



Hanley St Luke's Church of England Academy

Year 3 Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	8 weeks	7 weeks	6 weeks	7 weeks	4 weeks	7 weeks
Worship	The Words of Jesus Harvest	Advent and Christmas	People Jesus Meets	Holy Week and Easter	The Parables of Jesus	The Miracles of Jesus
Events	-Local History Day -Black History Month Harvest -Prehistoric Day -European Day of Languages 27th September	-Anti-Bullying Week -Christmas -Year 3 Sports 4all festival -Children In Need	-Safer Internet Day -Chinese New Year -British Science Week -Comic Relief -Parent X Tables Workshop -Number Day Friday 7 th February	-World Book Day -Art Day -Mother's Day -Shrove Tuesday -Easter	-Athletics trials Y3-6 -Sports Day -Romans Day	-Great Science Share -Father's Day -Transition Week
Educational Visits/ Visitors	-Prehistoric Pots workshop- The Potteries Museum. -Forest Park- Local History day?	-Tatton Park- Stone Age Experience- Tuesday 19 th November. -Stanley Head: mapping skills and nightline / team building- Tuesday 12 th or Thursday 14 th November 2024.	-Rocks Science workshop- The Potteries Museum.	-Prime VR- Rainforests Monday 7 th April.	-Dewa/ Chester Romans Visit.	-Hanley Library- summer reading challenge
Careers Links	Archaeologists dig work relating to stone, iron and bronze age. Dietician Nutritionist Health visitor Doctor/nurses Historian Miner Museum Guide Author	Mae Jemison-astronaut, scientist- Black History related.Sports and running and ambassador 'Save the Children.' Military Charity worker Historian Museum Guide Author	Rainforest alliance and fair trade. Computer programming/security linked to safer internet day. Author Geologist Museum curator	Farming Sheep Shearing, Wool Spinning, Forest Schools Gamekeeping and Conservation Gardening, Countryside learning, Vet Bee keeping Equine husbandry Palaeologist Artists Author	Military Seamstress Dress maker Metal smithing Swimming instructor Life guard Chef Baker Historian Museum Guide Author	Horticulturist Florist Physics teacher Botanist Farmer Landscape Optical engineer Librarian Author Scientist

	Let's Travel Through Time!		Rescuing the Rainforest		Were the Romans Really Ruthless?	
<p>Core Books</p>	<p>Little Red Riding Hood</p>  <p>How to Wash A Woolly Mammoth</p> 	<p>Funny Bones</p>  <p>Stone Age Boy</p> 	<p>The Great Kapok Tree</p> 	<p>Buddy's Rainforest Rescue</p> 	<p>Alfie's Roman Adventure</p> 	<p>Alfie's Roman Adventure</p> 
<p>Guided Reading</p>	<p>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed Goldilocks Skeleton facts Skeleton jokes Celebrating our sisters- Black history</p>	<p>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed Firework poem Biscuit recipe Proudest Blue Rosh Hashanah</p>	<p>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed New Year Push and pull Rainforests calling song Orang-utans</p>	<p>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed Diwali Pythons Lent Alice in Wonderland Yay-poem</p>	<p>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed Treasure Island Rob and Kevin Lucky duck Peculiar Plants</p>	<p>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed The Romans Julius Caesar Jellyfish adventure Newspapers</p>
<p>Reading for pleasure</p> <p>Y3 Author- Roald Dahl</p>	<p>Roald Dahl- The Magic Finger, Esio Trot, Revolting Rhymes Moses and The Ten Commandments</p>   	<p>A range of texts chosen by children. The Nativity</p>	<p>Roald Dahl- The Enormous Crocodile, The Twits, Charlie and The Chocolate Factory.</p>   	<p>A range of texts chosen by children. Moses and The Ten Commandments</p>	<p>Roald Dahl- George's Marvellous Medicine. The Witches, Matilda</p>   	<p>A range of texts chosen by children. Moses and The Ten Commandments</p>

SPAG and Non-fiction Text type	2.5 weeks Place Value of Punctuation-Grammarsaurus Jane Considine spelling programme. <u>SPAG/grammar:</u> Nouns, pronouns , verbs , adverbs , conjunctions, Imperative verbs, a and an, adjectives, synonyms, conjunctions, contractions, plurals, double ly endings, ing and ed sentences and double adjectives within a sentence, fronted adverbials, direct speech. Thesaurus and dictionary work. Edit and improve	Jane Considine spelling programme. <u>SPAG/grammar</u> Verbs, nouns, adverbs, conjunctions, Imperative plurals, double ly endings, ing and ed sentences and double adjectives within a sentence, Commas, Inverted commas, fronted adverbials. Edit and improve	Jane Considine spelling programme. <u>SPAG/grammar:</u> Verbs, adverbs, conjunctions, Imperative verbs, plurals, double ly endings, ing and ed sentences and double adjectives within a sentence, Commas, Inverted commas, fronted adverbials, apostrophes, contractions, Subordinating conjunctions. Edit and improve		
Writing Opportunities	<u>Genres:</u> Fact File Retell Character description Conversational writing with direct speech Alternative ending Wanted poster Instructions Leaflets Letter writing Write a letter to Mae Jemison asking questions about her careers, how she can inspire and help them. Prayer writing for use in classroom worship. Letter to soldiers/ex-military thanking them for their service.	<u>Genres:</u> Setting description Conversational writing using direct speech Poetry writing Paragraphs Persuasive Writing/Poster Letter writing Non-Chronological report Persuasive balanced argument Thesaurus and dictionary work. Recount Edit and improve Review of the Swynnerton estate trip sending to them.	<u>Genres:</u> Diary Character Profile Setting description Letter writing Character description Re-writing an opening Thesaurus and dictionary work. Retell Poems/limericks Leaflet writing Recount Narrative Edit and improve Sports report about school sports day		
Science	<u>Animals including humans</u> What type and amount of nutrition does an animal including humans need to maintain a healthy lifestyle? Can you explain the functions of a skeleton? Types of nutrients Healthy or unhealthy?	<u>Forces and Magnets</u> How do different surfaces effect the movement of an object? Why do magnets repel or attract each	<u>Rocks</u> Health Education How is a fossil formed? What makes us healthy physically, emotionally and	<u>Plants</u> What do we mean by the life cycle of a plant? How do different elements aid a plant's growth?	<u>Light</u> Why is light so important? How does time affect the length of a shadow? What is a light

	<p>Healthy eating journal</p> <p>The skeleton</p> <p>Types of skeletons</p> <p>Muscles</p> <p>Investigating links between height and foot sizes</p>	<p>other or materials?</p> <p>Pushes and pulls</p> <p>Friction</p> <p>Scrapyard challenge- investigating materials</p> <p>Magnet strengths</p> <p>Repelling and attracting</p>	<p>mentally?</p> <p>Types of rocks</p> <p>Grouping rocks</p> <p>Fossils</p> <p>Mary Anning</p>	<p>Parts of a plant</p> <p>What do plants need to grow?</p> <p>The importance of water</p> <p>Pollination</p> <p>Life cycle of a plant seed</p> <p>Seed dispersal</p>	<p>source?</p> <p>Reflection</p> <p>UV rays and safety in the sun</p> <p>Investigation: The sun. Hero or villain?</p> <p>How does light make a shadow?</p> <p>What factors change a shadow?</p>
Computing	<p>Connecting Computers</p>	<p>Stop frame animation</p>	<p>Sequencing sounds</p>	<p>Branching databases</p>	<p>Desk Top Publishing</p> <p>Events and actions in programmes</p>
History	<p><u>Stone Age/ Bronze Age/ Iron Age</u></p> <p>How did the introduction of new metals change settlements through the ages? What evidence is there to show us what everyday life was like for people living in the stone/bronze/iron age?</p> <p>Stone/Bronze/Iron Age</p> <p>Intro to stone age</p> <p>Use of evidence and artefacts to discover what life was like.</p> <p>Hunters and gatherers</p> <p>Homes and settlements</p> <p>Skara Brae</p> <p>The introduction of bronze</p> <p>Bronze homes and settlements</p> <p>Stonehenge</p> <p>Clothing</p> <p>Hillforts</p> <p><u>Black History</u></p> <p>Who was Mae Jemison and Who is Mo Farah? How have they influenced other people of colour?</p> <p>Black History month-Mae Jemison Mo Farah</p>		<p><u>Romans</u></p> <p>Who were the Romans? How did they create such a successful empire and leave behind such a significant legacy?</p> <p>Atlas work on identification of the spread of the Roman Empire</p> <p>Protection of the empire in particular Hadrian's wall</p> <p>Comparison of modern Italy to the time of the Romans and how it has changed. What evidence is left?</p> <p>Identifying Roman cities in the UK.</p>		

	<p style="text-align: center;"><u>Remembrance</u></p> <p>Why is the Royal British Legion such an important charity for our armed forces? Remembrance Day</p> <p style="text-align: center;"><u>Local History</u></p> <p>Why was coal mining such an important industry in Stoke On Trent? How has the industry changed over time in the local area? Local Area focus – Coal Mining</p>					
Geography	<p><u>Field Work and Local Geography</u></p> <p>How was local land used in the past and how has it changed over time? Forest Park</p> <p>Stanley Head- How are maps used? How can maps be used to help us locate places? Mapping skills and nightline team building</p>		<p style="text-align: center;"><u>Rainforests</u></p> <p>Human and Physical Geography Place and Locational Knowledge</p> <p>Why are rainforests so important to our world? What flora and fauna inhabit the rainforests of the world? Map and atlas work Where do we find rainforests in our world? Creating a relief map of South America Layers of a rainforest Flora and fauna of the rainforests Comparing Sherwood forest with the Amazon Deforestation Indigenous tribes of the rainforests</p>	<p><u>Place and Locational Knowledge</u></p> <p>Where is Italy in relation to the UK? Where are Roman Cities and architecture located in the UK? Map and atlas work Italy UK Hadrian's Wall Chester</p>		
D & T	<p><u>Materials:</u></p> <p>Make your own woolly mammoth -Cut materials accurately and safely by selecting appropriate tools. -Choose suitable techniques to construct products or</p>	<p><u>Food:</u></p> <p>-Making sandwiches (instructions). -Prepare ingredients hygienically using appropriate utensils. -Assemble ingredients. Prepare ingredients hygienically</p>	<p><u>Materials:</u></p> <p>3D Relief Map -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). -Choose suitable</p>	<p><u>Mechanics:</u></p> <p>Rainforest Diorama --- -Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product- levers. -Apply appropriate cutting and shaping</p>	<p><u>Materials:</u></p> <p>Roman shields -Cut materials accurately and safely by selecting appropriate tools. -Measure and mark out to the nearest millimetre. -Apply appropriate</p>	<p><u>To take inspiration from design throughout history:</u></p> <p>Design/Make a Roman chariot. -Explore objects and designs to identify likes and dislikes of the designs. -Suggest</p>

	<p>to repair items. -Refine work and techniques as work progresses, continually evaluating the product design. Improve upon existing designs, giving reasons for choices. -Select appropriate joining techniques.</p>	<p>using appropriate utensils. -Measure ingredients to the nearest gram accurately. -Follow a recipe. Assemble ingredients</p>	<p>techniques to construct products. -Make products by working efficiently. Select appropriate joining techniques.</p>	<p>techniques that include cuts within the perimeter of the material (such as slots or cut outs). Rousseau collages -Select appropriate joining techniques.</p>	<p>cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). -Select appropriate joining techniques. - Design with purpose by identifying opportunities to design. -Make products by working efficiently (such as by carefully selecting materials). Construction: Choose suitable techniques to construct products or to repair items.</p>	<p>improvements to existing designs. -Explore how products have been created. -Cut materials accurately/safely by using appropriate tools. Select appropriate joining materials. -Choose suitable techniques to construct products. Mechanics: -Knowledge of transference of forces to choose appropriate product. -Design, make and evaluate and improve- design, make and refine product to then evaluate. -Inspiration from design-chariot racing re-enactments, improve on existing designs and offer improvement.</p>
Art	To Develop Ideas:		To Develop Ideas:	To Develop Ideas:	To Develop Ideas:	

Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language

Sculpture-

Clay Pot making at museum-Use clay and other mouldable materials. Create and combine shapes to create recognisable forms

Painting and Drawing

Cave paintings and artwork

Comment on artworks using visual language. Use different grades of pencils to show line, tone and texture.

Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture.

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.

Print:

Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.

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Painting/ Sculpture

3D relief maps (Modroc)

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.

Sketch

Collage/ To Take Inspiration from the Greats

Animal Collage-Henri Rousseau Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping,

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Digital Media/ Painting:

Diorama: Painting Photography (iPads) Create images, video and sound recordings and explain why they were created. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.

Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language

Drawing:

Sketching: Septimus Severus and Roman Soldier. Use different grades of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture.

Take Inspiration from the Greats

Mosaics—Design then make mosaic mats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others

Textiles: Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.

			tessellation, mosaic and montage. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.			
Music	'No place like...' (BBC Ten Pieces)Singing, Perform with control, create repeated patterns, control sounds for effect, non-standard symbols, use terms and evaluate music.		Whole-class recorders Singing, maintain a part, play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.		Whole-class recorders Singing, maintain a part, play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.	
RE	Creation/Fall L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.7 What do Hindus believe God is like?	Salvation L2.5 Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.12 How and why do people try to make the world a better place?
PE	ASM BeeActive Indoor: Gymnastics Outdoor: Basketball	ASM BeeActive Dodgeball/benchball Cricket	ASM BeeActive Zumba/yoga/team games multi skills Football Swimming	ASM BeeActive Hockey Dance-rainforests Swimming	ASM BeeActive Tennis	ASM BeeActive Athletics/Rounders
PSHE	Mind Up. Relationships –Families & Friendships, Safe Relationships, Respecting Ourselves & Others		Mind Up. Living in the wider world – Belonging to a community, Media. Literacy & Digital Resilience, Money & Work		Mind Up. Health & Wellbeing –Physical Health & Mental Wellbeing, Growing & Changing, Keeping Safe	
Spanish	Vowels Greetings Names Numbers 1-10 Ages Phonic practice Classroom items Christmas card instructions/dates/figures		Classroom instructions Animals Colours Spanish stories		Fruits Days of the week Food Snacks Ordering food Retelling stories+	