

Year 3 - 2023-2024 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Novel	<p><i>A street through time</i></p> 	<p><i>The Last Bear</i></p>  <p>By Hannah Gold</p>	<p><i>The Ancient Egypt Sleepover</i></p>  <p>By Stephen Davies</p>	<p><i>The Iron Man</i></p>  <p>By Ted Hughes</p>	<p><i>Harry Potter and the Philosopher's Stone</i></p> 	

WRITING

<p>Fairford Sentence Progression</p> <p>Year 1 One idea sentence Two idea sentence Year 2 <u>F</u><u>A</u><u>B</u><u>O</u><u>Y</u><u>S</u> 2A sentence List sentence</p>	<p>FA BOYS sentences For, And, But, Or, Yet, So Two part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOYS).</p> <p><i>He was a friendly man, but he could become nasty. It was a warm day, yet the clouds gathered.</i></p>	<p>Similes Some should be banned (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché.</p> <p><i>The moon hung above us like a patient, pale white face.</i></p>	<p>Fronted adverbial sentences For Manner and Time Begins with an adverbial phrase.</p> <p><i>Manner: Silently, the boy swam across the river. Time: After a few short moments, we crept after him.</i></p>
<p>Transcription Spelling</p>	<p>Pupils should be taught to: Pupils should be taught to:</p>		

	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <div style="border: 1px solid black; height: 20px; width: 400px; margin-left: 450px;"></div>
Composition	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, grammar and punctuation	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p>

	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech <ul style="list-style-type: none"> • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
READING	
Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

SPEAKING AND LISTENING

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

<p><i>Maths</i></p>	<p>Read and write numbers to 100 in numerals and words. Read and write numbers to 1000 in numerals and words. Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations. Solve number problems and practical problems involving these ideas.</p>	<p>Add and subtract numbers mentally, including: □ a three-digit number and ones</p> <ul style="list-style-type: none"> • a three-digit number and tens • a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check</p>	<p>Equal groups. Multiply by 4. Multiply by 8. Multiply by 3. Divide by 4. Divide by 8. Divide by 3. Use our knowledge of multiplication and division facts to compare statements using inequality symbols. Use known multiplication facts to solve other multiplication problems. Multiply 2 digits by 1 digit using concrete representations and a formal method. Multiply 2 digits by 1</p>	<p>Recognise and represent tenths. Count in tenths. Recognise, represent and count tenths as decimals. Recognise, represent and count tenths as decimals. Calculate unit fractions of a quantity. Calculate non-unit fractions of a quantity. Equivalent unit fractions. Equivalent non-unit fractions. Comparing fractions. Order fractions. Add fractions. Subtract fractions.</p>	<p>Exploring and reading pictograms. Exploring and reading bar charts. Exploring and reading tables. Solve 1 step and 2 step problems linked to statistics. Measuring length. Compare m and cm. Compare cm and mm. Compare and order lengths. Add lengths. Subtract lengths. Measure perimeter. Compare mass. Compare litres and ML.</p>	<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of</p>
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		answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	digit using a formal written method. Divide 2 digits by 1 digit by partitioning into tens and ones. Divide 2 digits by 1 digit exchanging tens. Solve division problems with a remainder. Divide 2 digits by 1 digit using a formal method. Solve problems which involve scaling up and down. Solve correspondence problems in which n objects are connected to m objects. Identify the value of each coin and note and understand what these values represent. Convert pounds to pence. Add two amounts of money using pictorial representations Use different methods to subtract money.			events [for example to calculate the time taken by particular events or tasks]. draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Christian Value	Perseverance The widow who never gave up (Luke 18:1-8) The Widow's Coins/The Lost Coin.	Trust Moses and the Burning Bush (Exodus 3-4) The Good Samaritan (Luke 10:25-37)	Respect The storm on the lake (Mark 4:35-41) Daniel and the Lions' Den (Daniel 6:1-21)	Forgiveness Zacchaeus and the tax collector (Luke 19:2-30) The Lost Sheep (Luke 15:37)	Friendship Through the roof (Mark 2:1-12) Jonathan and David (Samuel 1:18-20)	Thankfulness The man who came back (Luke 17:11-19) A Grateful Sinner (Luke 7:36-50)
Creative Focus	Individuality	Enterprise	Imagine	Inspiration	Expression	Innovate
Each term a display, film or performance & 1 term must be French focused and 1 term must be music focused	Explore: Diversity/PinK Do: Create flower individuality board	Explore: Design Technology (food tech)/Maths (money) Do: Make things to sell at Christmas Bazaar	Explore: Diversity/ Music/ Pink Do: Learn the song True Colours and learn the BSL for this Invite: Parents in	Explore: Explore: Art/English and a diverse range of poets Do: Create own poems and art work	Explore: History/ English/ Oracy Do: Local history tours Create: Invite parents to take the child led history tour Invite: Fairford History Society, members of the local community	Explore: French food and menus Do: French menu and make a meal to share with family Invite: Parents in

RE	What do Christians learn from the creation Story?	What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jew?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
Additional Festival & Dignity/Respect	Lotus Day & Explore settlements & resolutions	Remembrance Sunday & Value – how do we know our worth?	Chinese New Year https://www.booksfortopics.com/chinese-new-year & Joy – what is Joy? What does Joy mean to each of us?	Passover & What does blessing mean?	Eid & A big question: what is freedom of expression? What makes our school a safe place to do this?	N/A
Opening Up Focus (to be explained and demonstrated as part of September 2021 RE Staff Meeting)	Belonging	Spirituality	Respect	Community	Spirituality	Creativity
Diversity & Equality - No Outsiders curriculum	Oliver (by Birgitta Sif)	This is Our House (by Michael Rosen)	Two Monsters (by David McKee)	The Hueys in the New Jumper (by Oliver Jeffers)	Beegu (by Alexis Deacon)	
British values – taught through Picture News or other (see British Values document). British Values Books	What is Climate Justice and what changes can I make to help?	Picture News	Picture News	Picture News	Picture News	Picture News
Science	Animals including humans	Forces	Light		Plants https://www.booksfortopics.com/plants-ks2	Rocks **the street beneath my feet https://www.booksfortopics.com/rocks-and-soils

History	Stone age Bronze & Iron age https://www.booksfortopics.com/stoneage-to-iron-age Wilson Gallery Visit 13th September		Achievements of an early civilisation: Ancient Egypt https://www.booksfortopics.com/ancient-egypt		Local Study: Fairford High Street	
Geography		How and why does human and physical geography vary across the UK? What are the main human and physical characteristics of <i>this location</i> and how does it compare to the UK? BEAR ISLAND		What are the main human and physical characteristics of the UK?		Coasts https://www.booksfortopics.com/water https://www.booksfortopics.com/seaside
Art & Design Fixed Artists Comparative Artists		Drawing Paul Cadden Karen Hull Kareen Olamilekan		Sculpture Antony Gormley Matt Smart		Painting Claude Monet Eric Hanson Rupert Aker
Design Technology	Levers and Linkages		Shell Structures		Textiles 2D shape to 3D product	
Music Charanga & Instruments	Let Your Spirit Fly Genre: R&B, Western Classical, Musicals, Motown, Soul	Genre: Glockenspiel Stage 1	Three Little Birds Genre: Reggae Country of Origin: Jamaica Artist: Bob Marley	The Dragon Song Genre: Funk Country of Origin: Music from around the world.	Bringing Us Together Genre: Disco Country of Origin: United Kingdom	Reflect, Rewind & Replay Genre: Classical
Computing	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	Sequencing sounds Creating blockices in a -based imming e to ma isic.	Branching databases Building and using branching databases to group objects using yes/no questions	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Events and actions in programs Writing algorithms programs th range of e trigger sequ

	Typing Progression developing confidence typing with two hands touch typing programs			Prior learning Y2 Use shift keys to enter all other symbols (?, etc) Use the mouse or arrow keys to insert words and sentences. Click and drag using touchpad One hand use of shift key; keyboard seen as two halves (left side accessed by left hand only)		
PSHE & Citizenship & The Pink Curriculum Online Safety every term	Focus for learning (Mindfulness) & Emotional Health	Friendships (anti-bullying) and Relationships.	SMSC (Spiritual, Moral, Social & Cultural) & Citizenship and British Values	Keeping Myself Safe/Protective Behaviours & Physical health and wellbeing	RSE & Economical/financial capability	Mental Health (including resilience) & Facts4life Science link - Physical health and wellbeing & RSE teaching
MFL – French	Greetings How are you? Classroom instructions and language (incl. 'Jacques a dit' / Simons says) Numbers 1-12 Age	Days and months Birthdays (incl. Birthday song) Christmas	Colours Classroom objects with colours Numbers to 31	Where I live Places in town	Body and illness Description	Food Very Hungry Caterpillar