



**Year 3 - Curriculum Skills Overview 2022-2023**



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Art</b>	Celtic knots Design and make forms in 3 dimensions. Understand how to finish and present their work to a good standard	Roman mosaics Use printing (mono printing, block printing. Applying technical skills to improve the quality of work.		Batik with designs inspired from our trip to Wisley Gardens. Understand how to finish and present their work to a good standard		
<b>Computing</b>	<b>Computing systems and networks 1: Networks and the internet</b>  <b>Online safety</b>	<b>Programming: Scratch</b>  <b>Online safety</b>	<b>Computing systems and networks 2: Emailing</b>  <b>Online safety</b>	<b>Computing systems and networks 3: Journey inside a computer</b>  <b>Online safety</b>	<b>Creating media: Video trailers (Previously called 'Digital literacy')</b>  <b>Online safety</b>	<b>Data handling: Comparison cards databases</b>  <b>Online safety</b>
<b>Dance, Gymnastics and Fitness</b>	<b>Gymnastics</b> Shapes- Explore matching and contrasting shapes  Balances- Explore point and patch balances and transition smoothly into and out of them.  Jumps- Develop stepping into shape jumps with control.  Rolls- Develop the straight, barrel, and forward roll.	<b>Fitness</b> Agility-Show balance when changing direction.  Balances- Explore more complex activities which challenge balance.  Coordination- Can coordinate their bodies with increased consistency in a variety of activities  Speed-Explore sprinting technique	<b>Dance</b> Actions- Create actions in response to a stimulus individually and Space- Use directions to transition between formations.  Dynamics -Use dynamics effectively to express an idea.  Relationships- Develop an understanding of formations.  Performance- Perform	<b>Gymnastics</b> Shapes- Explore matching and contrasting shapes  Balances- Explore point and patch balances and transition smoothly into and out of them.  Jumps- Develop stepping into shape jumps with control.  Rolls- Develop the straight, barrel, and forward roll.	<b>Dance</b> Actions- Create actions in response to a stimulus individually and Space- Use directions to transition between formations.  Dynamics -Use dynamics effectively to express an idea.  Relationships- Develop an understanding of formations.  Performance- Perform	<b>Yoga</b> Demonstrate Increased control when in poses explore control in paired poses.  Flexibility -Explore poses and movement in relation to their breath.  Strength- Explore arm balances with some control.  Mindfulness

		<p>Strength -Explore building strength in different muscle groups.</p> <p>Stamina- Explore using their breath to increase their ability to work for longer periods of time.</p>	<p>short, self-choreographed phrases showing and awareness of timing.</p>		<p>short, self-choreographed phrases showing and awareness of timing.</p>	<p>Develop their ability to stay still and keep their focus.</p>
<b>D.T</b>		Mosaic picture frames	Clay dragons		Cooking- Bread rolls	Cooking- Fruit kebabs
<b>English</b>	<p><b>Mr Men stories</b> Character description</p> <p>Story telling with dialogue</p>	<p><b>Escape from Pompeii</b> Newspaper article</p> <p>Chronological reports</p>	<p><b>George and the Dragon</b> Non Chronological reports</p> <p>Legend stories</p>	<p><b>Natural Wonders of the World</b> Letter writing</p> <p>Story writing</p>	<p><b>The Lion, the Witch and the Wardrobe</b> Diary writing</p> <p>Adventure story</p>	<p><b>Tuesday</b> Sequels</p> <p>Poetry</p>
<b>French</b>	<p><b>J'apprends le français</b></p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> <li>• Pinpoint France on a map of the world</li> <li>• Highlight other famous French cities</li> <li>• Talk about other countries where French is spoken</li> <li>• Say their name and how they are feeling in</li> </ul>	<p><b>Les Animaux</b></p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> <li>• Remember all the language from unit 1</li> <li>• Be introduced to ten animals in French</li> <li>• Match all the new French words to the appropriate picture</li> <li>• Remember the words for at least</li> </ul>	<p><b>Les Fruits</b></p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they</li> </ul>	<p><b>Les Légumes</b></p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 vegetables in French.</li> <li>• Attempt to spell some of these nouns (including the correct article)</li> <li>• Learn simple vocabulary to facilitate a role play</li> </ul>	<p><b>Petit Chaperon Rouge</b></p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>• Name and spell at</li> </ul>	<p><b>Les instruments</b></p> <p>In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.</li> <li>• Understand articles/determiners better and that the definite article/determiner 'the' has a plural form</li> </ul>

	<p>French</p> <ul style="list-style-type: none"> <li>Count to ten in French</li> </ul>	<p>five animals in French unaided</p> <ul style="list-style-type: none"> <li>Attempt to spell at least three animals correctly in French</li> </ul>	<p>like and dislike.</p>	<p>about buying vegetables from a market stall.</p> <ul style="list-style-type: none"> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<p>least three parts of the body in French as seen in the story.</p>	<p>in French.</p> <ul style="list-style-type: none"> <li>Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</li> </ul>
<p><b>Outdoor Sports and OAA</b></p>	<p><b>Football</b></p> <p>Sending &amp; receiving- Explore S&amp;R abiding by the rules of the game.</p> <p>Dribbling- Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Defending- Track opponents to limit their scoring opportunities</p> <p>Space-Develop moving with a ball towards goal with some control</p>	<p><b>Netball</b></p> <p>Sending-Send a ball accuracy and with increasing consistency to a target</p> <p>Catching-Catch a range of objects with increasing consistency.</p> <p>Tracking-Track a ball not sent directly</p>	<p><b>OAA</b></p> <p>Problem Solving- Can plan and implement strategies to solve problems</p> <p>Navigational Skills - Developing map reading skills</p> <p>Communication- Can follow and give instructions and are accepting of other people's ideas</p> <p>Reflection-Can reflect on when and why they were successful at solving challenges</p>	<p><b>Tennis</b></p> <p>Shots-Explore returning a ball using shots such as the forehand and backhand</p> <p>Serving- Explore serving with an underarm serve.</p> <p>Rallying- Explore rallying with a forehand</p> <p>Footwork-Consistently use and return to the Ready position</p>	<p><b>Athletics</b></p> <p>Running-Develop the sprinting technique and apply it to relay events.</p> <p>Jumping-Develop technique when jumping for distance in a range of approaches and take of</p> <p>Throwing- Explore the technique for a pull throw.</p>	<p><b>Cricket</b></p> <p>Striking- Begin to strike a ball using different equipment.</p> <p>Fielding- Explore bowling and fielding skills to include a two-handed pick up and Long and Short Barriers</p> <p>Throwing- Use overarm and underarm throwing in game situations</p> <p>Catching-Catch with some consistency in game situations.</p>
<p><b>Geography</b></p>	<p>The Celts: Hillforts and living in the roundhouse</p>	<p>Rome- Where is it?</p> <p>Mount Vesuvius</p>	<p>Looking at a world map</p> <p>Wonders of the</p>	<p>Wonders of the world: Paricutin volcano Victoria falls</p>		

	<p>The Romans: How did they come to the UK? Why? When?</p> <p>Understand how some geographical features have changed over time.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps and plans.</p>	<p>Italian lakes and rivers (River Tiber).</p> <p>Other Cities in Italy- research and present.</p> <p>Name and locate countries, cities and main geographical regions of the UK (link to Romans)</p> <p>Understand how land use changes over time</p>	<p>world: Grand Canyon Great Barrier Reef Mount Everest Harbour at Rio Northern Lights</p> <p>Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns</p> <p>Learn the eight points of a compass.</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries</p>		
<b>History</b>	<p>The Romans and Celts:</p> <p>Use subject related vocabulary</p> <p>Use dates to place events, artefacts and historical figures on a timeline.</p> <p>Study two different accounts of the same event, exploring similarities and differences.</p> <p>Refer to more than one source of evidence for more accurate understanding of</p>	<p>Rome and Roman entertainment:</p> <p>Use subject related vocabulary</p> <p>Describe features of period studied e.g. clothes, beliefs, homes, attitudes.</p> <p>I can describe similarities and differences between people, events and objects over time.</p>			<p>The Vikings:</p> <p>Use subject related vocabulary</p> <p>Asking historical questions and using research to answer questions.</p> <p>I can describe similarities and differences between people, events and objects over time.</p>	

	<p>events.</p> <p>Describe features of period studied e.g. clothes, beliefs, homes, attitudes.</p>					
<b>Maths</b>	Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Money Statistics	Length and perimeter Fractions	Fractions Time	Properties of shape Mass and capacity
<b>Music</b>	<b>Let Your Spirit Fly</b> Rnb and other styles	<b>Glockenspiel Stage 1</b> Exploring and developing playing skills	<b>Three Little Birds</b> Reggae	<b>The Dragon Song</b> Music from around the world, celebrating our differences and being kind to one another	<b>Bringing us together</b> Disco Disco, friendship, hope and unity	<b>Reflect, rewind and replay</b> Classical The history of music
<b>PSHE</b>	<b>Family and relationships</b> Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	<b>Health and wellbeing</b> Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	<b>Safety and the changing body</b> Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence	<b>Citizenship</b> Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	<b>Economic wellbeing</b> Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers	<b>Transition lesson</b> Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this
<b>R.E</b>	<b>Christianity:</b> How does the Bible reveal God's plan? <b>FAITH</b>	<b>Christianity:</b> What might Jesus think of Christmas?	<b>Christianity:</b> How did Jesus change lives?	<b>Christianity:</b> What happened during Holy Week?	<b>Christianity:</b> Why do Christians share communion?	<b>Christianity:</b> Is Christian worship the same all around

	<p><b>DAY</b></p> <p><b>Christianity:</b> What do Christians believe God is like?</p> <p><b>Reflecting</b> on questions such as ‘What do I think God is like?’</p> <p><b>Empathising</b> by consider questions such as ‘What is it like to forgive and be forgiven?’</p> <p><b>Investigating</b> artefacts / art / story / text to find out what Christians believe God is like</p>	<p><b>Interpreting</b> the meaning and significance of Christmas for Christians</p> <p><b>Synthesising</b> by making links between aspects of their learning and what Christians believe about why Jesus came</p> <p><b>Applying &amp; Expressing</b> by translating ideas into practical actions</p>	<p><b>FAITH DAY</b></p> <p><b>Judaism:</b> What are important times for Jews?</p> <p><b>Reflecting</b> on the importance of family life for Jewish communities</p> <p><b>Empathising</b> by considering the thoughts, feelings, experiences, attitudes, beliefs and values of Jewish families</p> <p><b>Investigating</b> by asking relevant questions about Jewish ways of life</p>	<p><b>Evaluating</b> by identifying what influences and inspires them</p> <p><b>Synthesising</b> by making links between the Last Supper and Passover</p> <p><b>Analysing</b> the links between the Jewish Passover and the Last Supper</p>	<p><b>Synthesising</b> by making links between Christian beliefs and practices</p> <p><b>Expressing</b> by showing their understanding of love and forgiveness reflected in the communion service using their creativity</p> <p><b>Christianity:</b> How did the church begin?</p> <p><b>Reflecting</b> on feelings and experiences of the apostles</p> <p><b>Empathising</b> by considering how the Apostles overcame fear</p> <p><b>Investigating</b> by exploring Biblical accounts</p>	<p>the world?</p> <p><b>FAITH DAY</b></p> <p><b>Applying</b> by considering the impact of persecution for individuals and communities</p> <p><b>Synthesising</b> by finding common features of Christian belief expressed in worship.</p> <p><b>Expressing</b> by or gathering their findings into a presentation</p>
<p><b>Science</b></p>	<p><b>Magnets</b></p> <p>Compare how things move on different surfaces. Observe how magnets attract or repel. Plan and carry out an investigation to test whether different materials are</p>	<p><b>Forces</b></p> <p>Investigate springs.</p>	<p><b>Rocks</b></p> <p>Describe and compare rocks How and why rocks change over time Permeability of rocks Fossils – How they are formed Looking at the layers of soil</p>	<p><b>Animals</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.</p>	<p><b>Light</b></p> <p>Know that light is needed in order to see things. Identify different light sources.  Recognise that light from the sun can be dangerous and that there are ways to</p>	<p><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Explore the</p>

	magnetic.			Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<p>protect their eyes.</p> <p>Investigate whether materials are opaque, translucent or transparent.</p> <p>Investigate how light travels and find patterns in the way that the size of shadows change.</p>	<p>requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<b>Swimming</b>					<p>Strokes-Explore technique for specific strokes to include head above water, breaststroke, backstroke and front crawl</p> <p>Breathing- Begin to explore front crawl breathing technique</p> <p>Water Safety - Explore techniques for personal survival</p>	<p>Strokes-Explore technique for specific strokes to include head above water, breaststroke, backstroke and front crawl</p> <p>Breathing- Begin to explore front crawl breathing technique</p> <p>Water Safety - Explore techniques for personal survival</p>

					to include survival strokes such as sculling and treading water.	to include survival strokes such as sculling and treading water.
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