



## 2024/25 Year Group Overview: Year 3

|         | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---------|---|--|--|--|---|---|
| English | <p>Talk for Writing – Wishing Story – focus character and dialogue</p> <p>Shortburst character description linked to Charlie and the Chocolate Factory</p> <p>Innovation – viewpoint – mum, friend or others (no invention)</p> <p>Diary writing (recount) linked to Journey to the Centre of the Earth</p>   | <p>Talk for Writing – Timeslip Story – focus setting description</p> <p>Letter as setting description from MC’s view point (prepositional phrases)</p> <p>Shortburst setting description</p> <p>Innovation – change of setting</p> <p>Independent application – invention of a Timeslip Story (assessed narrative)</p> <p>Poetry innovation of Open the Door</p> | <p>Talking for Writing – Non-Chronological Report – The Truth About Ogres</p> <p>Spine poem for character</p> <p>Innovation – create own Ogre</p> <p>Independent application – Yetis linked the The Abominables (assessed non-fiction)</p> <p>Free writing opportunity – create a story about ogres or yetis</p>   | <p>Talk for Writing – Suspense Story – focus suspense</p> <p>Shortburst suspense linked to settings</p> <p>Innovation – alteration of part of the story</p> <p>Independent application – suspense story with a different character</p> <p>Write a newspaper report of the cat’s adventures</p> | <p>Talk for Writing – Explanation</p> <p>Innovation – Create own machine</p> <p>Independent application – linked to plants in Science</p> <p>Persuasion – language and sentence structures</p> <p>Innovation – linked to the Iron Man</p>   | <p>Talk for Writing – Finding Tale (The Game) – focus plot structure</p> <p>Innovation – prequel</p> <p>Independent application – linked to Ancient Greece (assessed narrative)</p> <p>Playscripts linked to Ancient Greece</p> |
| Maths   | <p>Number: Place Value</p> <ul style="list-style-type: none"> <li>-recognise the place value of each digit in a 3-digit number</li> <li>-compare and order numbers up to 1,000</li> <li>- identify, represent and estimate numbers using different representations</li> </ul> <p>Number – Addition and Subtraction</p> <p>Addition with and without regrouping to 1000 (using columnar methods)</p> <p>Subtraction within 1000 with and</p> |  | <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> <li>- 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods</li> <li>- word problems</li> <li>- dividing 2 digit numbers by 1 digit numbers progressing to formal written methods of formal written methods of short multiplication and division.</li> </ul> |  | <p>Number: Fractions</p> <ul style="list-style-type: none"> <li>- recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>- Solve problems that involve comparing, ordering, adding and subtracting fractions.</li> </ul> <p>Number: Decimals</p> <ul style="list-style-type: none"> <li>-count up and down in tenths; recognise that tenths arise from dividing an object</li> </ul> |   |

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|            | <p>without regrouping (using columnar methods)</p> <p>Number: Multiplication and Division<br/>-Recall and use multiplication and division facts for the 3, 4 and 8 times tables</p> | <p>Money<br/>-recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.<br/>-Find different combinations of coins that equal the same amounts of money.<br/>Add and subtract amounts of money to give change including pounds and pence<br/>-solve problems</p> <p>Statistics<br/>-interpret and present data using bar charts, pictograms and tables.<br/>-Solve one and two step questions using information presented in scaled bar charts, pictograms and tables.</p> <p>Measurement: Length and Perimeter<br/>draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.</p> <p>Number: Fractions<br/>-counting in tenths<br/>-unit fractions, non-unit fractions</p> | <p>into 10 equal parts and in dividing 1 digit numbers or quantities by 10.</p> <p>Measurement: Time<br/>-Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12 and 24 hour clocks<br/>- Estimate and read time to the nearest minute, compare times in terms of seconds, minutes, hours, o clock etc.<br/>- Calculate the time taken to complete tasks</p> <p>Geometry: Properties of Shape<br/>-draw 2 D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.<br/>-Recognise angles as a property of shape or a description of a turn.<br/>-Identify right angles<br/>-identify whether angles are greater than or less than a right angle.<br/>- Perpendicular and parallel lines</p> <p>Measurement: Length and Perimeter<br/>-Add and subtract mass, volume and capacity</p> |                        |                        |   |
| Class text | Charlie and the Chocolate Factory by Roald Dahl   | The Wishing Chair by Enid Blyton  | The Abominables by Eva Ibbotson  | Varjak Paw by S F Said | Iron Man by Ted Hughes | Odd and the Frost Giants by Neil Gaiman |

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| Experiences/<br>Trips/visitors<br>Enhance<br>learning<br>and/or<br>cultural<br>capital | Choir – Children to develop their musical appreciation skills and listen to live music.  | Explore artefacts linked to the Stone Age, Iron Age and Bronze Age<br><br>Poole’s Cavern – to enhance learning of the Stone, Iron and Bronze Ages. | Choral Speaking – Local theatre, performance, language, presentation and confidence. To develop confidence with public speaking to develop voice and intonation when reading poems aloud.   |         | Museum of Science and Industry – to develop knowledge, behaviour and skills that children can draw upon and which demonstrates their cultural awareness. To explore places outside their local area.  | Greek Visitor/Drama group ALTRU – Develop knowledge and understanding of how Greeks lived, their gods and their legacy.<br><br>Father Paul or Father David visit Christianity RE |
| Science  | Forces and Magnets   | Rocks, soils and fossils   | Animals including humans  |         | Plants<br>Life Cycle<br>Parts and Function of flower  | Light  |
| History  |  | Stone Age to Iron Age  |   |         | Ancient Greece  |  |
| Geography  | Earthquakes and Volcanoes  |  | Locational Knowledge (UK Countries and European Countries)  | Deserts |   |  |
| PSHRE  | <ul style="list-style-type: none"> <li>• What makes a family. Features of family life</li> <li>• Personal boundaries, safely responding to others and the impact of hurtful behaviour.</li> <li>• Recognising respectful behaviour, the importance of self-respect and courtesy and being polite.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Values of Rules and Laws and rights freedoms and responsibility</li> <li>• How the internet is used and assessing information online?</li> <li>• different jobs and skills, jobs stereotypes and setting personal goals</li> </ul> |         | <ul style="list-style-type: none"> <li>• Health choices and habits, what affects feelings and expressing feelings</li> <li>• Personal strengths and achievements and managing and reframing set backs</li> <li>• Risks and hazards and safety in the local environment and unfamiliar places</li> </ul> |  |

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| RE        | Jewish beliefs about God.<br>Name sacred objects<br>Shema-Prayer<br>Sacred words-Torah<br>Festivals – Shabat, Hannukah and Passover | Worshipping God<br>Christian, Hindu and Islamic beliefs about God.<br>God in stories – Christian – Moses and the burning Bush (Exodus 3.1-15)<br>Jonah – Baptism of Jesus (Mark 1.9-11)<br>Islam – The night of power<br>The story of Mohammeds Night<br>Journey of accession<br>Hindu Bhagavad Gita (7:8-9 10:21-41) | Prayer – Islam, Judaism and Hinduism<br>What? Where? How? When?<br>Hindu morning prayer<br>Gayatri mantra<br>The first surah – Islam<br>Jewish daily prayer – adun olam | Christian belief of showing love for all<br>Jesus was ‘good news’.<br>Stories – Jesus calling his first disciples (Matthew 4:18-22)<br>The healing of the lepper (Mark 1:40-44)<br>Recap word – Gospel | Jewish festivals and family life<br>Jewish beliefs about God, sin and forgiveness<br>Jewish festivals – Roshashana and Yom Kippur<br>Pesach/ Passover<br>the exodus story<br>The ten commandments | Being Christian in Britain today<br>Family values and home rituals<br>religious objects in the home<br>community life in the church, Britain and the wider world. |
| Music     | Style:<br>RnB<br>Western classical<br>Musicals<br>Motown<br>Soul<br>Let your spirit fly   | Glockenspiel<br>Stage 1<br>Style: Learning basic instrumental skills by playing tunes in varying styles   | Style: Reggae<br>Three little birds   | Style: Funk and music from around the world<br>The dragon song   | Style: Disco<br>Brining us together   | Style: Western<br>Classical Music<br>Reflect, Rewind and Replay   |
| Art       | Drawing and painting: Cave paintings  |   | Printing: Georges Seurat<br>Yayoi Kusama  |  |   | Digital Media and Collage: Andy Warhol  |
| DT        |   | Shell structures:<br>Christmas gift box   |   | 2d Shape to 3d Product:<br>purse/wallet  | Healthy and Varied Diet: Greek food   |   |
| Computing | Computer System and Networks  | Creating media  | Programming- Sequencing Music   | Data and Information- Branching Databases  | Creating Media- Desktop Publishing  | Programming- Events and actions   |

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| PE      | Invasion: Netball & HRE and OAA                           | Invasion: Basketball and Gymnastics       | Athletics: Running, throwing and jumping & Dance- Wild animals | Invasion: Tag Rugby & Gymnastics with equipment | Net/Wall: Tennis & Striking and fielding: Rounders | Striking and Fielding: Cricket & Athletics: Running, jumping and throwing |
| Spanish | Core Vocabulary<br><br>Classroom commands and salutations | Early Language Unit: I'm Learning Spanish | Early Language Unit: Fruit                                     | Early Language Unit: Fruit                      | Early Language Unit: Greetings                     | Early Language Unit: Puedo – I can...                                     |