



Class 3 - Curriculum Overview



Subject	Autumn	Spring	Summer
Literacy	<p>Handwriting - Joined Spelling Grammar Comprehension</p> <p>Creative writing: writing full sentences, paragraph building, story writing, persuasive piece, diary entry, poetry</p>	<p>Handwriting - Joined Spelling Grammar Comprehension</p> <p>Creative Writing: notes for oral presentation, glossary, non-chronological report, persuasive postcard, letter, leaflet, persuasive presentation, poster, speech, free verse, setting description, descriptive narrative</p>	<p>Handwriting - Joined Spelling Grammar Comprehension</p> <p>Creative Writing: Reports, free verse, myth opening, diary, extended myth, review, story maps, diary, personal recount, labelled diagram, flow chart, procedural paragraph, written feedback/email, descriptive writing, explanation text</p>
Maths	<p>Number and Place Value Reasoning Mental Addition Mental Subtraction Multiplicative Reasoning Scaling, Comparison and Fractions</p>	<p>Adding and Subtracting Fractions Properties of 2-D shape Formal Written Addition and Subtraction Perimeter Scaling Multiplicative Laws and Area Formal Written Multiplication and Division</p>	<p>Number and Place Value Reasoning 2 – Decimals Comparing, Estimating and Calculating with Measures Measurement and Statistical Time, Timetables and Time Graphs Understanding and Applying the Four Operations Finding Fractions of Continuous Quantities Rolling Topics Second year: Counting through Zero and Calculating in Context Coordinates in the First Quadrant and Translations</p>

			Position and Direction, incorporating Angles and Plotting Points of a Shape
Science	Rocks and Soils/ Light	Habitats/ Plants	States of matter/ Electricity
History/Geography	<p><i>Who lives in Antarctica?</i> Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p> <p><i>Are all settlements the same?</i> Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p>	<p><i>How hard was it to invade and settle in Britain?</i> Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p> <p><i>How have children's lives changed?</i> Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.</p>	<p><i>What did the Ancient Egyptians believe?</i> Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p> <p><i>What are rivers and how are they used?</i> Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p>
Computing	Online Safety/Coding	Spreadsheets/Presenting Online (Google Slides)	Logo programme: Effective Searching Animation Hardware Investigators
Art/ D.T.	Drawing Textiles	Sculpture Mechanisms/Structure Paint and Drawing	Georgia O'Keefe- flowers Food Technology
R.E.	<p><i>How do Sikhs show they belong through symbols, actions and artefacts?</i> 5Ks, How can symbols pull together or split</p>	Islam – Quran, festivals, stories	Do we need rules? / What is just and fair? (Pick Bible stories / other religious stories and track back previously – moral, sequence, specialness of story in KS1)

	<p>them apart? Stories from Sikhs' teaching.</p> <p><i>How do symbols, actions and artefacts show our beliefs?</i></p> <p>Look at gifts for three wise men and what they represented; gift giving in different religions; bread and wine; food and clothing (other religions as well)</p>	<p><i>Why are sacred texts and holy books so important and how are they used?</i> (Christianity, Sikhism, Islam)</p>	<p><i>What is prayer and why do some people pray?</i> (What is prayer like for different Christians?) Spiritualism, other non-religious worldviews, affirmations.</p>
Spanish	<p>Shapes Story</p>	<p>Musical Instruments Musical Instruments</p>	<p>Introductions Instructions</p>
Music	<p>Interesting time signatures Combining elements to make music</p>	<p>Developing pulse and groove through improvisation Creating simple melodies together</p>	<p>Connecting notes and feelings Purpose, identity and expression in music</p>
Games/P.E.	<p>Tag Rugby Basketball</p>	<p>Dance Tennis</p>	<p>Rounders Dodgeball</p>
PSHE- Jigsaw	<p>Being Me in My World Celebrating Difference</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>
Trips/Workshops	<p>Dinosaur/Fossil Workshop</p>	<p>To Be Confirmed</p>	<p>Whole School Trip</p>