

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, braided horn that curves upwards and to the right. Its mane is depicted with flowing, leaf-like shapes. The background is a dark blue gradient with a large, light blue circular arc behind the unicorn's head. A solid yellow vertical bar is on the far left edge of the page.

**Sancton Wood School**  
**Curriculum Overview**  
**2023-24**  
**Year 3**

# English

## Michaelmas 1

### Trolls

Text: The Truth about Trolls

- Non-fiction writing
- Non-chronological report
- Writing in Paragraphs

The Romans: God, Emperors and Dormice

- Myth writing

Poetry:  
Haiku

SPAG

## Michaelmas 2

### The Romans!

Text: I was there! Boudica's Army

- Diary entry
- Narrative

Text: The story of Pompeii

- Setting description
- Newspaper on the day Mount Vesuvius erupted.
- Fact pack about Mount Vesuvius

Poetry:  
Halloween Cinquain poetry

SPAG

## Lent 1

### Rainforest Stories

Text: The Great Kapok Tree and The Shaman's Apprentice

Stories from different cultures.

- Persuasive letters.
- Non-Fiction writing (Animal fact file).
- Deforestation debates and discussions.
- Speech
- Narrative

SPAG

# English

## Lent 2

Chocolate!

Text: Charlie and the Chocolate factory.

- Newspaper article
- Character and setting descriptions
  - Narrative
- Non-fiction writing (Chocolate booklet)
- Instructions

SPAG

## Summer 1

Text: Stone Age Boy

- Narrative
- Class study of the text
- Diary writing
- Setting description

Poetry:  
Summer acrostic poems

SPAG

## Summer 2

Text: Stig of the Dump

- Newspaper areological report

Poetry:  
Kening Poems about Stig

SPAG

# Maths

## Michaelmas 1

### Place value

Finding different ways of representing numbers to 1000 (bar and part whole method)

### Addition and subtraction

Addition and subtraction methods, finishing with the formal column method. We will then apply this knowledge to multiplication and division.

Tables 3, 4 and 8

## Michaelmas 2

### Place value

Finding different ways of representing numbers to 1000 (bar and part whole method)

### Multiplication and Division

Tables 3, 4 and 8

## Lent 1

### Multiplication and division

### Length and perimeter

Measure and comparison of lengths.

**Angles and properties of shape** looks at obtuse, acute and right angles,

# Maths

## Lent 2

### Fractions

Making a whole, tenths and adding and subtracting fractions with the same denominator.

### Capacity and mass

Capacity measuring and reading scales and adding and subtracting capacities.

## Summer 1

### Fractions

Continuing with equivalents and comparing. Adding and subtracting fractions with the same denominator.

### Time

Time-calendars, telling the time to the nearest 5 minutes and adding multiples of five onto a given time.

### Money

Looking at ways to add money and applying the column method to this.

## Summer 2

### Shape

Angles and properties of shape looks at obtuse, acute and right angles, Recognising and describing 2 and 3D shapes and constructing 3D shapes.

### Statistics

Interpreting charts and collecting data.

## Michaelmas 1

### Forces & Magnets

Observe how magnets attract or repel each other, attract some materials and not others and compare and group together.

Identify some magnetic materials.

Describe magnets as having 2 poles and predict whether they will attract or repel each other.

Compare how things move on different surfaces.

Notice some forces need contact between two objects, but magnetic forces can act at a distance.

Magnetic game made in ICT

## Michaelmas 2

### Light

Recognising light is needed in order to see things and that dark is the absence of light. Light is reflected from surfaces. Light from the sun can be dangerous to eyes.

How shadows are formed and how the size of shadows change.

## Lent 1

### Rocks, Fossils and Soils

Compare and group rocks together on the basis of appearance and simple physical properties.

Describe in simple terms how fossils are formed.

Recognise that soils are made from rocks and organic matter.

Trip to the Sedgwick museum to see the rocks, fossils and stone age artifacts.

Visit from Senior school showing us how different rocks are made.

# Science

## Lent 2

### Animals including Humans

Identify that animals and humans need the right types and amount of nutrition and that they get nutrition from what they eat.

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

## Summer 1

### Plants

Identify and describe the functions of different parts of flowering plants.

Measuring plants

Compare the requirements of plants for life and growth.

Investigate the way in which water is transported within plants.

Explore pollination, seed formation, seed dispersal

## Summer 2

### Investigation Skills / Inventors and Scientists

Plan and carry out a variety of investigations.

Record results and evidence.

Process findings to develop conclusions and identify causal relationships.

Report on findings using presentations and displays.

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# Humanities

## Michaelmas 1

### Romans

Year 3 will travel back to Roman Britain this term. They will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. Year 3 will discover the rise of the Roman Empire in Britain, opposition from the Boudicca, the Celts and the legacy that was left behind, such as the Roman baths.

## Michaelmas 2

### Romans (cont)

Year 3 will travel back to Roman Britain this term. They will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. Year 3 will discover the rise of the Roman Empire in Britain, opposition from the Boudicca, the Celts and the legacy that was left behind, such as the Roman baths.

### Extreme weather - Volcanos

Year 3 will become volcano researchers in this Extreme Earth topic all about volcanos. We will explore how volcanos are formed by looking underground and be able to explain how volcanoes affect people's lives.

We will incorporate some History into our Geography lessons by exploring some historically significant volcanos like Mount Vesuvius.

## Lent 1

### The Rainforest -

Incorporate



# Humanities

## Lent 2

### Stone Age to Iron Age

Year 3 will journey through a million years and discover the fascinating history of Prehistoric Britain. Starting with the Stone Age and going right through to the end of the Iron Age, Year 3 will discover how humans first came to Britain, how they lived and what developments were made in each era. There will be cross-curricular links with our science topic Rocks, Fossils and Soils.

The children will enjoy learning more about the Stone Age to Iron Age through a visit to the University Archaeology and Anthropology department museum. Handling and dating artifacts

## Summer 1

### The UK -

The children will learn about countries, cities and flags of the UK. We look at the hills, mountains, rivers and seas of the UK. We also look at the position of counties in Britain, particularly around Cambridgeshire. Finally we look at how London has changed over the years.

(History and Geography)

## Summer 2

### Extreme Weather

# Computing

## Michaelmas 1

Logging onto suite PCs and chrome books, opening and saving work,

Internet research, interactive cross curricular games

Hour of Code internet games.

## Michaelmas 2

Logging onto suite PCs and chrome books, opening and saving work,

Internet research, interactive cross curricular games

Hour of Code internet games.

## Lent 1

Algorithms and work with Scratch.

How to use programming and use simple code to control a sprite using a series of activities.

Fixing bugs when the coding is not written correctly.

## Lent 2

Algorithms and work with Scratch.

How to use programming and use simple code to control a sprite using a series of activities.

Fixing bugs when the coding is not written correctly.

## Summer 1

Microsoft accounts - how to share work and communicate with each other. E - Safety will be at the heart of the unit.

We will learn how to create a power point presentation, then upload it to One drive to then share. The children will work collaboratively to edit each other's work.

## Summer 2

Microsoft accounts - how to share work and communicate with each other. E - Safety will be at the heart of the unit.

We will learn how to create a power point presentation, then upload it to One drive to then share. The children will work collaboratively to edit each other's work.

## Michaelmas 1

### Signs & Symbols

Signs and symbols and how they are related to various religions.

Religious symbolism and

What God means to different people.

## Michaelmas 2

### The Nativity Story

The story of the nativity from -who Mary and Joseph were, to the birth of Jesus.

## Lent 1

### Islam

Beliefs of Islam

Religious

The five pillars.

## Lent 2

### Comparing World Religions

Compare 5 different world religions.

## Summer 1

### Judaism

The religion of Judaism. We study where they pray, the holy book and special festivals.

## Summer 2

### Sikhism

An introduction into the Sikh religion. We will cover the holy book and place of worship.

## Michaelmas 1

This term we focus on sketching. The children learn to lightly draw lines on the page. We then look at how to draw animals and then move on to using water colours to draw a rainforest scene.

We will look at the style and techniques rainforest artists: Gustavo Araya and Oenone Hammersley

## Michaelmas 2

**(Cont)** This term we focus on sketching. The children learn to lightly draw lines on the page. We then look at how to draw animals and then move on to using water colours to draw a rainforest scene.

We will look at the style and techniques rainforest artists: Gustavo Araya and Oenone Hammersley

## Lent 1

Clay, cave paintings, DT - constructing Stone Age tools

Our Spring Term Art uses our history topic for inspiration. We make sunrise/sunset Stonehenge paintings. We make clay pots looking carefully at pattern and design. We make Stone Age axes which links to Literacy newspaper writing.

We also take on a DT challenge in which we look at packaging and design and make our own cereal boxes.

## Lent 2

**(Cont)** Clay, cave paintings, DT - constructing Stone Age tools

Our Spring Term Art uses our history topic for inspiration. We make sunrise/sunset Stonehenge paintings. We make clay pots looking carefully at pattern and design. We make Stone Age axes which links to Literacy newspaper writing.

We also take on a DT challenge in which we look at packaging and design and make our own cereal boxes.

## Summer 1

Our art this term will link closely with our Romans topic The children will create their own Mosaic and cover the following skills along the way:

To understand the concept of a mosaic.

To question and make thoughtful observations about different mosaics and select ideas to use in their own work.

To understand how mosaics featured in Roman life.

## Summer 2

**(Cont)** Our art this term will link closely with our Romans topic The children will create their own Mosaic and cover the following skills along the way:

To understand the concept of a mosaic.

To question and make thoughtful observations about different mosaics and select ideas to use in their own work.

To understand how mosaics featured in Roman life.

# Music

## Michaelmas 1

Ceremony of Carols Performance  
Preparation:

Theory and musicianship skills.  
Singing and performance techniques:  
aural memory, sight reading rhythms,  
recognising tonality and introducing  
accidentals.

## Michaelmas 2

**(Cont)** Ceremony of Carols Performance  
Preparation:

Theory and musicianship skills.  
Singing and performance techniques:  
aural memory, sight reading rhythms,  
recognising tonality and introducing  
accidental.

## Lent 1

Music, Minimalism and Mindfulness:  
discovering form, duration, ostinato,  
musical patterns and the 'minimalist'  
compositional movement.

## Lent 2

Music in the theatre -Ballet Music

## Summer 1

Musical production

## Summer 2

Musical production

# Drama

Michaelmas 1	Michaelmas 2	Lent 1
<p>Introduction to basic drama skills</p> <p>Diction</p> <p>Projection</p> <p>Expression</p> <p>Breathing</p> <p>Working as a team</p> <p>Introduction to physicality</p>	<p>Putting skill into Practice</p> <p>Building on and developing skills learned in first half term</p> <p>Character development through Fairy tales</p>	<p>Physical and Vocal Expressions</p> <p>Freeze frames</p> <p>Charlie and the chocolate factory sequence of lessons to develop and consolidate character</p>
Lent 2	Summer 1	Summer 2
<p>Putting skills into Practice</p> <p>Consolidation of all skills covered throughout the year</p> <p>Working with a script</p> <p>Audition process for end of year play begins</p>	<p>Year 3 Production rehearsals</p> <p>Rehearsal of the Yr 3 performance to parents begin</p>	<p>Year 3 production rehearsals</p> <p>Rehearsals continue</p> <p>Performance to parents towards the end of the year</p>

# Spanish

## Michaelmas 1

European Day of Languages celebration

Revision of the alphabet and the spellings of the numbers through pair and team games.

Asking and answering how are you, name and age, spelling of name, and responding.

The colours and their spellings.

Listening to and reading stories in Spanish.

Día de muertos cultural activities

## Lent 2

Rooms in the house. And Items of furniture

My ideal house + use of conditional tense (sería)

Asking where something is. Prepositional language.

Pascua (Easter) and cultural activities

## Michaelmas 2

The days of the week and their spellings.

The months of the year and their spellings.

Asking and answering 'When is your birthday?', 'What is today's date?'

Christmas in Spain. - language and cultural activities

## Summer 1

**Classroom items and possessive adjectives**

Food vocabulary.

Expressing detailed opinions

Mayan masks – art project

## Lent 1

Members of the family.

Describing people's appearance using the third person singular form of the present tense + possessive adjectives Introduction/consolidation of adjectival agreement.

Playing games in Spanish

Día de San Valentín

## Summer 2

Revision and consolidation of the vocabulary and grammar introduced this year

End of year activities



## Michaelmas 1

### Basketball

Passing, dribbling shooting, defending, game play

Positions and tactical play in attack and defensive. Footwork

### Swimming

## Michaelmas2

### Tag Rugby

To be able to communicate, pass the ball and move into space to receive the ball

To be able to make a safe tackle

To be able to maintain possession momentum by support running

To be able to maintain possession by recycling the ball

To be able to restart the game

To be able to perform in a competition with outstanding sportsmanship

### Swimming

## Lent 1

### • Football

- To be able to maintain possession of the ball through dribbling
- To be able to maintain possession of the ball through passing. To be able to contest possession through tackling
- To be able to state the teaching points to punting the football into goal
- To be able to identify tactics to maintain possession of the ball To be able to perform in a competition with outstanding sportsmanship

### Netball

### Hockey

To be able to demonstrate dribbling with change in direction  
Safe block tackles  
Push passes and slap passes  
Basic rules and game play.

## Lent 2

### Netball /Football

Passing  
Shooting  
Defending/marking  
Dribbling in football  
Games for understanding

### Gymnastics

Travelling, types of movements, sequences, positions.

Rolls, teddy bear, forward, pencil, backward rolls.

Balance, points and patches, mirror and match

Developing Individual and group routines

## Summer 1

### Athletics

To be able to identify correct sprinting technique

To be able to identify correct pacing strategies for a variety of distances

To be able to identify correct long jumping technique

To be able to identify correct throwing technique

To be able to identify correct technique for relay baton change overs

To be able to identify correct technique for the high jump

### Tennis

Sequences  
Serves  
Forehand  
Backhand  
Competitive play

## Summer 2

### Athletics

To be able to identify correct sprinting technique

To be able to identify correct pacing strategies for a variety of distances

To be able to identify correct long jumping technique

To be able to identify correct throwing technique

To be able to identify correct technique for relay baton change overs

To be able to identify correct technique for the high jump

### Cricket

To be able to under arm throw and low cradle catch a ball accurately.

To be able to over arm throw and high cradle catch a ball accurately.

To perform simple or complex over arm bowling accurately with consistency.

To be able to bat the ball in a variety of ways

To be able to create fielding and batting tactics

To be able to perform in a competition with outstanding sportsmanship

## Michaelmas 1

Beginning and Belonging

## Michaelmas 2

Family and Friends

Anti-bullying

## Lent 2

Diversity and Communities

## Lent 2

Personal Safety

## Summer 1

SRE

Drug education

## Summer 2

Managing change