

Curriculum Long Term Overview Map
Spring Term
Year Group: 3
Overall Theme: Stone age – Iron Age

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
English	<p>Author Study/Link:</p> <p>Non-fiction text related to bronze age and iron age.</p> <p>Narrative – folk tale.</p> <p>Iron man – classic adventure</p> <p>Non fiction – diary.</p> <p>Non fiction – discussion – for and against</p>	<p>Genre Coverage:</p> <p>Reading</p> <p>In this term, pupils will revise, consolidate and develop skills learned in previous years. In addition they will be encouraged to develop a positive attitude to reading, especially for pleasure and be encouraged to extend their knowledge and understanding of new vocabulary. Children will develop their understanding of what they have read by listening to and discussing a range of fiction and non-fiction in different forms. E.g. reports, folk tales, adventure stories and diaries. They will read, discuss and analyse books and texts for a range of purposes and respond in a variety of ways.</p> <p>Children will be encouraged to take note of punctuation when reading out aloud and use intonation and expression when reading aloud to a range of audiences. They will be taught to retrieve and record information from non-fiction texts. These are the key objectives that will be covered:</p> <ul style="list-style-type: none"> ▪ Discussing the purpose of paragraphs and identifying a key idea in a paragraph. ▪ Listening to and discussing a range of fiction, poetry, plays, non-fiction. ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. ▪ Analysing and evaluate texts looking at language, structure and presentation. In particular non – chronological reports. ▪ Reading and performing poetry. ▪ Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. ▪ Using dictionaries to check meanings of words they have read. <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> ▪ Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.

		<ul style="list-style-type: none"> ▪ Quickly appraising a text to evaluate usefulness. ▪ Navigating texts in print and on screen. <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> ▪ Developing and agreeing on rules for effective discussion.
		<p>Vocabulary Grammar and Punctuation</p> <p>GRAMMATICAL AWARENESS</p> <p>To further develop the function of adjectives within sentences. To extend knowledge and understanding of pluralisation. To express <u>time</u> and <u>cause</u> using <u>conjunctions</u> – when, before, after, while, because – in writing and speaking, <u>adverbs</u> – then, next, soon – or <u>prepositions</u> – before, after, during, in , because, of – in writing and speaking To develop the use of nouns.</p> <p>SENTENCE STRUCTURE and PUNCTUATION</p> <p>To understand the differences between verbs in the first, second and third person – for example I/we do, you/you do, he/she/they do/does To identify personal pronouns in a sentence and replace names with personal pronouns within a sentence</p>
		<p>Composition</p> <p>In writing, as in reading, children will revise, consolidate and develop skills learned in previous years. In addition they will use their reading to analyse narrative, non-fiction and diary writing in order to plan and write their own versions. They will begin to understand the language and structure of different genres and begin to organise their own work into paragraphs or under sub headings accordingly. They will use a range of punctuation in their writing and begin to proof read and check their work for errors in grammar and punctuation in order to improve their work further.</p>

		<p>Spelling</p> <p>Spellings are differentiated depending on assessment to meet individual needs. They will continue to spell further homophones and near homophones, and learn rules for adding suffixes to verbs to show change in the tense. Children will learn how to place apostrophes in words with regular plurals. Children will be encouraged to use a variety of methods to learn their spellings and correctly learn words that are often misspelt.</p>
		<p>Handwriting</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words • write upper case letters of the correct size relative to lower case letters • start using some of the diagonal and horizontal strokes needed to join letters Form and use the four basic handwriting joins • Write legibly
Maths	<p>Number place value and money – Term 1</p> <p>Term 2</p>	<ul style="list-style-type: none"> • Count on and back in 1s, 10s or 100s from any two- or three-digit number. • Partition three-digit numbers in different ways, (e.g. $325 = 300 + 20 + 5$ but is also $200 + 125$ etc) • Order a set of random numbers to 1000. <ul style="list-style-type: none"> • Find 1, 10 or 100 more or less than a given number. • Count from 0 in multiples of 50 and 100. • Describe and extend number sequences involving counting on or back in different steps.
	Addition – Term 1	<ul style="list-style-type: none"> • Recall addition and subtraction facts for each number up to 20. • Recall addition and subtraction facts for 100 (multiples of 5 and 10). <p>State the addition fact that links to a subtraction fact and vice versa.</p>

	Term 2	<ul style="list-style-type: none"> • Add and subtract mentally: <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three digit number and hundreds. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a 2-digit number and ones - a 2-digit number and tens - two 2-digit numbers. (Year 2 objective) • Select a mental strategy appropriate for the numbers involved in the calculation. <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract volumes and capacities. • Measure, compare, add and subtract masses. <p>Solve problems involving and measures.</p>
	Subtraction – Term 1 Term 2	<ul style="list-style-type: none"> • Recall addition and subtraction facts for each number up to 20. • Recall addition and subtraction facts for 100 (multiples of 5 and 10). <p>State the addition fact that links to a subtraction fact and vice versa.</p> <ul style="list-style-type: none"> • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a 2-digit number and ones - a 2-digit number and tens - two 2-digit numbers. (Year 2 objective) • Select a mental strategy appropriate for the numbers involved in the calculation. <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <ul style="list-style-type: none"> • Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context. • Measure, compare, add and subtract volumes and capacities.

		<ul style="list-style-type: none"> • Understand division as sharing and grouping and use each appropriately. • Select a mental strategy appropriate for the numbers involved in the calculation. • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p>Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.</p>
	Fractions Term 1	Count in fraction steps, e.g. $\frac{1}{5}, \frac{2}{5}, \frac{3}{5} \dots$
	Term 2	<ul style="list-style-type: none"> • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Understand that finding a fraction of an amount relates to division. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <p>Show practically or pictorially that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as $3 \div 4$).</p> <ul style="list-style-type: none"> • Understand that finding a fraction of an amount relates to division. <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p>
Science	Rocks and soils	<p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>To recognize that soils are made from rocks and organic matter.</p>
	Magnets	<p>Children will compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Children will observe how magnets attract or repel each other and attract some materials and not others and be able to name some materials which will stick to magnets.</p> <p>They will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>They will describe magnets as having two poles and use this knowledge to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>

History	Bronze to the Iron Age including: Hunter gatherers; Early farming; Bronze Age and Iron Age	<p>To describe events from the past using dates when things happened. To describe events and periods using the words: ancient and century. Can they use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Knowledge and interpretation: To recognise that Britain has been invaded by several different groups over time. To realise that invaders in the past would have fought fiercely, using hand to hand combat. To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p>
Geography	Not done this Term	
Art including focused artist	<p>Stone age – cave paintings</p> <p>Iron Age Artwork</p>	<p>Children will find out about Stone Age cave paintings and carvings and how they were found. Children will develop an understanding about: - The possible reasons for and processes and materials used. -That the paintings were a form of communication (link to early language) -What images were frequently present (more animal than human)</p> <p>Children will recreate both the surfaces of caves and the images, using original (or simulations of original) substances for pigment, and modern artistic media.</p> <p>Investigate the Celtic designs and artisans who created them in drawings, sculptures and carvings and jewellery. Investigate the most popular patterns and motifs used in the designs. Find out who would have worn the Celtic designs as jewellery, and why. Experiment with recreating Celtic designs and developing their own in a range of tonal, colour, textured and 3D media.</p>
D and T	Sheet materials – Easter cards	Children will be practicing and developing the following skills to make a complex pop up card: Folding

	Sliding mechanisms	<p>Measuring Cutting scoring Following instructions To Cut slots Cut internal shapes Making prototypes Evaluating, and re-working</p> <p>To Cut slots Cut internal shapes Use lolly sticks/card to make levers and linkages Use linkages to make movement larger or more varied.</p>
PE	<p>Gymnastics</p> <p>Invasion Games</p> <p>Net games</p>	<p>See lesson plans in Raw Marsh Scheme of Work for guidance- Lessons 9-16 Explore ways of travelling with turning and link to a curved pathway. As above but using apparatus. Explore ways of matching and mirroring a partner's shape of movement or travelling action. Explore ways of jumping and landing and link to travelling. Explore ways of jumping over a partner and linking with a follow up action. Explore linking different shapes and adapt their work, when working with a partner. As above on apparatus.</p> <p>Develop a variety of sending and receiving skills. To use skills and tactics effectively within a game situation. To tackle with feet and stick. To design and use simple patterns of play from a free pass.</p> <p>Consolidate and develop a range of skills in net games with consistency. Choose and use a range of simple tactics and strategies. To evaluate and improve their skills.</p>

