



Year 3 - Curriculum Skills Overview 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Celtic knots Design and make forms in 3 dimensions. Understand how to finish and present their work to a good standard	Roman mosaics Use printing (mono printing, block printing. Applying technical skills to improve the quality of work.		Batik with designs inspired from our trip to Wisley Gardens. Understand how to finish and present their work to a good standard		
Computing	Computing systems and networks 1: Networks and the internet Online safety	Programming: Scratch Online safety	Computing systems and networks 2: Emailing Online safety	Computing systems and networks 3: Journey inside a computer Online safety	Creating media: Video trailers (Previously called 'Digital literacy') Online safety	Data handling: Comparison cards databases Online safety
Dance, Gymnastics and Fitness	Gymnastics Shapes- Explore matching and contrasting shapes Balances- Explore point and patch balances and transition smoothly into and out of them. Jumps- Develop stepping into shape jumps with control. Rolls- Develop the straight, barrel, and forward roll.	Fitness Agility-Show balance when changing direction. Balances- Explore more complex activities which challenge balance. Coordination- Can coordinate their bodies with increased consistency in a variety of activities Speed-Explore sprinting technique	Dance Actions- Create actions in response to a stimulus individually and Space- Use directions to transition between formations. Dynamics -Use dynamics effectively to express an idea. Relationships- Develop an understanding of formations. Performance- Perform	Gymnastics Shapes- Explore matching and contrasting shapes Balances- Explore point and patch balances and transition smoothly into and out of them. Jumps- Develop stepping into shape jumps with control. Rolls- Develop the straight, barrel, and forward roll.	Dance Actions- Create actions in response to a stimulus individually and Space- Use directions to transition between formations. Dynamics -Use dynamics effectively to express an idea. Relationships- Develop an understanding of formations. Performance- Perform	Yoga Demonstrate Increased control when in poses explore control in paired poses. Flexibility -Explore poses and movement in relation to their breath. Strength- Explore arm balances with some control. Mindfulness

		<p>Strength -Explore building strength in different muscle groups.</p> <p>Stamina- Explore using their breath to increase their ability to work for longer periods of time.</p>	<p>short, self-choreographed phrases showing and awareness of timing.</p>		<p>short, self-choreographed phrases showing and awareness of timing.</p>	<p>Develop their ability to stay still and keep their focus.</p>
D.T		Mosaic picture frames	Clay dragons		Cooking- Bread rolls	Cooking- Fruit kebabs
English	<p>Mr Men stories Character description</p> <p>Story telling with dialogue</p>	<p>Escape from Pompeii Newspaper article</p> <p>Chronological reports</p>	<p>George and the Dragon Non Chronological reports</p> <p>Legend stories</p>	<p>Natural Wonders of the World Letter writing</p> <p>Story writing</p>	<p>The Lion, the Witch and the Wardrobe Diary writing</p> <p>Adventure story</p>	<p>Tuesday Sequels</p> <p>Poetry</p>
French	<p>J'apprends le français</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> • Pinpoint France on a map of the world • Highlight other famous French cities • Talk about other countries where French is spoken • Say their name and how they are feeling in 	<p>Les Animaux</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> • Remember all the language from unit 1 • Be introduced to ten animals in French • Match all the new French words to the appropriate picture • Remember the words for at least 	<p>Les Fruits</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they 	<p>Les Légumes</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play 	<p>Petit Chaperon Rouge</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at 	<p>Les instruments</p> <p>In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form

	<p>French</p> <ul style="list-style-type: none"> Count to ten in French 	<p>five animals in French unaided</p> <ul style="list-style-type: none"> Attempt to spell at least three animals correctly in French 	<p>like and dislike.</p>	<p>about buying vegetables from a market stall.</p> <ul style="list-style-type: none"> Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<p>least three parts of the body in French as seen in the story.</p>	<p>in French.</p> <ul style="list-style-type: none"> Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.
<p>Outdoor Sports and OAA</p>	<p>Football</p> <p>Sending & receiving- Explore S&R abiding by the rules of the game.</p> <p>Dribbling- Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Defending- Track opponents to limit their scoring opportunities</p> <p>Space-Develop moving with a ball towards goal with some control</p>	<p>Netball</p> <p>Sending-Send a ball accuracy and with increasing consistency to a target</p> <p>Catching-Catch a range of objects with increasing consistency.</p> <p>Tracking-Track a ball not sent directly</p>	<p>OAA</p> <p>Problem Solving- Can plan and implement strategies to solve problems</p> <p>Navigational Skills - Developing map reading skills</p> <p>Communication- Can follow and give instructions and are accepting of other people's ideas</p> <p>Reflection-Can reflect on when and why they were successful at solving challenges</p>	<p>Tennis</p> <p>Shots-Explore returning a ball using shots such as the forehand and backhand</p> <p>Serving- Explore serving with an underarm serve.</p> <p>Rallying- Explore rallying with a forehand</p> <p>Footwork-Consistently use and return to the Ready position</p>	<p>Athletics</p> <p>Running-Develop the sprinting technique and apply it to relay events.</p> <p>Jumping-Develop technique when jumping for distance in a range of approaches and take of</p> <p>Throwing- Explore the technique for a pull throw.</p>	<p>Cricket</p> <p>Striking- Begin to strike a ball using different equipment.</p> <p>Fielding- Explore bowling and fielding skills to include a two-handed pick up and Long and Short Barriers</p> <p>Throwing- Use overarm and underarm throwing in game situations</p> <p>Catching-Catch with some consistency in game situations.</p>
<p>Geography</p>	<p>The UK</p> <p>How did a small</p>		<p>Rainforests</p> <p>Why is there so</p>			

	country become a big country?		much life in Rainforests?			
History	Romans How successful was The Roman Army in conquering Britain?			Anglo-Saxons and Guildford How did our town develop?	The Vikings Why did The Vikings try to take over Britain?	
Maths	Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Money Statistics	Length and perimeter Fractions	Fractions Time	Properties of shape Mass and capacity
Music	Let Your Spirit Fly Rnb and other styles	Glockenspiel Stage 1 Exploring and developing playing skills	Three Little Birds Reggae	The Dragon Song Music from around the world, celebrating our differences and being kind to one another	Bringing us together Disco Disco, friendship, hope and unity	Reflect, rewind and replay Classical The history of music
PSHE	Family and relationships Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	Health and wellbeing Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	Safety and the changing body Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence	Citizenship Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	Economic wellbeing Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers	Transition lesson Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this
R.E	Christianity: How does the Bible reveal God's plan? FAITH	Christianity: What might Jesus think	Christianity: How did Jesus change lives?	Christianity: What happened during	Christianity: Why do Christians share communion?	Christianity: Is Christian worship the same all around

	<p>DAY</p> <p>Christianity: What do Christians believe God is like? Reflecting on questions such as ‘What do I think God is like?’ Empathising by consider questions such as ‘What is it like to forgive and be forgiven?’ Investigating artefacts / art / story / text to find out what Christians believe God is like</p>	<p>of Christmas?</p> <p>Interpreting the meaning and significance of Christmas for Christians Synthesising by making links between aspects of their learning and what Christians believe about why Jesus came Applying & Expressing by translating ideas into practical actions</p>	<p>FAITH DAY</p> <p>Judaism: What are important times for Jews? Reflecting on the importance of family life for Jewish communities Empathising by considering the thoughts, feelings, experiences, attitudes, beliefs and values of Jewish families Investigating by asking relevant questions about Jewish ways of life</p>	<p>Holy Week?</p> <p>Evaluating by identifying what influences and inspires them Synthesising by making links between the Last Supper and Passover Analysing the links between the Jewish Passover and the Last Supper</p>	<p>Synthesising by making links between Christian beliefs and practices Expressing by showing their understanding of love and forgiveness reflected in the communion service using their creativity</p> <p>Christianity: How did the church begin? Reflecting on feelings and experiences of the apostles Empathising by considering how the Apostles overcame fear Investigating by exploring Biblical accounts</p>	<p>the world? FAITH DAY</p> <p>Applying by considering the impact of persecution for individuals and communities Synthesising by finding common features of Christian belief expressed in worship. Expressing by or gathering their findings into a presentation</p>
<p>Science</p>	<p>Magnets</p> <p>Compare how things move on different surfaces. Observe how magnets attract or repel. Plan and carry out an investigation to test whether different materials are</p>	<p>Forces</p> <p>Investigate springs.</p>	<p>Rocks</p> <p>Describe and compare rocks How and why rocks change over time Permeability of rocks Fossils – How they are formed Looking at the layers of soil</p>	<p>Animals</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.</p>	<p>Light</p> <p>Know that light is needed in order to see things. Identify different light sources. Recognise that light from the sun can be dangerous and that there are ways to</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the</p>

	magnetic.			Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<p>protect their eyes.</p> <p>Investigate whether materials are opaque, translucent or transparent.</p> <p>Investigate how light travels and find patterns in the way that the size of shadows change.</p>	<p>requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
Swimming					<p>Strokes-Explore technique for specific strokes to include head above water, breaststroke, backstroke and front crawl</p> <p>Breathing- Begin to explore front crawl breathing technique</p> <p>Water Safety - Explore techniques for personal survival</p>	<p>Strokes-Explore technique for specific strokes to include head above water, breaststroke, backstroke and front crawl</p> <p>Breathing- Begin to explore front crawl breathing technique</p> <p>Water Safety - Explore techniques for personal survival</p>

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