

Eastover Primary School - Curriculum Overview 2023-24

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
English	How to wash a woolly mammoth Instructions setting description acrostic poetry	The Iron Man diary entry kennings	Arthur and the Golden Rope persuasion (adverts) character description	Tin Forest letter writing didactic cinquains	Marcy and the riddle of the sphinx story – quest non-chronological report	Traction Man play biography performance poetry
No Outsiders	Once upon a fairytale	The hueys in new jumpers	Our House	Beegu	We're all wonders	The truth about old people
Quality text	Stone Age Boy	Flat Stanley	Diary of a big, bad wolf	Leonora Bolt – secret inventor	The boy who stole the pharaoh's lunch	Find peace in a poem
Grammar	Noun phrases Types of sentence Expanding sentences Past and present tense Apostrophes and commas Vowels and consonants Using a and an Determiners	Clasues Co-ordinating conjunctions Subordinating conjunctions Conjunctions to express time, place and cause	Adverbs Prepositions Using prepositions	Using prepositions Direct speech Punctuating direct speech Tense types Present perfect form	Present perfect form Types of noun Abstract nouns Sequencing sentences Paragraphs	Word families Root words, prefixes and suffixes Revision
Spelling	Words with the /ay/ sound spelt ei Words with the /ay/ sound spelt ey. Homophones and near-homophones The /s/ sound spelt c before e, i and y (year 2 revision) Double consonants	Suffix -ly. Suffix -ly where the root word ends in a y. Adverbs with the suffix -ly where the root word ends in le. Adverbs with the suffix -ly where the root word ends in ic. Adverbs with the suffix -ly exceptions & consolidation.	The prefix dis-. The prefix mis-. The prefix re- Adding suffixes beginning with a vowel to words of more than one syllable. *Split Digraph i-e with a short & long vowel sound (Year 1 revision). *The /n/ sound spelt kn and gn at the	The /k/ sound spelt ch. The /sh/ sound spelt ch. Words ending with the /g/ & /k/ sound spelt gue and que. The /s/ sound spelt sc. The /i/ sound spelt y.	Words containing the letter string ough. Months of the Year. Days of the Week & Seasons. *Time Cross-curricular Direction Dimension & Amount	The vowel digraph ea and trigraph ear. Word family -sol. Word families – dec, cent, milli, & micro. Conjunctions. Prepositions. Long /ee/ sound spelt y at the end of words.

			beginning of words. (Year 2 revision.)	The /u/ sound spelt ou.		
Maths	Place Value Addition and Subtraction	Addition and subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Time	Geometry Measure
Science	Rocks and soils Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of paleontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses and explore soil formation, separate soil using a sedimentation jar and test soil drainage.	Light and shadow Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.	Forces and Magnets Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.	Plant reproduction Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. They investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.	Movement and Nutrition Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.	Making connections: Does hand span affect grip strength? Experimenting, analysing data and drawing conclusions allows children to explore the relationship between hand span and grip strength. They test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.
RE	What do Christians believe about God and Incarnation?	What do Jews believe about God, the Covenant and Torah?		What do Muslims believe about Islam and the Imam?		

Computing	<p>Networks Learning what a network is and how devices communicate and share information.</p> <p>Online safety Learning the difference between fact, opinion and belief and how to deal with upsetting online content. Knowing how to protect personal information online.</p>	<p>Emailing Sending emails with attachments and understanding what cyber bullying is.</p> <p>Journey inside computer Assuming the role of computer parts and creating paper versions of computers to consolidate understanding of how a computer works.</p> <p>Video trailers Developing digital video skills to create trailers, with special effects and transitions.</p>	<p>Comparison cards databases Learning about records, fields and data and sorting and filtering data.</p> <p>Scratch Exploring the programme Scratch, following the predict > test > review cycle. Using loops and programming an animation, story and game.</p>		
History	<p>Would you prefer to live in The Stone Age, Bronze Age or The Iron Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, to learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p> <p>Bridgwater Week</p>	<p>Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learning how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, and how the Romans still influence our lives today.</p>	<p>What did the Ancient Egyptians believe? Developing awareness of how historians find out about the past using mummies, the Book of the Dead and pyramids. Learning about the importance of religion in the ancient Egyptians' lives and considering how this is evident in pyramids, worship and mummification. Learning how the ancient Egyptians explained the existence of the world using their creation story.</p>		
Geography	<p>Are all settlements the same?</p>	<p>Why do people live near volcanoes?</p>	<p>Who lives in Antarctica?</p>		

		Exploring different types of settlements and land use, and the difference between urban and rural. Describing the different human and physical features in the local area and how these have changed over time. Making land use comparisons between the local area and New Delhi to find key similarities and differences between these two locations.		Learning how the Earth is constructed and about tectonic plates and their boundaries. Looking at how mountains are formed, explaining the formation and types of volcanoes and the cause of earthquakes. Mapping the global distribution of mountains, volcanoes and earthquakes and giving consideration to the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.		Learning about latitude and longitude and how this links to climate. Contemplating the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Exploring the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Studying Shackleton's expedition and planning their own expeditions, using mapping skills.
DT			Constructing a castle Learning about the features of a castle, pupils design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a stable base.		Cross stitch and applique Pupils learn two new sewing skills: cross stitch and appliqué and then apply these to the design, decoration and assembly of their own cushions or Egyptian collars.	Food Tech Eating seasonally Discovering when and where fruits and vegetables are grown and learning about seasonality in the UK. Pupils respond to a brief to design a seasonal food tart using ingredients harvested in the UK in May and June.
Art	Prehistoric painting Exploring prehistoric art, pupils recreate the style of cave artists using charcoal and natural pigments. They experiment with colour mixing,	Sculpture in 3D Exploring how shapes and negative spaces can be represented by three-dimensional forms. Manipulating a range of materials, children learn ways to join and create free-		Growing artists Taking inspiration from botanical drawings and scientific plant studies by Charles Darwin and Carl Linnaeus, children then explore the	Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style	



	make their own paints and tools and create a large-scale artwork.	standing structures inspired by the work of Anthony Caro and Ruth Asawa.		techniques of artist Georgia O'Keefe to draw natural forms. They begin to develop an appreciation of the differences in drawing medium, scale and tonal shading.	scroll. Children may also extend their learning to create a modern response by designing a 'zine' (a mini-book made from folding a single piece of paper).	
Music	Orchestra	Glockenspiel	Orchestra	Recorders	Composition	Singing games
PE	Swimming Multi-Skills	Gymnastics	Swimming Dance	OAA	Striking and fielding	Athletics
French	Introductions and getting to know you		Traditions and pets		Playtimes and families	
RSHE	Children learn across all subjects and in discreet lessons about relationships, health and well being and living in the wider world					
Philosophy	Appreciate that others may have views and opinions that are different from our own	To begin to build on others ideas	Can identify the 'big ideas' in a stimulus	Develop sensitivity towards the feelings of others	To draw conclusions about ideas and explain them	Ccompare and contrast different ideas
Values	British Values	Kindness	Honesty	Courtesy	Effort	Respect
Enrichment (visits or visitors)	Wedding Swimming Walk around Bridgwater	Optician Assembly – what's in our Christmas lunch? Museum of Somerset	Swimming Christingle Roman Day	Swimming Volcano afternoon	Somerset Heritage Trust visitor	
National and whole school events	Harvest	Christmas	Class assemblies	Easter World Book Day		Sports Day Arts Week