






Saxon Way Primary School – Year 3 Curriculum Overview

| | Year 3 Group: Darwin and Pankhurst | | | | | |
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| | AUTUMN | | SPRING | | SUMMER | |
| | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| TOPIC TITLE | Twisted Tales and Tombs  Egyptians The Egyptians | Where Does Light Come From?  On-line Safetv Light and Dark | What Lies Beneath  Rocks and French Rocks and Fossils | Amazing Ages (Stone Age through to Iron Age)  Stone Age and Forces |  Plants | GAF |
| | 6 weeks 4 days | 7 weeks | 5 weeks 4 days | 6 weeks | 6 weeks | 7 weeks days |
| SUBJECT | | | | | | |
| ENGLISH/ CURRICULUM TEXT | <ul style="list-style-type: none"> • Cinderella (traditional tale) • The Egyptian Cinderella by Shirley Climo (fiction) Plus: <ul style="list-style-type: none"> • Prince Cinders • Secrets of a Sun King (Fiction) • The Story of Tutankhamun (non-fiction) • There's a Pharoah in our Bath! By Jeremy Strong.(fiction) • I Was There . . . Tutankhamun's Tomb by Sue Reid (fiction) • Meet the Ancient Egyptians by James Davies (non-fiction) | <ul style="list-style-type: none"> • How the Stars Came to Be by Poonam Mistry Plus: <ul style="list-style-type: none"> • The King Who Banned Dark by Emily Haworth-Booth • The Boy Who Turned off the Sun by Paul Brown • A Christmas Carol by Charles Dickens • The Polar Express | <ul style="list-style-type: none"> • The Life Story of Mary Anning – different authors • The life of Mary Anning (non-fiction) Plus: <ul style="list-style-type: none"> • The Rock Factory by Jacqui Bailey (non-fiction) • The Street Beneath my Feet by Charlotte Guillian (non-fiction) | <ul style="list-style-type: none"> • UG Boy Genius of the Stone Age by Raymond Briggs (fiction) Plus: <ul style="list-style-type: none"> • The Iron Man by Ted Hughes • The Boy with the Bronze Axe by Kathleen Fidler (fiction) • The History Detective Investigates – Stone Age to Iron Age by Clare Hibbert (non-fiction) | <ul style="list-style-type: none"> • The Green Ship by Quentin Blake (POR) Plus: <ul style="list-style-type: none"> • By Ash, Oak and Thorn by Melissa Harrison • Toby Alone by Timothee de Fombelle (Both Adventure chapter books about 'little people' like The Borrowers) <ul style="list-style-type: none"> • The Last Tree by Emily Haworth-Booth • The Girl Who Talked to Trees • Wangari's Trees of Peace • | Roald Dahl texts |

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| <p>ENGLISH</p> <p>ICT APP: Book Creator Keynote Word</p> | <ul style="list-style-type: none"> • Sentence structure • Grammar Focus – • Understand vowel and consonant, determiners with a/an use • Use of description • Introduce paragraphs • Dictation short phrases • Use co-ordinating conjunctions | <ul style="list-style-type: none"> • Story structure • Similes and metaphors • Dictation short phrases • Information text • Headings and sub-headings • Use co-ordinating conjunctions (so when, before, after while, because) • Suffixes – use -ly • Homophones | <ul style="list-style-type: none"> • Information text • Headings and sub-headings • Write from memory simple sentences dictated by the teacher • Prefixes un, dis, re, pre mis • Introduce direct speech | <ul style="list-style-type: none"> • Draft and write narratives • Create settings, characters and plots • Rhetorical questions • Onomatopoeia • Comparative language • Idioms (simple) • poetry | <ul style="list-style-type: none"> • Instruction text • reports • Extended writing • Persuasive writing • Sub ordinating phrases • Fronted adverbials • Adverbials • Technical vocabulary | <ul style="list-style-type: none"> • Play scripts • Fact files • Narratives • Grammar consolidation |
| <p>MATHS</p> <p>ICT APP: Numbers</p> | <p>Place Value Represent and partition numbers to 1,000; Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Word problems</p> | <p>Addition and Subtraction +/- numbers mentally incl. 3dn and ones; 3dn and tens; 3dn and hundreds +/- numbers with up to 3 digits Estimate calculation Missing numbers Statistics and data KPIs</p> <p>Multiplication and Division Count in steps of 2,3 and 5 Recall multiplication and division facts for 2,5 and 10 times tables Odd and even Count in multiples of 4.8,50 and 100</p> | <p>Multiplication and Division Count in steps of 2,3 and 5 Recall multiplication and division facts for 2,5 and 10 times tables Odd and even Count in multiples of 4.8,50 and 100 Write and calculate mathematical statements for division and multiplication Problem solving</p> <p>Statistics Solve one-step and two-step questions using information presented in scaled</p> | <p>Number: Place Value and 4 ops. Commutative understanding Problem solving using all four operations Reasoning Measurement – Money +/- amounts of money in practical contexts Solve missing number problems Use inverse to check calculations</p> <p>Measurement – length and perimeter</p> | <p>Measurement – Time Tell and write the time on an analogue clock using Roman Numerals 12 and 24 hour clock</p> <p>Mass & Capacity Measurement – mass and capacity Measure and compare +/- mass (kg/g) volume/capacity (l/ml) Use inverse to check calculation.</p> | <p>Addition and Subtraction +/- numbers mentally incl. 3dn and ones; 3dn and tens; 3dn and hundreds +/- numbers with up to 3 digits Estimate calculation Missing numbers Statistics and data KPIs</p> <p>Fractions Count up and down in 10ths Recognise 10ths arise from dividing an object into 10 equal parts Recognise and write fractions of a</p> |

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| | | <p>Write and calculate mathematical statements for division and multiplication Problem solving</p> <p>Measurement – Time Tell and write the time on an analogue clock Estimate and read to the nearest minute Record and compare times Know number of seconds in a minute; and the number of days in a month etc. Compare duration of time Problem solving</p> | bar charts and pictograms and tables. | Measure, compare, +/- lengths (m/cm/mm) | | <p>discrete set of objects Unit fractions with small denominations Problem solving and reasoning +/- fractions with same denominator within one whole Compare and order fractions with the same denominator</p> |
| <p>SCIENCE</p> <p><u>ICT APP:</u> Book Creator Popplet – mind map and time lines</p> | <p>Working Scientifically</p> <p>Biology, animals Including Humans Nutrition skeleton and muscles</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition and they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for | <p>Working Scientifically</p> <p>Light and dark</p> <ul style="list-style-type: none"> Identify light sources, incl' sun and stars. Recognise that they need light in order to see things, and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that | <p>Working Scientifically</p> <p>Rocks and fossils</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. | <p>Working Scientifically</p> <p>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some | <p>Working Scientifically</p> <p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow), and how they | <p>Scientific investigation</p> <p>See Brain Academy Science Mission Miles (Stem Room)</p> |

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| | support, protection and movement. | there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object, (Incl' what happens during an eclipse). • Find patterns in the way that the size of shadows changes. | • Recognise that soils are made from rocks and organic matter. | materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. | vary from plant to plant. Incl' plants in difficult habitats. Link to focus book through settings for an adventure. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | |
| HISTORY/ GEOGRAPHY | HISTORY Egyptians Chronological Understanding <ul style="list-style-type: none"> Use timelines to place events in order Understand timeline can be divided into BC and AD Knowledge and understanding of past events, people and changes in the past <ul style="list-style-type: none"> Use evidence to describe the past: houses and settlements; cultures and leisure activities; | GEOGRAPHY Locational Knowledge <ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features Name and locate the cities in the UK Explain about the weather conditions/patterns around the UK and parts of Europe HISTORY | GEOGRAPHY/ HISTORY Volcanoes Earthquakes Link with Science <ul style="list-style-type: none"> Look at the composition of the earth and find out how and why earthquakes occur. Ask and respond to geographical questions Analyse evidence and draw | HISTORY Late Neolithic Chronological and Bronze Age and Iron Age Understanding <ul style="list-style-type: none"> Use timelines to place events in order Knowledge and understanding of past events, people and changes in the past <ul style="list-style-type: none"> Use evidence to describe the past: homes and settlements; | GEOGRAPHY/ HISTORY Changing landscapes and Local History Study – Upnor Castle and Rochester Castle. Why do landscapes change? Geography links: Place Knowledge <ul style="list-style-type: none"> Understand why there are similarities and differences between places | HISTORY Human and Physical Geography <ul style="list-style-type: none"> Identify physical and human features of the locality |

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| | <p>clothes; way of life and actions of people</p> <ul style="list-style-type: none"> • Buildings and their uses • People's beliefs and attitudes • Things of importance to people • Differences between rich and poor • Use evidence to find out how these things may have changed over time • Describe similarities and differences between people, events and objects <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use printed sources incl. artefacts etc to collect information about the past • Ask historical questions <p>Organisational and Communication</p> <ul style="list-style-type: none"> • Present findings about the past using speaking, writing ICT and drawing skills • Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes. | <p>Life in Victorian England – weather and Christmas celebrations.</p> <p>Compare and contrast Victorian Christmas V modern-day Christmas Including traditions etc</p> | <p>conclusions e.g. make comparisons between locations using different media</p> <ul style="list-style-type: none"> • Understand and use a widening range of geographical terms <p>HISTORY</p> <p>Brief history of the eruption at Pompeii and possible compare to Krakatoa, (1883 and 2020), as well as Eyjafjallajokull.</p> | <p>cultures and leisure activities; clothes; way of life and actions of people</p> <ul style="list-style-type: none"> • Buildings and their uses • Use evidence to find out how these things may have changed over time • Describe similarities and differences between people, events and objects <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use printed sources incl. artefacts etc to collect information about the past • Ask historical questions <p>Organisational and Communication</p> <ul style="list-style-type: none"> • Present findings about the past using speaking, writing ICT and drawing skills | <ul style="list-style-type: none"> • Develop an awareness of how places relate to each other • Recognise that different people hold different views about an issue and begin to understand some of the reasons why • analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures • Make detailed fieldwork sketches/diagrams • Use fieldwork instruments (camera, rain gauge) | |
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| | | | | <ul style="list-style-type: none"> • Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes. • for films, tv programmes etc • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures. | | |
| SIGNIFICANT PERSON | Howard Carter Emmeline Pankhurst | Brian Cox | Mary Anning Charles Darwin | Benjamin Franklin | Joseph Banks | |
| Art/DT <div> ICT APP: Digital Art Pic Collage Art Set </div> | ART/DT Experiment with different grades of pencil and other implements to create lines Observe and draw different fruits and vegetables, looking carefully at detail, such as colour, pattern and form. Food Art – You are what you eat. Look at the work of Guiseppe Arcimboldo. | ART/DT Colour Theory: Explore Black and white tones (main piece – landscape using black and white tones) DT Food – feasts Design, plan and prepare a meal to share | ART/DT Use different types of rocks to arrange into interesting sculptural forms – Andy Goldsworthy . <ul style="list-style-type: none"> • Describe their observations using artistic and sensory vocabulary | ART Colour Theory: Secondary Colours <ul style="list-style-type: none"> • Experiment and begin to demonstrate the different effects and textures including blocking in colour, washes, thickened paint | ART Explore Fabrics and Texture (main piece – 3D sculpturing using sewing skills) <ul style="list-style-type: none"> • Select techniques for purpose of task to demonstrate moods, feelings and movement | ART/DT 3D models <ul style="list-style-type: none"> • Scaled models of everyday objects, focus on size and proportion. • Using everyday objects to create |

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| | <p>Recreate a master or complete half of own face using food, (Link to Science – what food choices help to represent good health?)</p> <p>(use pictures or photographs of food if it is not appropriate to use real food)</p> <p>Sketch a self-portrait (link to fruit representation above)</p> | <p>Food and Nutrition (refer to Science Term 1)</p> <ul style="list-style-type: none"> Say what to do to be hygienic and safe begin to be able to read and understand food labels Measure and weigh ingredients appropriately <p>Design Process</p> <ul style="list-style-type: none"> Demonstrate that design meets requirements Complete a plan that shows the order and also what equipment and tools are needed Use tools and equipment accurately Investigate and analyse a range of existing products | <ul style="list-style-type: none"> Select techniques for purpose of task to demonstrate moods, feelings and movement <p>Use clay and tools to create texture and observe how materials change.</p> <p>(Make an erupting volcano).</p> | <p>and creating textural effects</p> <ul style="list-style-type: none"> Experiment with different grades of mixed media and other implements to achieve variations in tone. Introduce different types of brushes Mix and use tints and shades <p>Make a colour wheel</p> | <ul style="list-style-type: none"> Apply techniques such as tearing, overlapping and layering to create images and represent textures | <p>a Borrowers living space.</p> <p>Wire modelling</p> |
| COMPUTING | <p>Input and Output devices</p> <ul style="list-style-type: none"> Recognise familiar forms of input and output devices and how they are used | <p>Using Computers</p> <ul style="list-style-type: none"> With support select and use a variety of software to accomplish goals <p>Keyboard</p> | <p>Networks</p> <ul style="list-style-type: none"> Understand that computer networks enable the sharing of data and information. | <p>Net Searching</p> <ul style="list-style-type: none"> Use simple search technologies Use simple search technologies and | <p>Coding</p> <ul style="list-style-type: none"> Design, write and debug programs that control or simulate virtual events. | <p>Media presentation</p> <ul style="list-style-type: none"> Making of ‘documentaries’ on what we have learnt |

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| <p><u>ICT APP:</u></p> <p>Introduce:</p> <p>Book Creator</p> <p>Popplet P – mind map and time lines</p> <p>Keynote – word processing</p> <p>https://play.typeracer.com typing practice</p> | <ul style="list-style-type: none"> Make efficient use of familiar forms of input and output devices <p>Keyboard Introduce App Microsoft Programs</p> <p><u>E-safety awareness</u> -responsible adult</p> | <p>Introduce Apps Microsoft Programs</p> <p><u>E-safety awareness</u> – keeping information private and anonymous</p> | <ul style="list-style-type: none"> Understand that the internet is a large network of computers and that information can be shared between computers <p>Keyboard Introduce App Microsoft Programs</p> <p><u>E-Safety awareness</u> Using social media safely</p> | <p>recognise that some sources are more reliable than others.</p> <p>Keyboard Introduce Apps Microsoft Programs</p> <p><u>E-safety awareness</u> Using social media safely</p> | <ul style="list-style-type: none"> Use logical reasoning to explain how algorithms work. <p>Keyboard Introduce Apps Microsoft Programs</p> <p><u>E-safety awareness</u> Passwords anonymity Awareness of social interactivity Positive and negative impact</p> | <ul style="list-style-type: none"> Using stop frame to retell a simple story Use presentation media to show changes in childhood through social history. |
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| <div>R.E.</div> <div><div>ICT APP:</div><div>Book Creator</div><div>Pic Collage</div></div> | <div>Sikhism</div> <div>Guru Nanak Gurpur</div> <div><ul style="list-style-type: none">Retell stories linked to festivals and say why they are important to believersRecall and name some of the ways religions mark milestones of commitmentRetell and suggest the meanings of stories from sacred texts about people who encountered GodRecall and name some stories from the sacred texts that inspireDescribe what some believers say or do as they prayRecognise and identify some differences between religious festivals and other types of celebrationRecall and talk about some rules for living in religious traditions</div> | | <div>Lent (Christianity)</div> <div></div> <div><ul style="list-style-type: none">Retell stories linked to festivals and say why they are important to believersRecall and name some of the ways religions mark milestones of commitmentRetell and suggest the meanings of stories from sacred texts about people who encountered GodRecall and name some stories from the sacred texts that inspireDescribe what some believers say or do as they prayIdentify beliefs about GodRespond thoughtfully to examples of how praying helps religious believers</div> | | <div>Judaism</div> <div>Shavuot</div> <div><ul style="list-style-type: none">Retell stories linked to festivals and say why they are important to believersRecall and name some of the ways religions mark milestones of commitmentRetell and suggest the meanings of stories from sacred texts about people who encountered GodRecall and name some stories from the sacred texts that inspireDescribe what some believers say or do as they prayRecall and talk about some rules for living in religious traditionsSuggest some ideas about good ways to treat others arising from their learningFind out about at least two teachings from religions about how to live a good life</div> | |
| | <div>PE (indoor and outdoor)</div> | <div>Indoor: Dance. Weather</div> <div>To respond to different stimuli by being able to add drama and emotion to the dance; to create movements and actions forming longer sequences.</div> <div>Outdoor: Basketball</div> <div>The focus of the learning is to develop passing, moving and dribbling building up into mini games where pupils explore the</div> | <div>Indoor: Dance. Wild Animals</div> <div>To respond to different stimuli by being able to add drama and emotion to the dance; to create movements and actions forming longer sequences.</div> <div>Outdoor: Hockey</div> <div>The focus of the learning is to develop passing, receiving and dribbling to create space when attacking, building up into mini</div> | <div>Indoor: Gymnastics. Symmetry & Asymmetry</div> <div>The focus of the learning is for pupils' to complete their sequences. Pupils will start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their</div> | <div>Indoor: Adventure Activities. Problem Solving</div> <div>The focus of the learning is to look at what makes an effective team with the focus of learning is to look at what makes an effective team with the focus on communication and collaboration.</div> <div>Outdoor: Games. Tennis</div> | <div>Outdoor: Games. Cricket</div> <div>The focus of the learning is to - develop and understand of how, where and why we need to strike the ball to score runs. Pupils will continue to develop and understanding of how to outwit the fielding team by varying the speed</div> |

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| | transition between attack and defence. | games where pupils will explore the transition between attack and defence. | asymmetrical balance to end the sequence. Outdoor: Communication & Tactics The focus of the learning is to develop the skills required to make an effective team. The class will focus on collaboration and communication, enabling them to create simple tactics. | The focus of the learning is to introduce rackets. Pupils will learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot. | and direction they strike the ball. Games. Rounders The focus of the learning is to introduce ways of stopping the ball. Pupils will learn when, where and to they use a long barrier and how this can improve our fielding skills to keep the batter's score as low as possible. | accuracy and throwing for distance. - to explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance. |
| PSHE | Settling back into school Mindfulness Developing a positive mindset Building friendships Developing the class community <u>Healthy Eating:</u> • What makes a healthy diet? | Health <ul style="list-style-type: none">• Energy in and out• How sleep keeps us healthy• Make choices about how to develop healthy lifestyles | Relationships <ul style="list-style-type: none">• Demonstrate own worth and that of others• Express views confidently and list to and show respect for the views of others Bucket Filling What makes a good friend? | Living in the Wider World <ul style="list-style-type: none">• Express how actions have consequences for themselves and others• Describe the nature and consequences of bullying and can express ways of responding to it | Living in the Wider World Show how to care for the environment | |

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| MFL (KS2) | <p>Introductions Je m'appelle est Key classroom objects</p> <ul style="list-style-type: none">• Show understanding of a range of familiar spoken phrases• Ask and answer simple questions• Repeat sentences heard• Use mostly accurate pronunciation• Recognise some familiar words and phrases in written form <p> EARLY Les Salutations (greetings)</p> | <p>Days of the week Key classroom instructions/routine objects</p> <ul style="list-style-type: none">• Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings• Read some familiar words and phrases in written form• Learn and remember new words encountered in reading <p> EARLY J'apprends le Francais (I am learning French)</p> | <p>Numbers to 20 Calculation including moins plus est Objects</p> <ul style="list-style-type: none">• Show understanding of a range of familiar spoken phrases• Ask and answer simple questions• Repeat sentences heard• Use mostly accurate pronunciation• Recognise some familiar words and phrases in written form <p> EARLY Les nombres (numbers)</p> | <p>Colours Assign colours to objects = recite as a descriptive sentence animals</p> <ul style="list-style-type: none">• Write some single words from memory• Use simple adjectives such as colours and sizes to describe this orally• Record descriptive sentences using a word bank <p>Recognise main word classes e.g. nouns adjectives and verbs.</p> <p> EARLY Les couleurs (colours)</p> | <p>Speaking/writing in sentences</p> <ul style="list-style-type: none">• Write some single words from memory• Use simple adjectives such as colours and sizes to describe this orally• Record descriptive sentences using a word bank <p>Recognise main word classes e.g. nouns a</p> <p> EARLY Je peux (I can) Les forms (shapes) Comptines et chansons (nursery rhymes) adjectives and verbs.</p> | |
| | MUSIC (follow Trust's planning on GDrive) | <p>Bhangra Beats</p> <ul style="list-style-type: none">• Develop our aural memory• Begin to explore more complex rhythm patterns• develop our understanding of | <p>Musical Contrasts</p> <ul style="list-style-type: none">• Compose whilst exploring dynamics• Consider pitch• Explore texture | <p>ABC of opera</p> | <p>European Sound World</p> <ul style="list-style-type: none">• Andalucia/Southern Spain-Flamenco• Timbre• Eastern European Music | <p>Pentatonic Party</p> <ul style="list-style-type: none">• Chinese New Year music• Pentatonic Melody• Group Composition |

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| | the chaal rhythm and how it is used in a song; compare bhangra and Bollywood; • Singing Indian drum notation. | • Perform polyphonic textures | | • English, Irish, Scottish and Welsh traditional folk music | | (three weeks planning only) |
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| Forest School | | | | | | |
| TRIPS and VISITORS | Kent Life Workshop - Egyptians Wk 5? | Planetarium? | History workshop – visitor Rocks and fossils? | | Visit to Upnor/Rochester castle | tba |
| SCHOOL VALUE | Kindness Relationship | Responsibility Independence | Excellence Resilience | Kindness Relationship | Responsibility Independence | Excellence Resilience |
| BRITISH VALUE | Integrity | Democracy | Mutual Respect | The Rule of Law | Individual Liberty | Tolerance / Mutual Respect |