and subtraction</p>	<p>Multiplication and division Money, Statistics</p>	<p>Multiplication and division</p>	<p>Fractions</p>	<p>Measurement Properties of shape</p>
Music	<p>Composing with untuned percussion to represent stone age rhythmic patterns, explore the major and minor pentatonic scales on descant recorder.</p>	<p>Introduction to the ukulele, begin to learn chords to accompany singing. Sing in tune keeping in time with others in a two part song.</p>	<p>Explore music inspired by the sea. Work together as whole class /group work, using graphic scores to represent composition. Combine untuned/tuned percussion, ukulele and descant recorder.</p>	<p>Explore music inspired by the natural world and literature. Explore the structure (building bricks) of music focussing on the Rondo form</p>	<p>Begin to make independent connections between what we hear, play, sing. Explore the rhythm of words and their effect on the time signature of music.</p>	<p>Reflecting and building on learning through increasingly accurate performance showing some awareness of intended effect.</p>
Wellbeing	<p>On a Magical Do Nothing Day Benefits of nature for mental wellbeing</p>	<p>Ossiri and the Bala Mengro Growth mindset, perseverance, constructive feedback</p>	<p>Ruby's Worry Worries, asking for help, dealing with worries</p>	<p>Hundred Dresses Qualities of a good friend, healthy friendship, bullying, conflicting feelings</p>	<p>The Missing Money Understanding the term 'borrowed' and that borrowed things need to be returned The</p>	<p>I will not ever never eat a tomato Healthy eating and habits, balanced meals, keeping my body healthy</p>
RE	<p>What do Christians believe God is like?</p>	<p>How does the Bible reveal God's plan? What might Jesus think about Christmas?</p>	<p>How did Jesus change lives?</p>	<p>What are important times for Jews? What happened during Holy Week?</p>	<p>Why do Christians share communion? How did the church begin?</p>	<p>Is Christian worship the same all around the world?</p>

<p>Science</p>	<p>Beginning to identify the similarities and differences in different rocks, fossils and soils.</p> <p>Asking relevant questions.</p>	<p>Recognise that light is reflected from surfaces. Recognise that shadows are formed when a light source is blocked.</p> <p>Set up simple practical enquiries, comparative and fair tests. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. Explore the part that flowers play in the life cycle.</p> <p>Set up simple practical enquiries, comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others. Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>Identify that animals, need the right types and amount of nutrition and that they cannot make their own food. Identify that humans and some other animals have skeletons, muscles for support, protection and movement.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions Report findings from enquiries</p>
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