Year 3 Curriculum Overview Spring Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13

MATHEMATICS

On-going application of mental, communication, problem solving and reasoning skills

- To recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- To compare and order numbers up to 1000
- To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a   given number
- To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- To find multiples of 10
- To reason about multiplication
- To multiply a 2-digit number by a 1-digit number – with exchange
- To divide a 2-digit number by a 1-digit number – no exchange
- To dive a 2-digit number by a 1-digit number – flexible partitioning
- To divide a 2-digit number by a 1-digit number with remainders

Assessment Week (Week 6)

HALF TERM

On-going application of mental, communication, problem solving and reasoning skills

- To find equivalent lengths
- To compare lengths
- To add lengths
- To subtract lengths
- To know what is the perimeter
- To measure the perimeter
- To calculate the perimeter
- To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- To recognise and show, using diagrams, equivalent fractions with small denominators
- To compare and order unit fractions, and fractions with the same denominators
- To find familiar fractions of small amounts
- To measure mass in grams and kilograms
- To find equivalent masses (kilograms and grams)
- To compare mass
- To add and subtract mass
- To measure capacity and volume in millilitres
- To measure capacity and volume in litres and millilitres
- To find equivalent capacities and volumes (litres and millilitres)
- To compare volume and capacity
- To add and subtract capacity and volume.

Assessment Week (Week13)

ENGLISH

Oliver and the Seawigs by Phillip Reeves and Sarah McIntyre
- To explore, interpret and respond to illustrations in a book
- To enjoy a story and discuss its meanings
- To build an imaginative picture of a fantasy world, based on real life experiences
- To explore these through role play and through writing in role
- To write own stories based on the story read from another character's point of view.

Possible Writing Outcomes
- Drawing and annotating
- Writing in role
- Note writing
- First-person message
- Character profile
- Diary entry
- Instruction writing
- Leaflets
- Poetry
- Argument
- Message in a bottle
- Story-mapping.

Stone Age Boy by Satoshi Kitamura

- To understand the themes of a text
- To draw inferences from the written and visual text to support understanding of a character and setting
- To develop creative responses to the text through drama, storytelling and artwork
- To understand how illustration and text contribute to meaning
- To write in role in order to explore and develop understanding of a setting.

Possible Writing Outcomes
- Writing in role /Dialogues
- Information texts
- Letter writing
- Balanced argument.

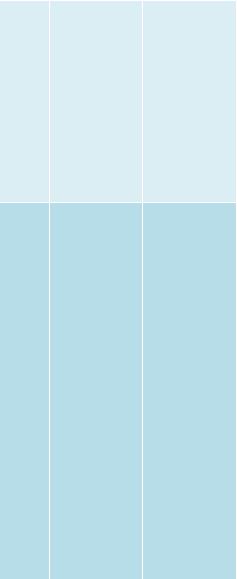| SCIENCE	**Rocks** • To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • To describe in simple terms how fossils are formed when things that have lived are trapped within rock. • To recognise that soils are made from rocks and organic matter. Star scientist: Mary Anning	**Light** • To recognise that they need light in order to see things and that dark is the absence of light. • To notice that light is reflected from surfaces. • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • To recognise that shadows are formed when the light from a light source is blocked by an opaque object. • To find patterns in the way that the size of shadows change. Star scientist: Arthur James Wilson – invented wing mirrors.
HISTORY		**What was new about the Stone Age?** • To define the 'Stone Age' and its different periods • To use sources to identify distinctive features of two time periods • To compare change between the Neolithic period and earlier periods • To know about life in Neolithic times from investigating historical and archaeological sources • To provide valid reasons for the existence of monuments • To perform a role play showing the extent of change during the Stone Age.
GEOGRAPHY	**How does the water go round and round?** • To introduce the land part of the water cycle using geographical vocabulary • To introduce the sky (atmosphere) and its role in the water cycle • To learn about a major UK river – the River Thames – and to follow a river from source to mouth • To explore the ways in which people use and change some of the world's major rivers • To model a river or stream, and to see how changes in water flow affect the river or stream.	
ART	**Pop Art** • To find out who Andy Warhol was and explore the Pop art movement, Gather and review information, making comparisons between artists and paintings • To be able to use Warhol's blotted line technique to create artwork • To explore and recreate Warhol's 'Campbell's Soup' artwork and how this was used during the Pop Art movement • Use different media to achieve variations in line, texture, tone, colour, shape and pattern • Introduce sketchbook to collect and record visual information from different sources • Mix a variety of colours and know which primary colours make secondary colours • Use a developed colour vocabulary • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc • Use sketchbooks to record ideas • Explain how chn can improve their work and what they might do differently next time. **Artists:**	

	Warhol, Lichtenstein	

DT

Pesach Pop-Up

- Plan, refine and alter their drawings as necessary
- With growing confidence generate ideas for an item, considering its purpose and the use
- When planning explain their choice of materials and components including function and aesthetics
- Explain their choice of tools and equipment in relation to the skills and techniques they will be using
- Measure, mark out, cut, score and assemble components with more accuracy
- Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work
- Start to measure, tape or pin, cut and join fabric or pop up paper with some accuracy
- Develop skills building on from previous years choosing techniques for purpose
- Explain why they chose particular tools and materials
- Start to evaluate their product against original design criteria *e.g. how well it meets its intended purpose*
- Relate ideas/ work to famous designers.

Artist/Designer
Peter Dahmen

COMPUTING

COMPUTING STRAND: Digital Literacy Unit 3.2 Online Safety - Programs; 2Connect, 2Blog, 2Write

- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away
- To understand how the Internet can be used to help us to communicate effectively
- To understand how a blog can be used to help us communicate with a wider audience
- To look at a 'spoof' website
- To create a 'spoof' webpage
- To think about why these sites might exist and how to check that the information is accurate
- To learn about the meaning of age restrictions symbols on digital media and devices
- To discuss why PEGI restrictions exist

COMPUTING STRAND: Information Technology Unit 3.4 Touch-Typing – Program; 2Type

- To discuss the need for correct posture when typing. To introduce typing terminology
- To practise and improve typing skills
- To start to type words
- To improve the speed and efficiency of typing skills.

COMPUTING STRAND Information Technology Unit 3.3 Spreadsheets - Programs;2Calculate,

- To create pie charts and bar graphs
- To add and edit data in a table layout.
- To find out how spreadsheet programs can automatically create graphs from data
- To introduce the 'more than', 'less than' and 'equals' tools
- To introduce the 'spin' tool and show how it can be used to count through times tables
- To introduce the Advanced mode of 2Calculate
- To learn about describing cells using their coordinates.

	• To know where to turn for help if they see inappropriate content or have inappropriate contact from others.	
PE	**Handball** • To begin to throw and catch while on the move. • To move towards a goal or away from a defender. • To move towards a goal to create shooting opportunities. • To use defending skills to delay an opponent and gain possession. • To use a change of direction and speed to lose a defender and move into space. • To apply skills and knowledge to compete in a game situation.	**Hockey** • To learn some basic hockey skills such as dribbling • To begin to understand the basic rules of hockey • To increase speed and endurance during game play • To play in competitive games developing stamina and endurance • To develop running, sprinting and dynamic balance in games • To work together to learn how to defend and attack during game situations.
MUSIC	**Unit: Ballads** Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth **MUSIC STRAND:** **Listening, appraising and responding** *Listening to a range of high-quality live and recorded music* • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) • Understanding that music from different parts of the world, and different times, have different features • Recognising and explaining the changes within a piece of music using musical vocabulary • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement • Beginning to show an awareness of metre • Recognising and beginning to discuss changes within a piece of music. *Listening with attention to detail and recall sounds with increasing aural memory* • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. **Composing** *Create sounds and music using the interrelated dimensions of music* • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work.	**Unit: Creating compositions in response to an animation** **Theme: Mountains** Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth **MUSIC STRAND:** **Listening, appraising and responding** *Listening to a range of high-quality live and recorded music* • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) • Understanding that music from different parts of the world, and different times, have different features • Recognising and explaining the changes within a piece of music using musical vocabulary • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement • Beginning to show an awareness of metre • Recognising and beginning to discuss changes within a piece of music. *Listening with attention to detail and recall sounds with increasing aural memory* • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. **Composing** *Create sounds and music using the interrelated dimensions of music* • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure • Creating simple melodies from 5 or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work. **Performing** • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy.

Performing
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

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SRE/ PSHE

Internet Safety

- To explain how their actions online have consequences for themselves and others
- To recognise risks, dangers and hazards online and use basic techniques for resisting pressure
- To understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying
- To understand that any personal information they put online can be seen and used by others.
- To know that people sometimes behave differently online and pretend to be someone they are not.

Developing a healthy lifestyle

- To know how to maintain good oral hygiene (including brushing and flossing) and the importance of regular visits to the dentist. They can name 3 things they can do to look after their teeth.
- To can make choices about how to develop healthy lifestyles. E.g. the risks of eating too much sugar, the benefits of regular exercise on their physical and mental health.

Children's Mental Health Week – 3rd – 9th February 2025 – 'Know Yourself, Grow Yourself'

- To feel confident to raise their own concerns
- To demonstrate that they recognise their own worth and that of others.
- To learn how to respond to teasing/bullying and other aggressive behaviours
- To be able to give constructive feedback to others
- To explain how their actions have consequences for themselves and others
- To understand how to resolve differences.

RSHE

- To tell the difference between male and female babies and children
- To name male and female body parts using agreed scientific words. They understand why males and females have different private parts
- To identify different types of touch that people like and dislike. They can talk about ways of dealing with unwanted touch
- To identify the similarities and differences between different types of families. They understand that it's important to respect the difference between families
- To identify special people (family, friends, and carers) and what makes them special. They know how their family should care for one another and who they can go to for help and support.

Preparing to be citizens in society
- To show how they can care for the local environment (e.g. the school grounds)
- To know about their responsibilities in school, family and the wider world.

Neurodiversity Week
- To suggest ideas and strategies to support their own and other's mental health and wellbeing.
- To recognise that people's feelings change over time and they can experience a range of emotions
- To be able to support those who communicate or show their emotions differently to themselves.

British Values – Mutual Respect and Tolerance

FRENCH

Les Saisons (The Seasons)
• To recognise, recall and remember the 4 seasons in French
• To recognise, recall and remember a short phrase for each season in French

L'ancienne histoire de la Grande Bretagne (Ancient Britain)
• To learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite)
• To name in French, the six key periods of ancient Britain, introduced in chronological order
• To be able to say in French three of the types of people who lived in ancient Britain

• To say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.

• To tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain

• To name the three types of dwellings people lived in during the stone, bronze and iron ages.in French.

• To start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.

JS

Parasha
- To know the name of the weekly Parasha
- To be able to write the name of the weekly Parasha and understand its meaning
- Parashat Vayechi – Keeping promises
- Parashat Shemot – Looking for the good in everything
- Parashat Va'era – Showing gratitude
- Parashat Bo – To know the importance of being kind and considerate
- Parashat Beshalach – To understand why it is important to keep a promise
- Parashat Yitro – To know about the Mitzvah of Shabbat.

Skills
- To be able to read words with twin letters and a shva under the first letter
- To be able to read words with a double 'Sheva', second one is sounded
- To read 3-4 syllable words focusing on the havarot in each word
- To review the sound of a chataf kamatz
- To learn when a yud is silent in a word.

Topic
- To know the names of the three prayers each day and musaf when it is added
- To know basic do's and don'ts when visiting a shul
- To know how to behave and dress properly in shul
- To understand the uses of a shul
- To know why we say Havdalah and the tune to say the first part
- To know that the Jewish calendar focuses primarily on the moon's orbit of earth (lunar)
- To know what the moon looks like halfway in the month (the moon is full) and on Rosh Chodesh (it is tiny)
- To know the significance of Rosh Chodesh – "Head of a month" – linking to the birth of a new moon.
- To know what Shabbat Mevarachim is.

Chagim: Tu BiShvat
- To know that in the order of brachot, Ha'etz comes before Ha'adamah
- To differentiate between fruit and vegetables on a higher level – ha'etz and ha'adamah including exotic fruit – look at their special properties and the "gadlut haberiah" (can make a cross curricular link to Science)
- To know that the name of Tu B'Shvat links with its date – the Gematriah link
- To know that we say the Brachah shehecheyanu on a new fruit.

Skills
- Hebrew reading fluency focus using texts from Megillat Esther and the Pesach haggadah.

Chagim: Purim
- To know that Purim is on the fourteenth of Adar
- To know that Mordechai (with Divine inspiration) recorded the events of Purim and this is Megillat Esther
- To know that the day before Purim – the thirteenth of Adar is called Ta'anit Esther and understand that Ta'anit Esther is a fast day and why
- To demonstrate an understanding of the story of Purim through retelling, recording, role-play and creative art
- To be able to differentiate between the mitzvot of Purim and the customs
- To know that the tefillah 'Al hanissim' and 'bimei Mordechai' is recited on Purim in the Amidah and in Birkat Hamazon and able to read/sing them.

Chagim: Pesach
- To know that Pesach lasts for eight days and that the middle days are called Chol Hamoed
- To know that Pesach begins on the 15th Nissan
- To know the characters and sequence of events in the Pesach story from Yaakov coming down to Mitzrayim to Kriat Yam Suf
- To demonstrates an understanding of the story through retelling, recording, role play and creative art
- To know what makes Matzah Kasher for Pesach
- To know and understands the terms bedikat chametz and biur chametz
- To know what chametz is and that one must not possess any chametz during Pesach and that this is achieved through the process of bedikat chametz and biur chametz
- To know that one may not eat chametz on erev Pesach after a specific time
- To know that the burning of chametz must take place by a specific time
- To know that the Omer is said for seven weeks/forty-nine days from the second night of Pesach
- To know the four names of Pesach and their meanings
- To know specific topics and songs from the Haggadah and know some of their sources- : the four sons, verses of Dayenu, parts of Hallel.