












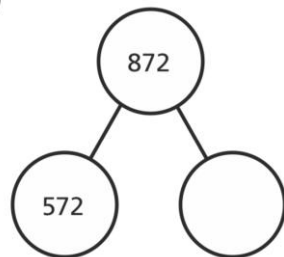


Toft Hill Primary School: Curriculum Overview Year 3

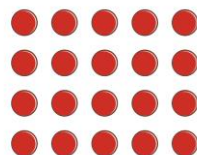
	Autumn	Spring	Summer
English	<p><u>Reading</u></p>  <p>The Iron Man</p>  <p>Wolves</p>  <p>How the Grinch Stole Christmas</p>	<p><u>Reading</u></p>  <p>Lob</p>  <p>The Egyptian Cinderella</p>  <p>Charlotte's Web</p>	<p><u>Reading</u></p>  <p>Krindlekrax</p>  <p>Planet Omar</p>

	<div></div> <div>The Nothing to See Here Hotel</div>																								
	<div>Writing</div> <div>Recount</div> <div>Letter of apology</div> <div>Setting description (narrative)</div> <div>Instructions</div> <div>poems</div> <div>Non- chronological report</div> <div>Book review</div>	<div>Writing</div> <div>Recount</div> <div>Persuasive advert</div> <div>Narrative</div> <div>Explanation text</div> <div>Short story</div> <div>Poems</div>																							
Maths	<div>Place Value</div> <div><table><tr><td>H</td><td>T</td><td>O</td></tr><tr><td></td><td></td><td></td></tr></table></div> <div>Addition and subtraction</div>	H	T	O				<div>Multiplication and division</div> <div><div></div><div><table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>2</td><td></td></tr><tr><td>x</td><td>3</td><td>4</td><td></td></tr><tr><td colspan="4"><hr/></td></tr></table></div></div> <div>Show how Jack could improve his column method and work out the answer.</div> <div>Money</div>							2		x	3	4		<hr/>				<div>Fractions</div> <div>Time</div> <div>Properties</div> <div>Mass and Capacity</div>
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Multiplication and division

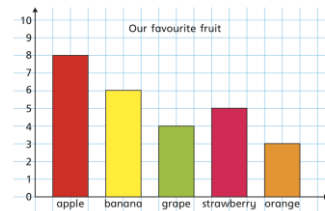


What multiplication facts does the array represent?
Complete the multiplications.

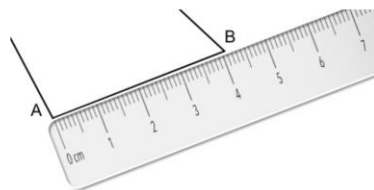
How much money does each person have?



Statistics



Length and Perimeter


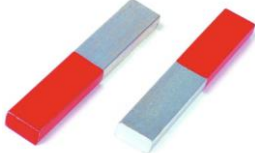





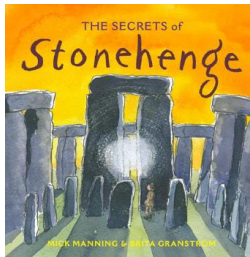
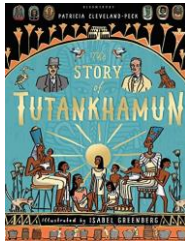
Fractions

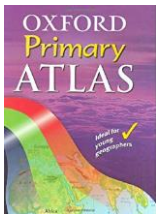







- 'What is the same?'
- 'What is different?'





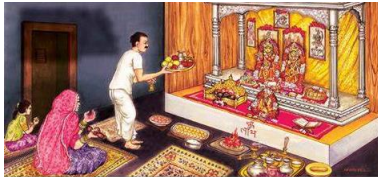
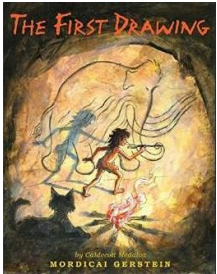
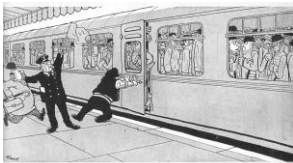






- 'The yellow part is a larger part of the whole circle than the red part.'
- 'The red part and the blue part are equal-sized parts of the whole circle.'

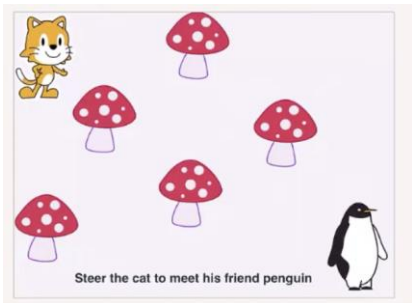


<p>Science</p>	<p>Rocks</p>  <p>Can you compare and group together different kinds of rocks on the basis of their properties?</p> <p>Can describe how fossils are formed when things that have lived are trapped within rock?</p> <p>Can you recognise that soils are made from rocks and organic matter?</p> <p>Forces and magnets</p>  <p>How things move on different surfaces? Why do magnets attract or repel?</p> <p>Can you group together a variety of everyday materials on the basis of whether they are magnetic?</p> <p>Can you describe magnets as having 2 poles</p>	<p>Light</p>  <p>Are you able to notice that light is reflected from surface?</p> <p>Can you recognise that shadows are formed when the light from a light source is blocked by an opaque object?</p> <p>Can you find patterns in the way that the size of shadows change?</p> <p>Plants</p>  <p>Can you identify and describe the functions of different parts of flowering plants?</p> <p>Can you explore the requirements of plants for life and growth?</p> <p>Can you investigate the way in which water is transported within plants?</p>	<p>Animals, including humans</p>  <p>Can you identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food?</p> <p>Can you identify that humans and some other animals have skeletons and muscles for support, protection and movement?</p>
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		Can you explore the part that flowers play in the life cycle of plants?	
History	<p>Stone Age to Iron Age</p> <p>How do we know so much about the Stone Age?</p> <p>When was the Stone Age?</p> <p>What and where is Skara Brae?</p> <p>What and where is Stonehenge?</p> <p>What objects would you include in a museum display about Britain's first people</p> 	<p>Why did the Ancient Egyptians build pyramids?</p> <p>How do we know so much about the Ancient Egyptians?</p> <p>What did Howard Carter find?</p> <p>Why did the Egyptians build pyramids?</p> <p>What was at the most important item in a pyramid?</p> <p>Where and when did people start to build towns and cities?</p> 	
Geography	<p>Is the UK the same everywhere?</p> <p>Where are the UK's hills, mountains and rivers?</p>	<p>Geography: Why do we have cities?</p> <p>Where do people live in the UK today?</p>	<p>Why is the North East special?</p> <p>What are the key human and physical features of the North East.</p>

	<p>What are the major UK landmarks and where will I find them</p> <p>What would we see if we sailed around the edge of the UK?</p> <p>What's the weather like near you</p> 	<p>Are all cities in the UK the same?</p> <p>What can we find in UK cities?</p> <p>How have our cities changed over the years?</p> <p>What is changing in cities around the world?</p> 	<p>What are the key industries of the North East.</p> <p>What are the key features of the river Tees?</p> 
PE	<p>Tag Rugby</p>  <p>Dance</p> 	<p>Gymnastics</p>  <p>Tri Golf</p> 	<p>Cricket</p>  <p>Athletics</p>

<p>RE</p>	<p>To understand Hindu Worship.</p>  <p>To understand the term advent and what it means to Christians.</p> 	<p>What can we learn about Christian symbols and beliefs by visiting a church?</p>  <p>What do Christians remember on Palm Sunday?</p> 	<p>What do Hindus believe and how does this affect the way they live their lives?</p> 
<p>Art</p>	<p>Prehistoric Art</p>  <p>Reflect on the purpose of art, look at proportion</p> <p>Use of charcoal, natural materials, paint</p>	<p>Art and Design</p>  <p>Learn about the work of Carl Giles</p> <p>Alter tint and shade of colour</p> <p>Draw from observation</p> <p>Use different materials to make three-</p>	<p>Craft</p>  <p>Create a mood board</p> <p>Create a tie-dyed material</p> <p>Create art using paper weaving</p>

	and handprints on a textured background.	dimensional artwork Formal Elements of Art Draw simple geometric shapes Recognise and apply geometry when drawing Create and form shapes using soft modelling wire Apply even layers of pencil tone when shading	Sew using a running stitch
DT	This subject is under development		
Music	Singing  Conduct through signs singing, movement, instruments and symbols (including loud and quiet, fast and slow)	Recorder  following melodic and rhythmic patterns using no fingers and single finger (B note).	Recorder  following melodic and rhythmic patterns using no fingers and single finger (notes BAG)
Modern foreign languages	French: All about me Greetings, saying your name, saying your age, numbers 1-10	French: Games and songs Number 10 -20, months of the year,	French: Transport Weather, how we travel and transport

	<p>Games and songs</p> <p>Number 10 -20, months of the year, birthdays, playground games, likes and dislikes</p>	<p>birthdays, playground games, likes and dislikes</p> <p>Portraits</p> <p>Colours, body parts and a traditional French story</p>	
Computing	<p>Be able to use a block program</p> <p>Use Scratch to draw regular 2D shapes and to make a simple programme using sequencing and timing.</p> 	<p>Inputs sets of instructions</p> <p>Use a program Scratch 'Dressing up game'</p> 	<p>Begin to use conditionals</p> <p>"If I click here then this happens..."</p> 
On-line safety	<p>Use a simple password</p> <p>Know that some people are the internet should not be trusted <i>See Smart Crew resources.</i></p> <p>Know that concerns about what they see on-line should be reported to a trusted</p>	<p>Use a Search engine to find information given key words</p> <p>Know which websites are useful and begin to understand that all might not be</p>	

	adult <i>See Smart Crew resources</i>		
PSHE	<p>To recognize and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>That their actions affect themselves and others.</p>	<p>Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online.</p> <p>Think about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p>	<p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p>
SMSC/Whole school focus	<p>Anti-bullying week (11th – 15th Nov)</p> <p>80th anniversary of commencement of WW2</p> <p>Black History Month (Oct)</p> <p>Children in Need (Nov)</p> <p>Christmas</p>	<p>Safer Internet Day (4th Feb)</p> <p>World Book Day (23rd April)</p> <p>Diversity: LGBT, Autism Awareness day (2nd April)</p> <p>Science week (6th – 15th March)</p> <p>Easter</p>	<p>Refugee Week (May/June)</p> <p>Road safety, water safety, sun safety</p> <p>Community??</p>
	<p>M&M Theatre Production: The Railway Children</p> <p>Samba band</p> <p>Stone Age Day</p> <p>Pantomime</p> <p>Judo Taster session</p> <p>Christmas Party</p>	<p>Oriental Museum - Durham</p> <p>St Cuthbert's Church visit</p> <p>Visit to Newcastle (Geog/Art)</p>	<p>River Study (High Force and Bowlees)</p>
	<p>National Poetry Day Assembly</p> <p>Parents' evenings</p> <p>Christmas Production</p>	<p>Parents' evenings</p> <p>Project work</p>	<p>Parents' evenings</p>