

## Curriculum Overview (2022-2023)

YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>TOPIC:</b>	<b>History lead: The Tudors</b>		<b>Geography lead: Around the World</b>		<b>Geography &amp; History lead: Wonderful Westbury</b>	
<b>English</b>	<b>Narrative:</b> Description Portal story <b>Poetry</b>	<b>Narrative:</b> Historical fiction <b>Non-Fiction:</b> Diary writing Persuasive writing	<b>Narrative:</b> Stories from Other Cultures <b>Non-Fiction:</b> Non- chronological reports Letter writing	<b>Narrative:</b> Stories from other cultures <b>Non-Fiction:</b> Book reviews <b>Poetry</b>	<b>Narrative:</b> Suspense <b>Non-Fiction:</b> Persuasive writing <b>Poetry</b>	<b>Narrative:</b> Adventure story <b>Non-Fiction:</b> Instructions Letter writing
<b>Mathematics</b>	<b>Number</b> – Place Value Addition and Subtraction <b>Shape</b> – 2D, perimeter, length	<b>Number</b> - Multiplication and Division, Fractions <b>Measurement</b> – mass, capacity <b>Statistics</b>	<b>Place Value</b> <b>Number</b> – Add and subtract written methods <b>Measurement:</b> Time	<b>Number</b> – Fractions, Multiplication and division written methods <b>Measure:</b> Shape	<b>Geometry</b> – Properties of Shapes <b>Measurement:</b> Mass and Volume	<b>Geometry</b> <b>Statistics</b> Consolidation
<b>Science</b>	<b>Animals including Humans</b>	<b>Rocks &amp; Soils</b>	<b>Forces</b>	<b>Magnets</b>	<b>Light</b>	<b>Plants</b>
<b>History</b>	<b>Themes in GB History:</b> Life in Tudor Britain		<b>Human and Physical Geography</b> <b>Mapping skills</b>		<b>Local History Study</b>	
<b>Geography</b>	<b>Locational Knowledge:</b> Tudor Exploration				<b>Geographical Skills and Fieldwork</b>	
<b>Computing</b>	<b>Word Processing, mouse skills</b> <b>Digital Presentations</b> <b>E-Safety</b>		<b>Coding</b> <b>Computer Networks</b> <b>E-Safety</b>		<b>Digital Art</b> <b>Movie Trailer</b> <b>E-Safety</b>	
<b>P.E.</b>	<b>Orienteering</b> <b>Indoor Athletics</b>	<b>Tag Rugby</b> <b>Mind, Body &amp; Breathing</b>	<b>Basketball</b> <b>Gymnastics:</b> floor work	<b>Tennis</b> <b>Dance</b>	<b>Rounders</b> <b>Gymnastics:</b> apparatus	<b>Athletics</b> <b>Boccia</b>
<b>PSHE</b>	<b>Jigsaw</b> induction: Celebrating Me	<b>Jigsaw:</b> Being Me In My World	<b>Jigsaw:</b> Dreams and Goals	<b>Jigsaw:</b> Healthy Me	<b>Jigsaw:</b> Relationships	<b>Jigsaw:</b> Changing Me
<b>R.E.</b>	<b>What is important to me?</b>	<b>Christmas: Music</b>	<b>Who can inspire us?</b>	<b>Easter</b>	<b>Sikhism</b>	
<b>Art/D.T.</b>	<b>Clay:</b> Tudor Roses <b>Line and tone:</b> Portraits	<b>Mechanisms:</b> Levers and Pop-ups	<b>Colour and Pattern</b>	<b>Food Technology:</b> scones and pizzas	<b>Texture, Shape and Form:</b> Observational Adventures	<b>Structures:</b> Photo frames
<b>MFL</b>	<b>Moi – All about Me 1</b>	<b>Moi – All about me 2</b>	<b>Les Couleurs</b>	<b>La Fête</b>	<b>Le Marché</b>	<b>Un Caméléon</b>
<b>Music</b>	<b>Pitch</b>	<b>Performance/singing</b>	<b>Ukulele</b>	<b>Ukulele</b>	<b>Listening: Chronology</b>	<b>Rhythm/composition</b>