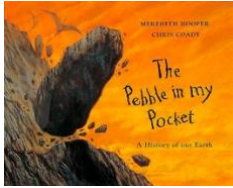
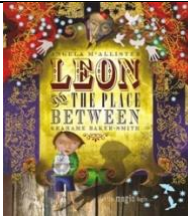
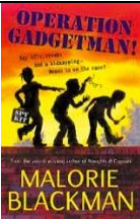
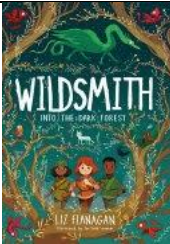
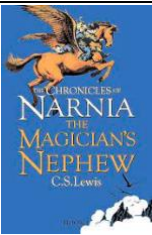
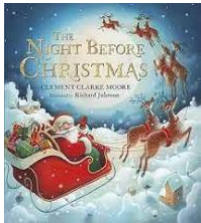




Curriculum Overview

	Autumn 1 x6.5	Autumn 2 x6	Spring 1 x6	Spring 2 x5	Summer 1 x7	Summer 2 x6
Year 3						
Educational visits/ performance	Natural History Museum	Fieldwork trip	Science museum: feel the force	Experience: Romans	Buddhist temple	Perform: Rath Yatra Theatre visit
Reading Carried over half terms	 x2 Retrieve key details by reading closely Respond to the core themes in a text  x4	 x4 Draw diagrams to exemplify some text Find evidence to support a given inference Identify an appropriate theme for a text Use clues to interpret the intended meaning	 x6 Describe the effectiveness of a layout technique Identify evidence to support an inference Identify different literary techniques in a text Sequence summaries from a text Identify and discuss the effect of informal language Interpret notes to organise a text	 x6 Explain how an author creates a sense of foreboding Empathise with a character Use subheadings to retrieve and organise information Explain how authors create mood Find similarities and differences in fiction and non-fiction Infer meaning from poetic devices	 x6 Identify how authors use contrasts Empathise with a character Locate information to support a theme Explain how an author uses foreshadowing Make connections between characters to exemplify a theme Give a personal response that draws on the whole text	 x6 Retrieve key details from the text Infer the purpose of a text Identify the genre of multiple texts which explore a similar theme Explain how a character is feeling from their actions and what they say Scan and highlight text to answer retrieval questions Draw on different



	- Identify details from a text accurately and efficiently - Infer the view of an author from their language selection - Make connections between what they have read - Retrieve key details by reading closely	 x2 - Comment on poetic effects - Use inference skills to gain meaning from a range of texts				texts to develop a personal view on a theme
English	- Strong start: sentence composition (1. weeks only) x1.5 - First person narrative x2 - Non-chronological reports *Science: rocks & fossils x3	- Formal letter to complain x2 - Dialogue through narrative (historical stories) x3 *History: Iron Age	- Third person narrative (animal stories) x3 - Non-chronological report x3 *Geography: UK study	- instructional writing *Reading: operational gadget man x2 - First person narrative x2	- Poetry on a theme: emotions x1 - Third person narrative (animal stories) x3 - Formal letter to complain x2	- Dialogue through narrative (historical stories) x3 *History: Roman Empire - Performance poetry x1 - instructional writing *DT: textiles & collage x2



	<i>/ Direct speech, use of a/an, formation of nouns using prefixes, expressing time, place and cause using conjunctions</i> <i>/ Word families, expressing time place and cause using adverbs</i>		
Mathematics	<u>Place Value</u> x2 - Represent numbers to 100 - Partition numbers to 100 - Number line to 100 - Represent numbers to 1,000 - Partition numbers to 1,000 - Flexible partitioning of numbers to 1,000 - Hundreds, tens and ones Small steps - Find 1, 10 or 100 more or less - Number line to 1,000 - Estimate on a number line to 1,000 - Compare numbers to 1,000 - Order numbers to 1,000 - Count in 50s <u>Addition and subtraction</u> x5 - Apply number bonds within 10 - Add and subtract 1s /10s /100s - Spot the pattern - Add 1s across a 10 - Add 10s across a 100 - Subtract 1s across a 10 - Subtract 10s across a 100 - Make connections - Add two numbers (no exchange) - Subtract two numbers (no exchange)	<u>Multiplication and Division continued</u> x3 - Multiples of 10 - Related calculations - Reasoning about multiplication - Multiply a 2-digit number by a 1-digit number – no exchange - Multiply a 2-digit number by a 1-digit number – with exchange - Link multiplication and division - Divide a 2-digit number by a 1-digit number – no exchange - Divide a 2-digit number by a 1-digit number – flexible partitioning - Divide a 2-digit number by a 1-digit number – with remainders - Scaling - How many ways? <u>Length and perimeter</u> x3 - Measure in metres and centimetres - Measure in millimetres - Measure in centimetres and millimetres - Metres, centimetres and millimetres - Equivalent lengths (metres and centimetres) - Equivalent lengths (centimetres and millimetres)	<u>Mass and capacity</u> x1 - Use scales - Measure mass in grams - Measure mass in kilograms and grams - Equivalent masses (kilograms and grams) - Compare mass - Add and subtract mass - Measure capacity and volume in millilitres - Measure capacity and volume in litres and millilitres - Equivalent capacities and volumes (litres and millilitres) - Compare capacity and volume - Add and subtract capacity and volume <u>Fractions continued</u> x2 - Add fractions - Subtract fractions - Partition the whole - Unit fractions of a set of objects - Non-unit fractions of a set of objects - Reasoning with fractions of an amount <u>Money</u> x2 - Pounds and pence - Convert pounds and pence



	- Add two numbers (across a 10) - Add two numbers (across a 100) - Subtract two numbers (across a 10) - Subtract two numbers (across a 100) - Add 2-digit and 3-digit numbers - Subtract a 2-digit number from a 3-digit number - Complements to 100 - Estimate answers - Inverse operations - Make decisions <u>Multiplication and Division</u> x4 - Multiplication – equal groups - Use arrays - Multiples of 2 - Multiples of 5 and 10 - Sharing and grouping - Multiply by 3 - Divide by 3 - The 3 times-table - Multiply by 4 - Divide by 4 - The 4 times-table - Multiply by 8 - Divide by 8 - The 8 times-table - The 2, 4 and 8 times-tables	- Compare lengths - Add lengths - Subtract lengths - What is perimeter? - Measure perimeter - Calculate perimeter <u>Fractions</u> x3 - Understand the denominators of unit fractions - Compare and order unit fractions - Understand the numerators of non-unit fractions - Understand the whole - Compare and order non-unit fractions - Fractions and scales - Fractions on a number line - Count in fractions on a number line - Equivalent fractions on a number line - Equivalent fractions as bar models <u>Mass and capacity</u> x2 - Use scales - Measure mass in grams - Measure mass in kilograms and grams - Equivalent masses (kilograms and grams) - Compare mass - Add and subtract mass - Measure capacity and volume in millilitres	- Add money - Subtract money - Find change <u>Time</u> x3 - Roman numerals to 12 - Tell the time to 5 minutes - Tell the time to the minute - Read time on a digital clock - Use am and pm - Years, months and days - Days and hours - Hours and minutes – use start and end times - Hours and minutes - use durations - Minutes and seconds - Units of time - Solve problems with time <u>Shape</u> x2 - Turns and angles - Right angles - Compare angles - Measure and draw accurately - Horizontal and vertical - Parallel and perpendicular - Recognise and describe 2-D shapes - Draw polygons - Recognise and describe 3-D shapes - Make 3-D shapes
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		Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume	<u>Statistics</u> x2 Interpret pictograms Draw pictograms Interpret bar charts Draw bar charts Collect and represent data Two-way tables
Science	<u>Rocks & fossils</u> *Non chronological report x4 Types of rocks Changes of rocks Soil Fossils <u>Animals, including humans</u> x3 Effects of food Skeleton Muscles	<u>Revisit Rocks</u> x3 Types of rocks Changes of rocks Soil Fossils <u>Forces and Magnets</u> x6 Force and friction Contact forces Surfaces Non-contact force Attraction and repelling Magnetic materials <u>Plants</u> x3 Flowering plants Parts of flowering plants Food and survival Leaves making food Water movement Flower function	<u>Plants</u> x3 Flowering plants Parts of flowering plants Food and survival Leaves making food Water movement Flower function <u>Light</u> x3 Seeing Shadows Changing variables <u>Revisit animals, including humans</u> x3 Effects of food Skeleton Muscles



History Carried over half terms	<u>Changes in Britain from the Stone Age to the Iron Age (A1)</u> *Dialogue through narrative X6 Concepts: Settlement, Belief, Conflict, Trade, Trade routes, Migration Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? What were Mesolithic times like? What were Neolithic times like? When was the Bronze Age? What was the Bronze Age like? How was the Bronze Age different to the Stone Age? When was the Iron Age? What was the Iron Age like? How do we know?	<u>The Roman Empire and its impact on Britain (S2)</u> X6 Concepts: Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion People and belief Who were the Romans? What was it like to live in Rome? When did the Romans invade Britain? Who resisted the Roman invasion? How did Britain change under Roman rule? How did Britain change under Roman rule? What was the impact of the Roman Empire on Britain?	<u>The Roman Empire and its impact on Britain (S1)</u> *Dialogue through narrative Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion Project based learning
Geography	<u>Map and fieldwork skills: physical and human geography (A2)</u> X3 What are the eight points on the compass?	<u>Counties & regions of the United Kingdom (S1)</u> *Non chronological report X3 What are the regions and countries in the UK?	<u>OS maps and scale (S2)</u> X5 What is an Ordnance Survey (OS) map? How does scale change the way we describe a place? What's the area like just beyond the school?



	- Where are the human and physical features in this place? - What physical features can you identify in the UK?	- Can you name and locate cities and counties of the UK? - Identify geographical regions by physical and human landmarks. - What are the topical patterns in the UK? - What can I see hear?	What's the area like beyond our region?
Art	<u>Drawing and Painting (A1)</u> - Combine drawing and resist to explore colour, line and shape - Create tints and learn painting techniques of toning and graffiti - Know that there are lines and patterns in natural objects and that a range of effects can be made with paint - Be able to identify lines and patterns in nature and use	<u>Printmaking (S2)</u> - Create monoprints and explore mark making and pattern with printing tools - Know how to use a printing slab and roller - Know how to create different printing blocks	<u>3D (S1)</u> - Specific teaching of techniques and artform - Exploring materials Specific teaching of sculptural techniques - Produce relief work, placing objects into gesso - Make an insect installation using wire to create structure and form
DT	<u>Systems (A2)</u> - How things are powered? - Different types of energy - Why designers need to carefully consider energy sources - Identify how things are powered - Suggest appropriate energy sources for design problems	<u>Food and nutrition (S1)</u> - How does food affect your body and mind? - How to prepare and cook a range of vegetables - Peel and grate a range of vegetables - Add flavour and texture to foods	<u>Textiles (S2)</u> *Instructional writing - How can you make a box out of cloth? - Know fabric can be stiffened - Know stiffened fabric can hold a form - Be able to select and apply solutions to stiffen fabric - Make a box using stiffened fabric



Spanish	- Greetings - Family - Numbers up to 20	- Hobbies - Celebrations - Body parts - Colours	- Farm animals - Plant life cycle - Commands
Music	<u>Focus: Developing Singing Technique and Ballads</u> Children will be able to: - Sing songs in a variety of musical styles with accuracy, control and incorporate actions - Layer body percussion and untuned percussion to create a composition - Perform a ballad using actions and awareness of style; recognise notation by sight (crochets, and quavers) - Use graphic scores and perform accurately to create a composition - Compare and contrast pieces of music.	<u>Focus: Pentatonic Melodies and Composition</u> Children will be able to: - Match movements to the music - learn that the pentatonic scale is a five-note scale - Play the scale and pentatonic melodies - Play part in a group composition confidently.	<u>Focus: Traditional Indian music and instruments.</u> Children will learn about: - Traditional Indian instruments and music - Read and play given notes and use to improvise a rag in the style of traditional Indian music - Build on composition, using a drone - Learn and perform a traditional Indian song using the knowledge and skills they have built throughout the topic
Computing	<u>Computer Science: coding</u> - Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. - Use sequence in programs; work with variables and various forms of output. - Use logical reasoning to detect and correct errors in algorithms and programs. <u>Computer Science: computational thinking</u> - Debug programs that accomplish specific goals.	<u>Information technology: media</u> - Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information. - Use technology safely, respectfully and responsibly. <u>Digital literacy: online safety</u>	<u>Information Technology: media</u> - Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a



	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		Select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information. Use technology safely, respectfully and responsibly		range of ways to report concerns about content. <u>Information Technology: data</u> Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data. Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration	
PE	Football Dribbling Passing Receiving Shooting, Tackling. Matches.	Basketball Throwing, Catching, Dribble, Control, Shooting Matches	Gymnastics & Dance Different types of rolls. Exits from rolls. Actions and contrasting body shapes. Using body language and facial expressions to express emotions. Creating sequences.	HRE Mini circuits Basic fitness Engaging different movements of the body Importance of exercise	Athletics Basic movements, Running, Balancing, Different speeds, Jumping Jumping over obstacles. Throwing Jumping with height & distance. Long distance Triple jump.	Cricket Underarm bowling. Overarm bowling. Close and deep catching. Batting accuracy. Combine skills. Matches.



Sanskrit	Consonant and Short vowel combinations 'Places' topic	Consonant and Short vowel combinations 'Places' topic	Consonant and Long vowel combinations 'Body parts' topic	Consonant and Long vowel combinations 'Body parts' topic	Consonant and Diphthong vowel combinations 'Colours' topic	Consonant and Diphthong vowel combinations 'Colours' topic
Yoga	<u>Mooladhara, Root</u> Practise various asanas to build grounded stability and balance the foundation chakra. Practise Partner Chandra Namaskar flow (L3) concentrates on the variation poses of Virabhadrasana to link with the qualities of Radharani- the mood of empathy and teamwork. Master the npractise of Dhanurasana to improve self-confidence. Practise Bhramari (L2) pranayama to improve immunity	<u>Swadhisthana, Creativity</u> Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra. Practise 3 cycles of Surya Namaskar with 3 chanting of the 12 mantras, to improve blood circulations, mental determination and structured physical movements. Participate in asanas on Gajendra's pastimes to deepen our faith in our relationship with our Divine. Remember the steps leading to Padmasana	<u>Manipura, Solar</u> Practise various asanas to improve digestion and balance the 3rd chakra. Lead and support the campaign of Surya Namaskar, practise 6 cycles of Surya Namaskar with 10 chanting of the 12 mantras, with their personal selection verse of BG to improve wellbeing and energise mental willpower. Practise eye, face, foot acupressure Yoga to promote relaxation and improve blood circulation. Practise and add energising variation poses, Vasisthasana Vinyasa flows to the Surya Namaskar cycle	<u>Anahata, Heart</u> Practise various asanas in standing, sitting, prone and supine to keep the heart chakra active. Practise with family and record 6 cycles of Surya Namaskar daily, with 12 chanting mantras to the campaign. Practise walking zen, Gayatri mantra, inner silence, zazen, self- enquiry, loving kindness, sankalpa to cultivate the qualities of non-judgmental and improve immunity, self-awareness, mindful breathing and relaxation. Asanas Yoga on the appearance of Lord	Practise various asanas to connect with the 5th main chakra to assist in self- expression with confidence. Practise 3 cycles of Chandra Namaskar flow (L3) daily, concentrating on the variation poses of Arjunasana, appreciating his pastimes related to BG 2.47. Practise Nadi Shodhana (L3) to improve coordination in mindful breathing. Master Kundalini Circles to release accumulated stiffness in the hips and lower back. Practise sound meditation on chanting beads with devotion. Practise Bhu, Garuda and Samana hand mudras to cultivate stability, patience and connections	



	and cultivate positivity. Practise Dhyana mudra to cultivate stillness, self-awareness while meditating in the cave. (link with ARTS) Practise and understand the importance of face acupressure Yoga to release tension, improve blood circulation and digestion.	comfortably, link with BG 5.10. Practise Nadi Shodhana (L1) to improve mindful breathing and relaxation. Practise and remember the names of the mudras- Shunya, Dhyana and Shankh to improve meditation, hearing and cultivate team leadership qualities.	to build determination and strength. Practise and remember the benefits of various mudras learnt in Autumn to develop wisdom, intuition, stability and mental clarity. Practise Kapal Bhati and Sama Vritti (L3) pranayama to encourage positivity and balance for the mind.	Chaitanya helps to deepen our faith in our relationship with our Divine. Practise and teach the steps leading to Ustrasana to boost self-esteem and revitalise the brain. Master and remember the main benefit of regular practice of Matsya mudra to improve overall emotional well-being.		
PRE	<u>Self & world: Don't worry, be happy</u> Know and analyse the meaning of happiness, as relevant to them. Understand the difference between what is meant by 'spiritual happiness' and 'material happiness'.	<u>Self & God: Communicating with the divine</u> Understand the nature and motivation of meditation or processes of self realisation and learning about the Divine. Explore what constitutes a prayer	<u>God & World: Krishna's Avatars</u> Know and understand the concept of the Avatar and have a basic understanding of chronology in the appearance of the Avatars, with a focus on the Dasa-avatar and Sri Chaitanya. Know and recall the Avatars of Krishna and	<u>Self & World: Charity</u> Know and understand the significance of charity as understood from the Vaishnava tradition and how this compares with the Islamic perspective. Evaluate the positive benefits of developing a	<u>Self & World: Justice</u> Know, understand the meaning of Karma and can express this to others, illustrated with examples drawing from scriptural stories and apply this understanding to modern scenarios. Evaluate and compare Karma with other religious and	<u>Critical & philosophical thinking: Philosophers & their questions</u> Understand, evaluate and debate key arguments for and against the existence of God. Understand and apply how to disagree respectfully.



	Explore the similarities and differences between material and spiritual happiness. Consider how kind relationships contribute to individual and community happiness. Understand how different religious communities celebrate events in their faith.	and reflect on their own practice of prayer and/or meditation. Know what is meant and understood by Deities and deity worship. Understand, analyse and evaluate comparative views on the nature of prayer and mantra. Understand and explain how we can know if Krishna listens to our prayers. Can compare and contrast how different people demonstrate their commitment to their beliefs through prayer and meditative practice	retell the stories in their own words. Know and understand how Krishna is the source of all Avatars. Can evaluate and give evidence/reasons of the importance of Krishna's appearance on earth at different times. Understand and can apply their knowledge of Krishna-lila (stories about Krishna) as messages for their own conduct in school and at home. Know and understand how an authentic Avatar can be recognised. Evaluate Krishna's personality, and his unconditional love of us all, through the reasons for his descending to this world.	charitable approach in life and begin exploring the notion of Karma. Understand the difference between free will and predetermined destiny/fate and know that we have choice and free will to make our own Karma. Demonstrate the behaviours of acting in a charitable way through a lived experience. Create, organize, deliver and evaluate a charitable event in school.	non-religious views of suffering and injustice. Understand and articulate the links between Karma, free will, destiny, personal responsibility and the role of Krishna.	Understand and explain in their own words the different sources of authority, their relative strengths and weaknesses, with particular attention to the sources of authority for knowledge about God. Retell the story of Chaitanya drawing out the most important moments of his life and his key teachings.
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PSHE	<u>Me and my Relationships</u> Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	<u>Valuing Difference</u> Recognising and respecting diversity Being respectful and tolerant My community	<u>Keeping Safe</u> Managing risk Decision-making skills Drugs and their risks Staying safe online	<u>Rights and Respect</u> Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	<u>Being my Best</u> Keeping myself healthy and well Celebrating and developing my skills Developing empathy	<u>Growing and Changing</u> Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
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