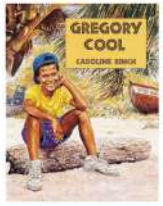
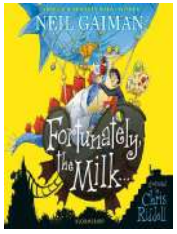
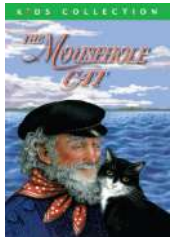
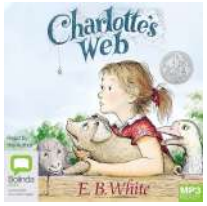
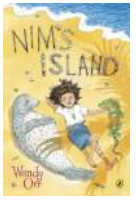
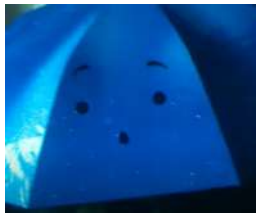
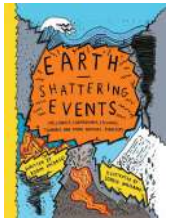
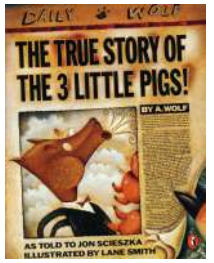
Curriculum Overview
Year 3

West Drayton Academy
Believe • Empower • Achieve

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of Reading Text	**Stone Age Boy** **Lalani of the Distant Sea by Erin Entrada Kelly** 	**Gregory Cool by Caroline Binch** **Belonging by Jennie Baker**  	**The Lost Happy Endings by Carol Anne Duffy** 	**Iron Man by Ted Hughes** 	**Charlotte's Web by E.B White** 	**The Great Kapok Tree by Lynne Cherry** **Nim's Island by Kerry Millard** 
Read at 3	 **Lilani of the Distant Sea by Erin Entrada Kelly** **Ellie and the Cat by Malorie Blackman**	 **Fortunately the Milk by Neil Gaiman**	 **The Mousehole Cat by Antonia Barber**	 **Cloud Busting by Malorie Blackman**	 **Charlotte's Web by E.B. White**	 **Nim's Island by Kerry Millard** **Billionaire Boy by David Wallaims**
Reading Skills	Inference skills Making predictions	Inference Retrieval - Skimming	Prediction Vocabulary	Visualise Vocabulary	Retrieval Visualise	Visualise Inference

	Vocabulary	and scanning Explain Summarising	Inference Summarising/Sequencing	Inference Summarising Explain	Inference Prediction	Prediction
Writing Text	 	 				 
The Write Stuff Unit	**Stone Age Boy** **Skara Brae by Dawn Finch**	**Wolves in the Walls by Neil Gaiman** I asked the little boy who couldn't see	**The Blue Umbrella by Pixar Animation Studios**	**Earthquakes by Robin Jacobs**	**The Little Pigs (told by Mr Wolf) by Jon Scieszka**	**My Strong Mind** **Street Beneath My Feet by Charlotte Guillain and Yuval Zommer**
Text Type/Genre	Narrative Non-fiction: Holiday brochure	Narrative Suspense Poetry	Narrative (17 days) Short Film	Non-fiction Non-chronological	Narrative: Traditional Tale with a Twist	Non-Fiction: Instructions Non-fiction: Explanation
Writing 1 + Grammar & Punctuation	**E1: To entertain Narrative**	**E1: To entertain Narrative**	**E1: To entertain Narrative**	**E1: To inform Non chronological report**	**E1: To entertain Narrative**	**E1: To inform Instruction writing**
	E4: Adverbials of time E2: Expanded Noun Phrases E7b: Inverted commas for direct speech	E2: Expanded Noun Phrases E5a, E5b: Conjunctions E4: Adverbials of time G4:Figurative devices E6: Tense	E3b, G1: Paragraphs E7a: Punctuation- capital letters and full stops G4: Figurative language E7b: Inverted commas for direct speech	E1: Draft and redraft Non-fiction texts E4: Adverbs/ Adverbials W1: Sentences in different forms E6: Tense	E2: Expanded Noun Phrases E7a:Using a range of punctuation G4:Figurative devices E6: Tense E5a, E5b: Conjunctions	E1: Draft and redraft Non-fiction texts W1: Sentences in different forms E3b, G1: Paragraphs E5a, E5b: Conjunctions E7a:Using a range of punctuation

Writing 2 + Grammar & Punctuation	**E1: To inform Holiday Brochure**	**E1: To entertain Poem**				**E1: To inform Explanation writing**
	E5A: Coordinating conjunctions E2: Expanded Noun Phrases	E7a: Punctuation- capital letters and full stops G4: Figurative language				E1: Draft and redraft Non-fiction texts W1: Sentences in different forms E3b, G1: Paragraphs E5a, E5b: Conjunctions E7a:Using a range of punctuation
Spelling	- review of Year 2 suffixes (-ed, -ing, -er and -est) - review of Year 2 suffixes (-ness, -ment, -ful, -less) - words from the Year 3/4 word list - the /i/ sound spelled with a 'y' - the /u/ sound spelled 'ou' - words from children's own writing	- the /ai/ sound spelled 'ei', 'eigh' or 'ey' - the un-, disand mis- prefixes - adding suffixes - spelling split digraphs - words from the Year 3/4 word list - words from children's own writing	- review of Autumn term spellings - review of Autumn term spellings - words from the Year 3/4 word list - the prefix re- - prefix super- - words from children's own writing	- the prefixes anti- and sub - prefix auto- - prefix inter- - homophones and near homophones - words from the Year 3/4 word list - words from children's own writing	- review of Spring term spellings - review of Spring term spellings - words from the Year 3/4 word list - the -ly suffix - the -ly suffix - words from children's own writing	- suffixes -ally and -ation - suffixes (vowel letters) - -sion and -tion endings - in- and il prefixes - im- and ir prefixes - review of Year 3 words from the Year 3/4 word list
Maths	Represent and partition numbers to 100 Number line to 100 Hundreds Apply number bonds within 10 Add and subtract 1s, 10s, 100s Turns and angles Right angles Compare angles	Represent & partition numbers to 1,000 Hundreds, tens and ones Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Horizontal and vertical Parallel and perpendicular	Find 1, 10 or 100 more or less Number line to 1,000 Compare numbers to 1,000 Subtract 10s across a 100 Add two numbers (no exchange) Subtract two numbers (no exchange)	Add & subtract 2-digit and 3-digit numbers Order numbers to 1,000 Count in 50s Use am and pm Years, months and days, Days and hours Hours, minutes, seconds	Complements to 100 Estimate answers Inverse operations Multiples of 10 Multiply a 2-digit number by a 1-digit number – no exchange/with exchange Link multiplication and division	Use scales Measure mass in kilograms and grams Equivalent masses (kilograms and grams) Compare mass Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres and millilitres)

	Multiplication – equal groups Use arrays Sharing and grouping Understand the denominators of unit fractions Compare and order unit fractions Understand the numerators of non-unit fractions Understand the whole Measure in metres and centimetres Measure in centimetres and millimetres Metres, centimetres and millimetres	Recognise and describe 2-D shapes Draw polygons Roman numerals to 12 Tell the time to 5 minutes, to the minute Read time on a digital clock Multiply & divide by 3&4 Compare and order non-unit fractions Fractions and scales Fractions on a number line Count in fractions on a number line	Recognise, describe & make 3-D shapes Equivalent fractions on a number line Equivalent fractions as bar models Add two numbers (across a 10/100) Subtract two numbers (across a 10/100)	Units of time Solve problems with time Add & subtract fractions Unit & non unit fractions of a set of objects Equivalent lengths (metres and centimetres) (centimetres and millimetres) Compare lengths Add lengths	Divide a 2-digit number by a 1-digit number Interpret & draw pictograms Interpret & draw bar charts Collect and represent data Two-way tables Multiply & divide by 8 Subtract lengths What is perimeter? Measure & calculate perimeter	Convert pounds and pence Add & subtract money Find change Scaling how many ways?
History	Prehistoric Britain		The Shang Dynasty		Ancient Greece	
Geography		Villages, Towns and Cities		Mountains, Volcanoes and Earthquakes		Water, Weather, Climate
Science	Rocks	Animals including humans	Light	Forces and Magnets	Plants	Deforestation
Art	Prehistoric art Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created		Formal elements of art Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark		Art and Design Skills Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating	

					versions of a cartoon drawn by a famous illustrator	
Design Technology		Electronic information poster To allow users to interact with an informative, electronic learning display tool.		Textiles Cushions Having already learnt the basics of sewing and decorating fabric in earlier years, this topic offers extra challenge by introducing two new skills to add to their repertoire: cross stitch and appliqué. After learning these techniques, they apply their knowledge to the design, decoration and assembly of their very own cushions		Digital World Wearable Technology Children will embark on using coding to create a product that creates a signal, to alert the wearer. Pupils will learn how to use Micro:Bit; create a concept design and; will design 'point of sale' graphics to attract customers - introducing children to the design process and how products are designed to be sold and used.
RE	Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Christianity: Has Christmas lost its true meaning? Concept: Incarnation	Christianity: Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation	Christiantiy: What is 'good' about Good Friday? Concept: Salvation	Hinduism: How can Brahman be everywhere and in everything?	Hinduism: Would visiting the River Ganges feel special to a nonHindu?
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	Be a Coding Genius Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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	Be a Computer Animator 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.	Be a Coding Genius Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals. Including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Program a Robot Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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	Program a Robot Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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	The School as a Network 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.

	detect and correct errors in algorithms and programs.			correct errors in algorithms and programs.	detect and correct errors in algorithms and programs.	
French	Moi (All about me)	Jeux et chansons (Games and songs)	On fait la fete (Celebration)	Portraits (Portraits)	Ecole (School)	Ca pousse! (Growing things!)
PE Lesson 1	Fundamental Skills	Dodgeball	Gymnastics	Tennis	Athletics	OAA
PE Lesson 2	Ball skills Y3	Handball	Netball	Dance	Tag Rugby	Cricket
Music	**Stone Age** Pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest.	**Castles** Pupils internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement.	**Volcanoes** Pupils explore and compose their own music with consideration to the inter-related dimensions of music	**In the Garden** Pupils learn how to combine both rhythm and pitch notation over three notes (C, D, E), to create a simple melody	**Greek Myths** Embeds pulse and rhythmic skills through performance	**Mayans** Pupils explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect using the ancient Mayan civilisation as a stimulus for listening, performing and composing
Trips & Experiences	Visit a local library Visit Chiltern Air Museum	Visit a local library Visit a Pantomime (CP) (14/12)	Visit a local library	Visit a local library Visit the History Museum	Visit a local library Visit a Hindu temple	Visit a local library Naturewatch
100 Club	Visit a local library Visit Chiltern Air Museum Baking bread Help at Home Week	Visit a local library Visit a Pantomime (CP) (14/12) Be a Computer Animator	Visit a local library Take part in a public speaking event Story under the stars Be a coding genius	Visit a local library Making an emergency telephone call Learning to sew Control a Robot	Visit a local library Grow something from seed Visit a Hindu temple Control a Robot	Visit a local library Naturewatch

	Democratically debating and voting Take part in a public speaking event Recite a poem from memory (Spr 1)