

Year 3 Curriculum Overview Year

Year 2023 - 2024	Autumn Term		Spring Term		Summer Term	
CUSP Reading	<ul style="list-style-type: none"> • Greta and the Giants Block 1 • Pebble in my Pocket Blocks 2,3 	<ul style="list-style-type: none"> • Leon and the Place Between Blocks 4,5 • 'Twas the Night before Christmas Anon Block 6 	<ul style="list-style-type: none"> • Sam Wu is Not Afraid of the Dark Blocks 7, 8, 9 	<ul style="list-style-type: none"> • Operation Gadgetman (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12 	<ul style="list-style-type: none"> • Dancing Bear Blocks 13, 14, 15 	<ul style="list-style-type: none"> • The Magician's Nephew Blocks 16, 17, 18
CUSP Writing Introduce = Block A Revisit = (Block B)	<ul style="list-style-type: none"> • Strong Start Sentence Composition • Poetry on a theme (emotions) A • First person narrative descriptions A • Non-chronological reports A 	<ul style="list-style-type: none"> • Strong Start Sentence Composition • Formal letters to complain A • Dialogue through narrative (historical stories) A • Performance poetry (including poetry from other cultures A 	<ul style="list-style-type: none"> • Third person narrative (animal stories) A • Non-chronological reports B • Advanced instructional writing A 	<ul style="list-style-type: none"> • Advanced instructional writing A (cont'd) • Strong Start Sentence Composition • First person narrative descriptions B • Performance poetry (including poetry from other cultures) B (Enrichment) 	<ul style="list-style-type: none"> • Third person narrative (animal stories) B • Strong Start Sentence Composition • Formal letters to complain B 	<ul style="list-style-type: none"> • Dialogue through narrative (historical) B • Poetry on a theme (emotions) B (Enrichment) • Advanced instructional writing B

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<p>CUSP Grammar</p>	<ul style="list-style-type: none"> • First person perspective • Adjectives to modify nouns. • Expanded noun phrases • Adverbs to modify verbs • Coordinating conjunctions • Pronouns 	<ul style="list-style-type: none"> • Subordinating conjunctions • Simple past tense 	<ul style="list-style-type: none"> • Simple past tense • Fronted adverbials • Expanded noun phrase • Pronouns • Conjunctions • Adverbials of time • Adverbials of manner • Imperative verbs 	<ul style="list-style-type: none"> • Adverbials of time • Adverbials of manner • Imperative verbs • First person perspective • Expanded noun phrase • Adverbials • Coordinating conjunction 	<ul style="list-style-type: none"> • Third person perspective • Simple past tense • Expanded noun phrase • Coordinating, subordinating and correlative conjunctions 	<ul style="list-style-type: none"> • Third person perspective • Simple past tense • Adverbials of time • Adverbials of manner • Imperative verbs
<p>CUSP Spelling</p>	<ul style="list-style-type: none"> • KS1 Common exception words revisited. • Adding _es to nouns ending in _y. 	<ul style="list-style-type: none"> • Adding the endings _ing, _ed, _er, _est and _y to words ending in _e with a consonant before 	<ul style="list-style-type: none"> • Contractions • Rare Graphemephoneme correspondences (GPCs) 	<ul style="list-style-type: none"> • Yr3/4 statutory word list • Adding suffixes beginning with vowel 	<ul style="list-style-type: none"> • Homophones • Prefixes – un_ (revisited), dis_, mis_, in_, il_, im_, ir_. 	<ul style="list-style-type: none"> • The suffix _ation • The suffix _ly • The /ʌ/ sound spelt ou

	<p>Adding _ed, -ing, _er and _est to a root word ending in _y with a consonant before it.</p>	<p>it and to words of on syllable ending in a single consonant letter after a single vowel letter.</p> <ul style="list-style-type: none"> • Homophones and near homophones revisited. • The suffixes _ment, _ness, _ful, _less and _ly. 	<ul style="list-style-type: none"> • Words ending in _tion 	<p>letters to words of more than one syllable The /l/ sound spelt y elsewhere than at the end of words</p>		
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Mathematics White Rose	White Rose Maths <ul style="list-style-type: none"> ● Number and place value ● Addition and subtraction 	White Rose Maths <ul style="list-style-type: none"> ● Addition and subtraction ● Multiplication and division 	White Rose Maths <ul style="list-style-type: none"> ● Multiplication and division ● Measurement -Length and perimeter 	White Rose Maths <ul style="list-style-type: none"> ● Fractions ● Measurement – Mass and capacity 	White Rose Maths <ul style="list-style-type: none"> ● Fractions ● Measurement - Money ● Measurement – Time 	White Rose Maths <ul style="list-style-type: none"> ● Properties of shapes ● Statistics
Science CUSP	Rocks <ul style="list-style-type: none"> - How are rocks formed? - What types of ricks are there? - Can rocks change? - How can we test a rock to see if it is limestone or chalk? - Is soil just dirt? What makes soil? - How are fossils formed? 	Animals, including humans <ul style="list-style-type: none"> - What effect does the food we eat have? - Where is my skeleton and what does it do? - Where are my muscles and what do they do? 	Forces and magnets <ul style="list-style-type: none"> - What are contact forces? - How do surfaces affect the motion of an object? - How does friction affect moving objects? - What is a non-contact force? How is this different to contact force? - How do magnets attract and repel? - Which materials are magnetic? 	Plants <ul style="list-style-type: none"> - What are the parts of a flowering plant? What do they do? - Do all plants need the same things to thrive and grow? - How do leaves make food for the plant? 	Plants <ul style="list-style-type: none"> - How does water move through a plant? - What do flowers do? - What is pollination? 	Light <ul style="list-style-type: none"> - Do we need light to see things? - How are shadows formed? What happens to the size of a shadow when the object moves closer to, or away from, the light source?
Theme(s)	Stone Age Bronze Age Iron Age KNOWLEDGE COMMUNITY		Local and UK Geography		Rome and its impact on Britain INVASION CIVILISATION	

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	Settlement, Belief, Conflict, Trade, Trade routes			Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion
History CUSP	<p>Study changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> - What were the three ages of stone? - What were the Palaeolithic times like? How do we know? - What were the Mesolithic times like? How do we know? - What were the Neolithic times like? How do we know? - When was the Bronze Age? What was the Bronze Age like? How do we know? - How was the Bronze Age different to the Stone Age? - When was the Iron Age? What was the Iron Age like? How do we know? - What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age? 	Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	<p>Study the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> - Who were the Romans? - What was it like to live in Rome? - Remember the Celtic people: What was it like to live during the Iron Age? - When did the Romans invade Britain? - Who resisted the Roman invasion? - Technology: How did Britain change under Roman Rule? - Belief: How did Britain change under Roman rule? - What was the impact of the Roman Empire on Britain?

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<p>Geography CUSP</p>	<p>Human geography (+ revisit module)</p> <p>HUMAN AND PHYSICAL GEOGRAPHY Location, Culture Connection, Interdependence</p> <p>Physical geography (+ revisit module)</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p>	<p>UK Study</p> <p>LOCATIONAL KNOWLEDGE Location, Order Environment, Region Landscape</p> <p>Study counties and regions of the United Kingdom</p> <p>- What are the regions and</p>			<p>OS maps and scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity</p> <p>Year 3 Geography – OS Map skills and fieldwork (Summer Term)</p>
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	<p style="text-align: center;"> Location, Connection Process</p> <p>Y3 Study KS2 Fieldwork and Map Skills 3 weeks</p> <p>Map and fieldwork skills Understand and read maps, aerial photographs or sketch maps. Use a compass, atlas or globe. Identify human and physical feature</p> <ul style="list-style-type: none"> - What are the 8 compass points? - Where are the physical and human features located in this place? - What physical features can you identify in the U.K.? 	<p>counties in the UK? - Name and locate cities and counties of the UK. - Identify geographical regions by physical and human landmarks of - Scotland and England. - Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. - What are the topological patterns of the UK? What can I see here?</p> <p>- Summarise, present and explain regions, counties, cities and landmarks of the UK.</p>			<ul style="list-style-type: none"> - What is an Ordnance Survey (OS) map? - How does scale change the way we describe a place? - What's the area like just beyond the school? - What's the area like just beyond our region?
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<p>Art and Design CUSP</p>	<p>Drawing and Painting (linked to out Stone Age theme – cave art)</p> <p>Pupils will know: - There are lines and patterns in natural objects - A range of effects can be made with paint</p> <p>Pupils will be able to:</p>	<p>Printmaking (linked to science Rocks – print on different surfaces)</p> <p>Pupils will know: - How to use a printing slab and roller - How to create different printing blocks</p>	<p>Textiles and Collage (Make a story quilt)</p> <p>Pupils will know: - A mandala means circle in Sanskrit Mandalas are designs used in Hinduism and Buddhism - Quilting is a way of conveying a message</p> <p>Pupils will be able to:</p>	<p>3D (Insect sculpture)</p> <p>Pupils will know: - Relief work is a sculptural technique where parts of a sculpture remain attached to a surface - Sculptures can be any size and created with a wide range of materials</p>	<p>Painting (create a negative space using paint)</p> <p>Pupils will know: - Backgrounds can be painted for effect - Negative space is the area behind and around the main focus of the painting</p>	<p>Creative Response (whole school collaborative art work)</p> <p>Pupils will know: - There are a series of steps in the creative process</p> <p>Pupils will be able to: - Use knowledge of techniques and skills to</p>
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	<p>- Identify lines and patterns in nature (rocks and fossils) - Use a range of specific painting techniques</p>	<p>Pupils will be able to: - Make a variety of printed marks including: • mono printing • block printing</p>	<p>- Create collaged patterns within concentric circles - Tell a story using textiles and collage</p>	<p>When displayed, they are called an installation</p> <p>Pupils will be able to: - Produce relief work, placing objects into gesso. - Make an insect installation using wire to create structure and form</p>	<p>Pupils will be able to: - Use a range of techniques to create backgrounds for effect - Paint backgrounds that create a negative space</p>	<p>make creative choices using painting and printmaking</p>
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<p>Design and Technology CUSP</p>	<p>Textiles (create a fabric box)</p> <p>Pupils will know: - Fabric can be stiffened - Stiffened fabric can hold a form</p> <p>Pupils will be able to: - Select and apply solutions to stiffen fabric - Make a box using stiffened fabric</p>	<p>Food and nutrition (make food from scratch)</p> <p>Pupils will know: - What is meant by the term balanced - Why fresh foods are better</p> <p>Pupils will be able to: - Make a fruit and yoghurt dessert - Make homemade chips Flavour foods to increase their sensory qualities</p>	<p>Mechanism (linked to science forces, linked to Roman tech)</p> <p>Pupils will know: - Types of levers and linkages - Key terminology relating to levers and linkages - How levers and linkages can change the direction of movement</p> <p>Pupils will be able to: - Design and make simplistic lever and linkage products - Evaluate the success of their outcomes and recommend improvements</p>	<p>Food and nutrition (exciting veg)</p> <p>Pupils will know: - How food can help their body and mind - How to prepare and cook a range of vegetables</p> <p>Pupils will be able to: - Peel and grate a range of vegetables - Add flavour and texture to foods</p>	<p>Systems (energy and design)</p> <p>Pupils will know: - Different types of energy - Why designers need to carefully consider energy sources</p> <p>Pupils will be able to: - Identify how things are powered - Suggest appropriate energy sources for design problems</p>	<p>Structures (make a bridge)</p> <p>Pupils will know: - Bridges are structures that allow people and vehicles to cross over an open space - Towers, piers and arches provide strength to a bridge</p> <p>Pupils will be able to: - Design and build a beam bridge that can hold the weight of 100 pennies - Identify and name parts of a bridge</p>
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<p>Music CUSP</p>	<p>Singing in rounds</p>	<p>Untuned Percussion</p>	<p>The history of singing</p>	<p>Musical notation</p>	<p>Composition</p>	<p>Introducing timbre</p>
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PSHE/ RSHE	Relationships	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	RSHE
	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	How can we keep our bodies healthy? Why should we eat well and look after our teeth? Why should we keep active and sleep well?	Relationships, Sex and Health Education
Computing	Folders and Word Privacy and security Self-image and identity		Unplugged games Online relationships		Unplugged board games Databases and Microsoft Word	
Modern Foreign Language	BSL		BSL		BSL	

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						singing, playing and improvising
PE Get Set 4 PE	OAA Swimming/Tennis		Gymnastics Swimming /Basketball		Athletics/Rounders Team Work	
RE	Hinduism – Hindu beliefs KQ: How is Brahman expressed through the celebration of Divali?	Christianity KQ: How do people express commitment to a religion in different ways?	BUDDHISM THE LIFE OF THE BUDDHA KQ: Is it possible for everybody to be happy all of the time.	CHRISTIANITY KQ: what is 'good' about Good Friday?	ISLAM KQ: What do Muslims believe about God?	HINDUISM – PILGRIMAGE TO THE RIVER GANGES