

# Bounds Green Whole School Curriculum Overview 2024-25

Y3	Stones & Bones Autumn 1 and 2		Enchanting Civilisations			
			Spring 2	Spring 2	Summer 1	Summer 2
<u>Maths</u>	Place value of numbers to 1,000 Addition and subtraction	Measure: money Multiplication and division	Multiplication and division Statistics Measure: length	Measure: length / perimeter of 2D shapes Fractions	Geometry: properties of shape Measure: Time Addition and subtraction (review)	Multiplication and division (review) Measure: mass and capacity
<u>English Genre</u>	<p><b>Non-fiction:</b> Instructions (with explanation) Persuasive Speech Persuasive Writing / Non-chronological Report Use <b>conjunctions (coordinating and subordinating)</b> to extend sentences and add detail (this has been taught in KS1 but needs to be explicitly explained and taught in Year 3- children do not need to use the terms co-ordinating or subordinating) Use <b>adverbs to express time, place and cause</b> (for example, then, next, soon etc) – do not need to teach the term 'fronted adverbial' Use <b>prepositions</b> Introduction to <b>paragraphs</b> as a way to group related material <b>Heading and sub-headings to aid presentation</b> Use of capital letters, full stops and exclamation marks to demarcate sentences <b>KS1: Commas in a list</b> (in bold as although children will have been taught it in KS1 it was a GDS statement)</p>	<p><b>Narrative:</b> Fantasy story in the first person Use <b>conjunctions</b>(subordinating and coordinating) and prepositions (<i>This may be in the form of fronted adverbials but does not need to be explicitly taught until Y4</i>)  All taught KS1 Punctuation – in particular apostrophe's for singular possession Expanded noun phrases for description and specification 4 sentence types: statement, question, exclamation or command Introduction to <b>paragraphs</b> as a way to group related material  <b>Non-fiction: Writing an informal letter</b> Use <b>adverbs to express time, place and cause</b> Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Introduction to <b>paragraphs</b> as a way to group related material  Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box <b>Poetry (Limerick)</b></p>	<p><b>Implementation of CLPE Power of Reading – half-termy role out. More information to follow.</b></p>	<p><b>Implementation of CLPE Power of Reading – half-termy role out. More information to follow.</b></p>	<p><b>Implementation of CLPE Power of Reading – half-termy role out. More information to follow.</b></p>	<p><b>Implementation of CLPE Power of Reading – half-termy role out. More information to follow.</b></p>
<u>Science</u>	Materials Rocks, soils & fossils	Light Light & shadows	Forces Forces, friction and magnets	Animals Including Humans Movement and nutrition for the human body	Plants Flowering plants and plant growth	Plants Flowering plants, life cycle
Running Science theme through year: Plants						
<u>History</u>	Stone Age to Iron Age to Bronze Age		Ancient Egypt	Cradles of Civilisation		Persia and Greece
<u>Geography</u>	<b>Mountains Snowdonia and the Andes</b>	<p><b>Rivers.</b> <b>Rivers Depth focus:</b> The River Indus and Depth focus: River Severn: <b>Fieldwork Focus:</b> New River in Bowes Park / Thames Barrier</p>		<b>Agriculture</b> Arable farming, pastoral farming, mixed farming, how farming changes the landscape.	<b>Volcanoes</b> Structure and composition of the earth How and why volcanoes erupt. Types of volcanoes	
<u>RE</u>	Unit 7: How do people express their beliefs, identity and experience? Christianity		Unit 1: What is important to me? Christianity and Judaism		Unit 2: What can we learn about the life and teaching of Jesus? Christianity	
<u>Art and DT</u>	<b>Drawing-</b> Human figure, proportions and gesture <b>CAD</b>	<b>Sculpture-</b> Clay – tiles and pots <b>CAD</b>	<b>DT - Textiles</b> Bags – 2D to 3D	<b>DT - Textiles</b> ...continued	<b>Painting-</b> Botanical art	<b>Printing-</b> Monotypes <b>DT - Cooking</b>
<u>Computing</u>	We are programmers	We are bug fixers		We are communicators	We are opinion pollsters	We are presenters and scene length.
<b>Education for a connected world</b>	Online relationships	Self-image and identity	Managing online information Online reputation	Copyright and ownership Privacy and security	Online bullying	Health, well-being and lifestyle
<u>PE Dance term - tbc</u>	Games – Handball SSS	Gymnastics - Symmetry and Asymmetry SSS	Games – Basketball SSS	Games - Tennis SSS	Athletics / SSS	Games – Hockey SSS
<u>MFL</u>	<i>All about me</i>	<i>All about me.</i>	<i>Songs and Games</i>	<i>Songs and Games</i>	<i>Celebrations</i>	<i>Celebrations</i>
<u>Music</u>	Singing once a week with Andrew and Inter-related dimensions of Music					
	<b>Music can paint pictures</b> Music and the sea	<b>We are Composers</b> London Sinfonietta Composition Challenges Postcard Pieces	<b>Enchanting Civilisations and Rhythmic Rivers</b> Music Traditions Music of the Nile	<b>Music and poetry</b> Inter-related dimensions of music: pulse, rhythm, pitch, timbre Musical haiku Rapt rap	<b>We are performers</b> Intro to WCIT instruments Professional performance	<b>What is a concerto?</b> Inter-related dimensions of music: pulse Western Classical concerti including: Vivaldi Lute, Joseph Bologne violin, Haydn Trumpet, Mozart Clarinet