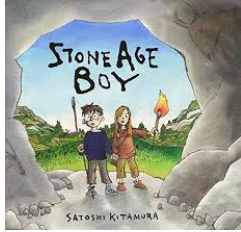
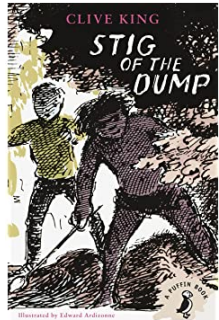
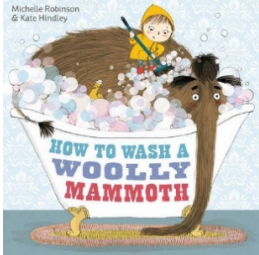
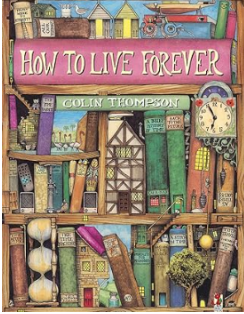

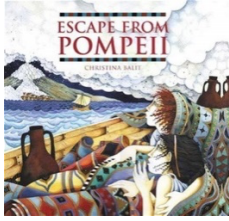

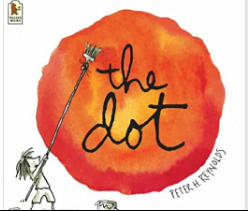
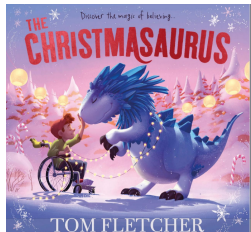

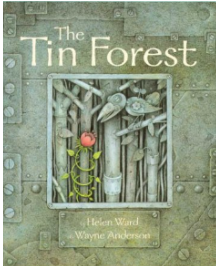


Year 3


Long Term Curriculum Overview 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Narrative writing – Writing a story with a historical setting. “Stone Age Boy”. First Person writing.</p>  	<p>Instructional writing – Writing instructions based on “How to wash a Woolly Mammoth”. Second Person writing.</p>  <p>Shape poetry diamante poem based on the stone age.</p>	<p>Narrative writing-  <p>Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning. Main writing – a prequel to the story. Links to PSHE and Ancient Egyptian beliefs.</p> </p>	<p>The Sound Collector poem by Roger McGough to inspire their own sound poem based on the same structure.</p>  <p>To write an informative and persuasive leaflet on our locality – Hulme Wood. Link to climate change, protecting the environment, recycling and nature.</p>	<p>Narrative writing – “Escape From Pompeii”- writing a story extract from a different culture. First person writing.</p>  <p>Non-Chronological report writing – a news report based on the eruption in Pompeii. Third</p>	<p>The Tear Thief- letter of persuasion.</p>  <p>The Dot by Peter H Reynolds – poetry and narrative.</p> 

	<p>Text extracts to support key text.</p> <p>Roald Dahl Day – 13th September.</p> <p>National Poetry Day work.</p> <p>Link to Black History Month text depending on the theme in October</p>	<p>The Christmasaurus by Tom Fletcher</p> 	<p>Literacy Shed – Tadeo Jones film to inspire diary writing. Link to Ancient Egypt topic.</p> 	<p>The Tin Forest by Helen Ward.</p> 	<p>person past tense writing.</p>	<p>Supporting texts - Angry Arthur by Hiawyn Oram and Satoshi Kitamuta I Am Angry by Michael Rosen Little Beauty by Anthony Browne.</p>
Publishing Outcomes	<p>Present and Display. Photograph for website and social media.</p>	<p>Performance poetry – record for website or social media</p>	<p>The children will make their own book of the prequel and share with their peers.</p>	<p>Booklet for protecting our local environment - Hulme Wood.</p>	<p>The children will present their work as a volcanic eruption.</p>	<p>Publish double page presentation. Photograph for website and social media.</p>
Cross Curricular Writing Opportunities	<p>Drama and DT</p>	<p>Green screen poetry performance</p>	<p>Character description- topic Play script.</p>	<p>Instructional writing – Writing instructions about mummification</p>	<p>Newspaper</p>	<p>Persuasive poster</p>



						
Maths	Place Value within 1000 Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and perimeter	Fractions Mass Capacity	Fractions Money Time	Angles and properties of shape Statistics
Science	Movement & Feeding.	Light & Shadows	Magnets & Forces	Rocks and Soils Use outside areas/nature area	What Plants Need Use outside areas/nature area Conservation, recycling, climate change - link to English	What Plants Need Use outside areas/nature area Conservation, recycling, climate change - link to English
History	Stone Age	Stone Age	Ancient Egypt	Ancient Egypt		
Geography					Extreme Earth	Extreme Earth Field work- Orienteering and trip to local woods.
Computing	Systems and Networks	Branching Databases	Desktop Publishing	Desktop Publishing	Creating Media – Animation	Programming with Scratch

	Online Safety throughout year.		Publisher/ Book Creator			
PSHE (Jigsaw)	Being me In My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Art/DT/ Artforms focus	<p>Self-expression portraits using watercolour and wax crayons.</p> <p>Art work linked to Black History Month.</p> <p>DT- Design and create stone age jewellery.</p> <p>Artform Focus – Gestural Drawing with charcoal unit. Link to Stone Age.</p>	<p>Poppy artwork - watercolours</p> <p>Artform Focus – Gestural Drawing with charcoal unit. Link to Stone Age.</p>	<p>Mehndi patterns – link to class novel and RE.</p> <p>Sketching Egyptian artefacts.</p> <p>Drawing Tutankhamun’s death mask</p> <p>DT - Design and create a shaduf.</p> <p>3D sculpture unit – make 3D Egyptian artefacts</p>	<p>Egyptian head dress portraits.</p> <p>Artform Focus – Using Natural Materials to make images.</p>	<p>Layers of the Earth made from sugar dough.</p> <p>DT - Food Tech- Design and create fruit animals linked to Sports and Health week.</p> <p>Instruments – design and make instruments and use to accompany Extreme Earth. Link to brass instrument lessons on pitch, tempo, rhythm.</p>	<p>DT - Designing and build a structure that can withstand an Earthquake.</p> <p>Paint or digital art to create a tsunami picture. Discuss merits of different artforms.</p> <p>Further artwork connected to Extreme Earth.</p>
Trips, Visitors and Themed Days	Stone Age /Workshop	Christmas art day	Imagining History drama workshop on Ancient Egypt	Science week	World Culture Day	Visit to Hindu Temple

	Roald Dahl day Black history month		Careers and Aspirations Week		Health and Sports Week	Trip to Bridgewater Hall to play with Halle orchestra Pride Month
Music	Brass	Brass	Brass	Brass	Brass	Brass
MFL	France and culture French – Greetings / Name Number 0-20 and age	French alphabet French – Colours	The French Alphabet, Colours part 1	Colours part 2, Numbers 20 – 50, The date and Birthday part 1	The date and Birthday part 2 The Very Hungry Caterpillar,	At the Farm My Family
PE	Basketball Tri golf	Gymnastics Dance	Handball Forest School	Tennis Netball	Hockey Athletics	Cricket football
RE	What do people think about God?		Why do people pray?		What does it mean to be a Hindu in Britain today?	
Links to democracy	Black History Month. Working Kagan teams for history and geography.	Working Kagan teams for history and geography.	Hierarchy in Egyptian society. Working Kagan teams for history and geography.	Working Kagan teams for history and geography.	World Culture Day Working Kagan teams for history and geography.	Working Kagan teams for history and geography. Working as a team to build a structure to withstand an earthquake.

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