



Class 3 - Curriculum Overview



Subject	Autumn	Spring	Summer
Literacy	Handwriting - Joined Spelling Grammar Comprehension Creative writing: writing full sentences, paragraph building, Narrative, Free Verse Poetry, Fables, Non-Chronological Reports	Handwriting - Joined Spelling Grammar Comprehension Creative Writing: Narrative – setting and dialogue, Persuasive Speeches, Personal Narrative (memoir), Poetry – calligrams	Handwriting - Joined Spelling Grammar Comprehension Creative Writing: Persuasive Letters, Instructions, Non- Chronological Report, Narrative, Poetry – Take One Poet
Maths	Number and Place Value Reasoning Mental Addition Mental Subtraction Multiplicative Reasoning Scaling, Comparison and Fractions	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	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 Position and Direction, incorporating Angles and Plotting Points of a Shape

Science	Rocks and Soils Light and Shadow	Eating and Digestion	Circuits and Conductors How Plants grow
History/Geography	<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. <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.	<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. <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. To explore work in detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.	<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. <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.
Computing	Online Safety/Coding	Spreadsheets/Presenting Online (Google Slides)	Logo programme: Effective Searching Animation Hardware Investigators
Art/ D.T.	<u>Drawing:</u> Pointillism Techniques - Focussing on George Seurat <u>Textiles:</u> To design, create and evaluate a Christmas stocking.	<u>Sculpture and Drawing:</u> To study famous buildings. Explore and examine architectural styles – focussing on Christopher Wren <u>Mechanisms/Structure:</u> To design, create and evaluate an Egyptian Pyramid.	<u>Drawing:</u> Georgia O'Keefe- flowers What media does she work in? <u>Food Technology:</u> To design, create and evaluate a smoothie. To understand seasonality. Compare and evaluate a sweet and a savoury smoothie.

		To compare different structures and discuss how they are different and effective.	
R.E.	How do different groups believe the world began? 1. Do I believe the same things as my friends? Does that matter? 2. What does the Old Testament Creation story teach us? How do symbols, actions and artefacts show our beliefs? 1. What do the food I eat and the clothes I wear show about me? 2. What do the bread and wine mean in Christianity and what beliefs do they express?	What can we learn from The Fall? (Genesis 3) 1. What happens when I make mistakes? 2. What happened in the Garden of Eden? Why are sacred texts and holy books so important and how are they used? 1. Who or what guides me through life? 2. Why is the Bible important to Christians and what different ways do they show this? 3. How do Muslims/Sikhs/Jews/Hindus show the importance of their sacred texts/Holy Book?	Do we need rules? / What is just and fair? 1. Do we need rules to live by? Why/why not? (Home, school, wider world) 2. How does Christianity give individuals codes and worldwide views to live by? What is prayer and why do some people pray? (What is prayer like for different Christians?) Spiritualism, other non-religious worldviews, affirmations etc 1. What things do I really 'hope and pray' for? Why? 2. What is prayer like for some Christians and what does this show about what is important to them? 3. What is prayer like for some Muslims and Hindus and what does this show about what is important to them?
Spanish	Seasons Shapes	Vegetables Ice-Cream	Classroom The Date
Music	Singing Games 2 To sing in different pitches, keys and rhythms Partner Songs Singing 2 or 3 different songs at the same time.	Chinese New Year (Pentatonic Scales) Creating dragon music using a pentatonic scale. Music Technology Project 2 Exploring some free web-based apps to support musical learning.	<u>Ancient Egyptians</u> To learn a song about the Egyptians and sing it with enthusiasm, staying in tune and keeping to the rhythm. <u>Chair Drumming</u> Reading and playing repeating patterns,

			gradually building layers and 'freestyling' like a rock star.
Games/P.E.	Tag Rugby Basketball	Dance Tennis Swimming	Cricket Athletics Swimming
PSHE- Jigsaw	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
Trips/Workshops	Dinosaur/Fossil Workshop	To Be Confirmed	Whole School Trip