



# Westleigh Methodist Primary School – Year 3 Curriculum Overview

With God All Things Are Possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



## English

**As readers**, we will continue to develop our love for reading. We will draw upon our VIPER skills to answer a range of comprehension questions about texts that we have read. We will continue to develop a rich and varied vocabulary through our class novels. Over Autumn, we will be reading 'The Bolds' by Julian Clary and 'The Wild Way Home' by Sophie Kirtley.

**As writers**, we will be building on our writing skills from Year 2. Our Book as a hook is 'Man on the Moon' by Simon Barton. We will write predictions, diary entries, character descriptions, setting descriptions, an advert for tourists and finally a short narrative. In Autumn 2 our Book as a Hook is 'The True Story of the Three Little Pigs' by Jon Scieszka. Through this text we will write a prediction, a newspaper article, a set of instructions, a letter and link this to narrative poetry inspired by Roald Dahl's Revolting Rhymes.

## Maths

**As mathematicians**, we will represent numbers to 100, begin to add tens and ones and compare objects and numbers 1000. We will apply our knowledge of place value to add and subtract to 100. We will add up to 3-digits using the formal written method without exchanging. We will progress to exchanging as we develop our confidence with the method. We will learn to estimate and use the inverse to check our answers. We will then move on to exploring multiplication and division of 2, 5 and 10 using grouping, sharing and arrays to build a greater knowledge of the relationship between the two operations.

## Religious Education

In Autumn 1, our RE focus question is 'What makes some books sacred?'

**Spiritual:** We will reflect on and share books that are important and special to us.

**Moral:** We will discuss the different morals evident within the stories studied and apply them to modern day life.

**Social:** We will look at how the Bible is used in society and in the Christian community today.

**Cultural:** We will consider how sacred texts are shown respect in different religious traditions.

In Autumn 2, our RE focus question is 'What are the deeper meanings of festivals of light?'

**Spiritual:** We will reflect upon personal experiences of darkness and light.

## Science

**As Scientists**, we will be learning about animals and humans. We will explore the role of the skeleton and the crucial role it plays in supporting us, protecting our organs and helping us to move. We will be exploring the skeletons of animals, such as those that are invertebrates and those that are vertebrates. This will lead us to discussing the importance of the skeleton and what may happen if we didn't have one. Here's the exciting part of our Science learning... We will be carrying out an investigation to see if our bones change as we get older. We can't wait to carry out that investigation! We will then learn about our muscles and the role they play in movement and strength. To accompany this learning, we will explore nutrition. We will be

	<p><b>Moral:</b> We will explore the idea of right and wrong and good and evil in the festival stories.</p> <p><b>Social:</b> We will explore how the Christian and Hindu community celebrate festivals of light.</p> <p><b>Cultural:</b> We will research into the diverse nature of festival celebrations in different cultures across the world.</p>	<p>exploring how we need to eat the right amounts of food and how we get nutrition from what we eat. We will be learning that all the right foods can help to keep our muscles and bones healthy. As an end point, we will be challenged to design a healthy meal for our local athlete, Keely Hodgkinson.</p>
<p style="text-align: center;"><b><u>History</u></b></p> <p><b>As Historians</b>, we will be learning about life during the Stone Age, Bronze Age and Iron Age. History Alive will be enhancing our learning by delivering their exciting workshop at the start of our topic. We will progress to using a timeline to show when the time periods happened and to help us to develop our understanding of chronology. Throughout the topic, we will be asking a range of historical questions about each time period and finding our answers through the use of secondary sources. We will be finding out about Stone Age, Bronze Age and Iron Age civilisations, settlements and the roles of men, women and children during these time periods. Most importantly, we will be comparing the ages as we learn more about each one.</p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b>As Geographers</b>, we will be looking at the way in which land use changed as Stone Age hunter-gatherers settled and became farmers. We will consider why this led to territorial warfare between different settlements.</p>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><b>In Computing</b>, we will be beginning by exploring our Online Safety unit. Throughout this unit, we will be exploring the power of the internet and what an excellent resource it is. We will be exploring how websites are useful if they are trustworthy. To accompany this, we will be exploring how we need to be safe on the internet, including spotting ‘spoof’ websites and inappropriate content. We will be exploring age restrictions and PEGI restrictions and why these are put into place. We will explore the importance of passwords and why it is necessary to keep these private. We will conclude our topic by exploring what we should do if we come across inappropriate content or if a stranger contacts us online.</p> <p>We will then explore our Coding unit. During this unit we will develop our existing coding skills. We will develop our understanding of flowcharts, timers and the repeat command. We will use this developed knowledge to design and create an interactive scene.</p>

<p style="text-align: center;"><u><b>French</b></u></p> <p>As linguists, we will be learning French phrases that help us to describe, our body, our favourite colours and clothing.</p>	<p style="text-align: center;"><u><b>PE</b></u></p> <p>In PE, we will be studying the fundamentals of invasion games by running, jumping, throwing and catching in isolation and in combination. We will be communicating, collaborating and competing with each other. We will also be completing HIIT sessions, throwing and catching sessions and working on our agility.</p>	<p style="text-align: center;"><u><b>Music</b></u></p> <p>As Musicians, we will be exploring how to write music down. We will be exploring how long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. We will learn how these symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. We will explore the notes, crotchets and minims within the music we learn. We will see how these notes can fit on the lines and spaces of a staff.</p> <p>We will also be playing together in a band. It will be fun and exciting! We will try to read the notation of one of the easy instrumental parts when playing together. We will explore the time signatures of the music that we are playing. We will also explore singing and playing instruments together to create these beautiful sounds.</p>
<p style="text-align: center;"><u><b>PSHE</b></u></p> <p>In PSHE, we will be reflecting on our relationships with ourselves and others. We will be exploring what we can do to ensure our relationships are positive and healthy. We will be looking at ways in which we can value the differences within our family and our communities.</p>	<p style="text-align: center;"><u><b>Art and Design</b></u></p> <p>As artists, we will be developing our Drawing skills to create Stone Age Cave Art by Experimenting with tools and surfaces e.g. Charcoal and graphite sticks.</p>	<p style="text-align: center;"><u><b>Design Technology</b></u></p> <p>As designers, we will be focusing on sustainability. We will be researching, designing and making plastic bottle green houses to grow vegetables through the colder months. We will evaluate our final products and see if we can use our vegetables to make our own soup.</p>