George Fentham Endowed School Year 3 Curriculum Overview

	Autumn Term	Spring term	Summer Term
Maths	**Units – Place Value, Addition and Subtraction, Multiplication and Division A**	**Units –Multiplication and Division B, Length and Perimeter, Fractions A, Mass and capacity**	**Units – Fractions B, Money, Time, Shape, Statistics**
	Number - Place Value **Steps** • Represent/partition numbers to 100 • Number line to 100 • Hundreds • Represent/partition numbers to 1000 • Flexible partitioning of numbers to 1000 • Hundreds, tens and ones • Find 1. 10 or 100 more or less • Number line to 1000, • Estimate on a number line to 1000 • Compare/order numbers to 1000 • Count in 50s **NC objectives** ▪ Identify, represent and estimate numbers using different representations ▪ Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) ▪ Count from zero in multiples of 4, 8, 50 and 100- find 10 or 100 more or less than a given number ▪ Read and write numbers up to 1,000 in numerals and words ▪ Compare and order numbers up to 1,000 **Number - Addition and Subtraction** **Steps** • Apply number bonds within 10 • Add and subtract 1s/10s/100s • Spot the pattern	**Number – Multiplication and Division B** **Steps** • Multiples of 10 and related calculations • Reasoning about multiplication • Multiply a 2-digit number by a 1-digit number – no exchange • Multiply a 2-digit number by a 1-digit number – with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange • Divide a 2-digit number by a 1-digit number – flexible partitioning • Divide a 2-digit number by a 1-digit number – with remainders • Scaling • How many ways? Correspondence problems. **NC objectives** • Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods • Solve problems, including missing	**Number – Fractions B** **Steps** • Add fractions • Subtract fractions • Partition the whole • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount **NC objectives** • Add and subtract fractions with the same denominator within one whole • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators **Measurement – Money** **Steps** • Pounds and pence • Convert pounds and pence • Add/subtract money • Find change **NC objectives** • Add and subtract amounts of money to give change, using both £ and p in practical contexts **Measurement – Time** **Steps** • Roman numerals to 12 • Tell the time to 5 minutes/1 minute • Read time on a digital clock • Use am and pm • Years, months and days • Days and hours • Hours and minutes – use start and end times/use durations • Minutes and seconds

	• Add 1s/10s across a 10 • Subtract 1s/10s across a 10 • Make connections • Add/subtract 2 numbers (no exchange) • Add 2 numbers across a 10/100 • Subtract 2 numbers across a 10/100 • Add 2 digit/3 digit numbers • Subtract a 2 digit number from a 3 digit number • Complements to 100 • Estimate answers • Inverse operations • Make decisions **NC objectives** ▪ Add and subtract numbers mentally, including: a 3-digit number and ones a 3-digit number and tens- a 3-digit number and hundred. ▪ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • ▪ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction ▪ Estimate the answer to a calculation and use inverse operations to check answers **Number - Multiplication and Division** **Steps** ▪ Multiplication – equal groups • Use arrays • Multiples of 2, 5 , 10 • Sharing and grouping • Multiply/divide by 3, 4 and 8 • The 2/ 3/4/8 times table **NC objectives** ▪ Write and calculate mathematical statements for multiplication and	number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects **Measurement – Length and Perimeter** **Steps** • Measure in metres and centimetres • Measure in millimetres • Measure in centimetres and millimetres • Metres, centimetres and millimetres • Equivalent lengths ms and cms/cms and mms • Compare/add lengths • Subtract lengths • What is perimeter? • Measure/calculate perimeter **NC objectives** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2-D shapes **Number – Fractions A** **Steps** • Understand the denominators of unit fractions • Compare and order unit fractions • Understand the numerators of non-unit fractions • Understand the whole • Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line Equivalent fractions on a number line • Equivalent fractions as bar models **NC objectives** • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Compare and order unit fractions, and	• Units of time • Solve problems with time **NC objectives** • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour 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, am/pm, 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 events **Geometry – Shape** **Steps** • Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2D shapes • Draw polygons • Recognise and describe 3D shapes • Make 3D shapes **NC objectives** • 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 • Measure the perimeter of simple 2-D shapes • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Identify horizontal and vertical lines and

	division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods ▪ Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2) ▪ Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2) ▪ Recall and use multiplication and divisionfacts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)	fractions with the same denominators • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Recognise and show, using diagrams, equivalent fractions with small denominators **Measurement – Mass and capacity** **Steps** • Use scales • Measure mass in grammes • Measure mass in kilogrammes/grammes • Equivalent masses (kgs/gs) • Compare mass • Add and subtract mass • Measure capacity and volume in millilitres and litres/millilitres • Equivalent capacities and volumes (ls and mls) • Compare capacity and volume • Add and subtract capacity and volume **NC objectives** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	pairs of perpendicular and parallel lines **Statistics** **Steps** • Interpret/draw pictograms • Interpret and draw bar charts • Collect and represent data • Two-way tables **NC objectives** • Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables

English - Writing	**Narrative – Fractured Tales** Little Red Riding Hood/Little Red/The Wolf's Tale	**Multi-Genre – Bears, Bears Everywhere!** During this unit, children will have the opportunity to	**Poetry** During this unit children will read, write and perform a	**Narrative (Myths, Legends, Fables and Folk Tales)** The Pied Piper of Hamelin by Michael	**Narrative** Stig of the Dump by Clive King (History link – Stone Age to Iron Age)	**Multi-genre – Author Study** Our focus will include speaking and listening, reading and writing for a

	The Three Little Pigs/The Three Wolves and the Big Bad Pig Jack and the Beanstalk/Jack and the Baked Beanstalk. During this unit, children will explore a variety of traditional tales and alternative versions of traditional tales. They will have opportunity to perform drama and write in a variety of styles for different purposes.	investigate fictional and factual writing. They will produce instructional articles, non-chronological reports, comic strips, narrative and descriptive writing all linked to bears. The writing is inspired by the adventures of Paddington.	variety of poetry forms including: • List poems • Shape poems • Acrostic poems • Kenning poems • Riddles	Morpurgo (Geography link – Hampton vs Hamelin) During this unit, children will read and write for a range of purposes including: • Recounts • Non-chronological reports • Explanations • Character description • Planning and writing a myth	During this unit, children will read and write for a range of purposes including: • Descriptive writing • Dialogue • Play script • Fictional reports • Letters	range of purposes; on paper and on screen. We will be studying the life and work of Cressida Cowell.
English - Reading	**A Bear Called Paddington –** Michael Bond Writing Link - Bears		**The Twits –** Roald Dahl		**Stone Age Boy –** Satoshi Kitamura Linked to History – Stone Age to Iron Age	

Spelling:

- Including using further prefixes and suffixes
- spelling further homophones
- spelling words from the Year 3&4 statutory spelling list
- using a or an according to whether the next word begins with a consonant or a vowel
- using the first two or three letters of a word to check its spelling in a dictionary
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Handwriting:

- using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
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Writing skills:

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and to plan their writing by discussing and recording ideas.
- Composing and rehearsing sentences to build a varied and rich vocabulary.
- Introducing paragraphs around a theme with headings and sub-heading in non-fiction writing and creating settings, characters and plot in narratives.

Reading skills:

- Focusing on the key skills of word meaning, retrieve and record, inference, predicting summarising, making comparisons and evaluating the author's use of words and phrases.

Grammar:

- Including extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although and using conjunctions, adverbs and prepositions to express time and cause.
- Be able to punctuate direct speech.
- Be able to use age appropriate grammatical terminology accurately.

Science	**Rocks, Fossils and Soils:** **Chemistry** • Compare different types of rocks • Find out how rocks are formed • Explore how soil is created • Investigate how fossils are formed	**Light and Shadow:** **Physics** • Find out what light is, identifying sources • Investigate shadow formation and how they change throughout the day • Explore reflection of light	**Forces and Magnets:** **Physics** • Explore forces and friction • Investigate magnets and magnetic materials	**How Plants Grow:** **Biology** • Investigate different soils in plant growth • Explore the functions of the different parts of a plant • Begin to explore plant life cycles and methods of seed dispersal.	**Animals including humans – health & movement:** **Biology** • Explore nutrition and balanced diets • Compare diets of other animals • Explore human and animal skeletons • Find out about the function of the skeleton and muscles	**Scientist focus:** • Research the life and work of Mary Anning
RE	**What makes words precious?** • The Lord's Prayer. • The Book of Kells. • The Torah. • The Mezuzah and Shema.	**What is God's plan for the world?** • God's will for the world. • The Christian story of the creation from the Bible. • Our responsibility for God's world.	**How does the Jewish faith influence the way people behave?** • The story of Esther. • The Jewish festival of Purim. • Moses and the ten commandments. • How laws about food affect the	**Why is Easter so important for Christians?** • The importance of the symbol of the cross to Christians. • The symbolic action of making the sign of the cross.	**Why do we need faith?** • How the Gideons are inspired by their faith. • Times when we have needed faith in our lives. • The story of Abraham and how his strength of	**Where is your important place?** • The sacrifice made by Thomas Becket. • The religious journey called a pilgrimage. • The Hajj to Mecca. • Children reflect on a spiritual journey of their own.

		• The meaning of Christmas. • Christian belief that God had a purpose and plan for the world. • Christian belief that God sent Jesus into the world to save it.	lives of Jewish people. • The synagogue.	• Christians refer to Jesus as saviour. • The theme of salvation. • Reflect on what eternal life in heaven means to them.	faith was tested by God. • Gladys Aylwood and her mission of faith.	
Art	**Ancient Egyptian Art:** Inspired by their History unit, Year 3 will look at artwork dating back to Egyptian time. They will focus on sculptures, in particular Canopic jars. They will use their drawing skills to imitate and design their own Canopic jar, focusing on the detail in the lid. The children will build on their sculpture skills and will explore the medium of clay to create one of the heads of the four protectors for the top of their Canopic jar. They will use the medium of Modroc to create the base of their jar.		**Abstract art:** In this unit, the children will learn all about the life of Henri Matisse. They will look at his cut-outs and focus on pattern, shape and space. Using simple printing techniques, they will create their own patterns and use the style of Henri Matisse as inspiration for a piece of collage based artwork.		**Illustrations:** In this unit, the children study in detail the artwork of illustrators, in particular Quentin Blake. They will learn all about the different drawing techniques that he uses to bring his illustrations alive. They will focus on the formal element of line to sketch their own character in the style of Quentin Blake. They will use the medium of pen to create their final piece and water colour paint to add colour.	

Computing	**Coding:** To read and understand code To remix code to achieve a particular outcome To debug (fix) a coding programme	**Online Safety:** Know what makes a safe password and learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication and explore methods of wider communication (blogs).	**Spreadsheets:** Use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to learn about cell references.	**Touch typing:** To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand.	**Email:** To open and respond to an email using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.	**Branching Databases:** To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice.	**Simulations:** To consider what simulations are. To explore a simulation. To analyse and evaluate a simulation.	**Graphing:** To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.

		To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices.						
D&T	**Sandwich Bag:** • Textiles • Purpose: To design and make a sandwich bag, for Paddington Bear, to hold a marmalade sandwich. Linked to our work on "A Bear called Paddington" in English.		**Packaging:** • Structures • Computer-aided Design • Purpose: To design an attractive package to protect a fragile object.		**Sandwich Snacks:** • Food and nutrition • Purpose: To design a healthy sandwich based on a user's needs/requirements.			
French	**Getting to Know You** • Saying hello and goodbye. • Introducing themselves. • Saying if they are feeling. good/bad/so-so. • Counting to 10. • Saying how old they are.	**All About Me** • Give and respond to simple classroom instructions. • Name parts of the body from a song. • Identify colours. • Name items of clothing.	**Food Glorious Food** • Follow a story and join in the repeated parts. • Foods they like/dislike. • Describe the colour or size of an object. • Ask politely for something.	**Family and Friends** • Identify and introduce some of their relations. • Name some common pets. • Recognise some rooms in their home. • Consider whether nouns are masculine or feminine.	**Our School** • Listen and respond to topic vocabulary. • Demonstrate understanding with actions. • Write sentences converting le/la to un/une. • Answer questions using the topic vocabulary. • Express simple opinions.	**Time** • Say and order the days of the week. • Say and order the months of the year. • Count on from 11-31. • Say their own birthday.		
Geography	***Geography linked to History – Ancient Egypt*** • *Where is Egypt? Identifying its position on a globe.* • *To identify where the River Nile is on a map.*		**Climate Explorers:** • Description and understanding of physical geography: climate zones. • Use of world maps, atlases, globes, digital/computer	**Hampton vs Hamelin:** • Use of world maps, atlases, globes, digital/computer mapping to locate countries. • Observe, measure, record and present	***Geography linked to History – Stone Age to Iron Age*** • *Exploring Geographical changes over time – how the UK was surrounded by land.*			

			mapping to locate countries.	human and physical features in local area. • Use sketch maps, plans and graphs and digital technologies in fieldwork.		
History	**Ancient Egypt:** • Achievements of the earliest civilisations • The appropriate use of historical terms • Knowledge and understanding of significant aspects of History • Placing growing knowledge into different contexts • Connecting and contrasting • Establishing narratives • Ask and answer questions about cause, change significance, difference and similarities • Understanding how knowledge of the past is constructed.		***History linked to Geography – Climate Explorers*** • *Predicting climate zone of Egypt based on previous knowledge of deserts* • *To understand how climate has changed over time.*	***History linked to Geography – Hampton vs Hamelin*** • *Exploring the history of Hamelin (link to English)*	**Stone Age to Iron Age:** • Changes in Britain from stone age to the iron age. • The appropriate use of historical terms • Knowledge and understanding of significant aspects of History • Placing growing knowledge into different contexts • Connecting and contrasting • Establishing narratives • Ask and answer questions about cause, change significance, difference and similarities • Understanding how knowledge of the past is constructed.	
Music	**Let Your Spirit Fly:** **Focus Music:** Rhythm and Blues **Composers/Artists:** Marvin Gaye, Barry White, 'Oliver' the Musical	**Glockenspiel 1:** **Focus Music:** Learning to play Portsmouth, Strictly D, Play Your Music, Drive **Composers/Artists:** Charanga compositions learning to play the notes C, D, E and F	**Three Little Birds:** **Focus Music:** Reggae **Composers/Artists:** Bob Marley, Amy Winehouse	**The Dragon Song:** **Focus Music:** Folk Tunes **Composers/Artists:** Chinese Folk Music, a Hindu song, a Turkish traditional tune, Drum Dance from Polynesia, Zebaidir song from Sudan	**Bringing Us Together:** **Focus Music:** Disco **Composers/Artists:** Bringing Us Together, Good Times, Ain't Nobody, We Are Family, Ain't No Stopping Us Now, Car Wash	**Reflect, Rewind, Replay:** **Focus Music:** Classical **Composers/Artists:** Medieval Music, Baroque, Haydn, Liszt, Debussy, Kenny Wheeler
PE	**Swimming:** **Skill Focus:** Swim 25m & Stroke development. **Competition:** Swim awards					**Dance – Matilda:** **Focus:** Using a prop & working towards a performance.
	Outdoor and Adventurous Activities:	**Gymnastics:** **Focus:** Balances & rolling	**Personal Best:** **Focus:** The Great 8 Fundamental Movement Skills	**Football:** **Focus:** Send and Receive a ball,	**Tennis:** **Focus:** Forehand hitting, serve, & basic rules	**Athletics:** **Focus:** Hurdles, Javelin & Skipping.

	Focus: To lead and be led.		**Competition:** Class spirit scoring, PB &SSP Festival	maintain possession & basic rules.		**Competition:** Spirit scoring, PB & Sports Day
	The School Games Values of **honesty, determination, teamwork, self-belief, passion and respect** underpin our curriculum offering. Within each unit of work the children will develop their understanding of a key value and use the values to participate in positive competitive experiences against themselves or others.					
PSHE (Jigsaw)	**Being Me in My World:** • Setting personal goals • Self-identity and self-worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives	**Celebrating Difference:** • Families and their • differences • Family conflict • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments	**Dreams and Goals:** • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting	**Healthy Me:** • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off line • Respect for myself and others • Healthy and safe choices	**Relationships:** • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to • help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends	**Changes:** • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition
Curriculum Enrichment	• Pantomime Trip (English – Fractured Tales – Autumn 2) • After school Sports Club (Autumn 2)		• MAD Museum (Science – Forces and Magnets – Spring 1) • Synagogue (RE) • Local Walk (Geography – Spring 2)		• Compton Verney – (History – Stone Age – Summer 2) • Church Visit linked to RE • After school Sports Club (Summer 1)	
Whole School Events	• School Induction Programme • Anti-Bullying Week • Book Fair • Parent Consultations & SEND Reviews • Harvest Festival • Remembrance Day/Poppy Appeal • Christmas Church Service • Christmas Carol Service		• Online Safety Day • Health Week • British Science Week • Easter Church Service • Parent Consultations & SEND Reviews • World Book Day • Red Nose Day • Speak Out, Stay Safe (NSPCC)		• Sports Day • Open Evening • Y6 Church Leavers' Service and Diocesan Leavers' Service • Summer Reading Challenge • Transition	

	• Christmas Chronicle Competition • School Council Elections • Online Safety Group Elections • Eco-Group Elections	• Easter Church Service • Marie Curie Daffodil Appeal	