

Bounds Green Whole School Curriculum Overview

Y3 25-26	Stones & Bones Autumn 1 and 2		Enchanting Civilisations			
			Spring 1	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>	Non-fiction: Instructions Persuasive Speech Persuasive Writing / Non-chronological Report (Wider Curriculum) Grammar and Punctuation -Use conjunctions (coordinating and subordinating) 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 adverbs to express time, place and cause (for example, then, next, soon etc) – do not need to teach the term ‘fronted adverbial’ -Use prepositions -Introduction to paragraphs as a way to group related material - Heading and sub-headings to aid presentation -Use of capital letters, full stops and exclamation marks to demarcate sentences - KS1: Commas in a list (in bold as although children will have been taught it in KS1 it was a GDS statement	Narrative: Fantasy story in the first person Non-fiction: Writing an informal letter Grammar and Punctuation -Use conjunctions (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 paragraphs as a way to group related material -Use adverbs to express time, place and cause] - 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 paragraphs 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 Poetry (Limerick)	Narrative: Diary entry Retelling Stories from Other Cultures (Egyptian fairy tales) Non-Fiction: Instructions – embalming Grammar and Punctuation -Use conjunctions (coordinating and subordinating) to extend sentences and add detail -Use adverbs to express time, place and cause (for example, then, next, soon etc) – do not need to teach the term ‘fronted adverbial’ -Introduction to paragraphs as a way to group related material -Use past tense including the progressive form (taught in Year 2, but needs to be taught explicitly again in Year 3) -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] -Use adverbs to express time, place and cause (for example, then, next, soon etc) – do not need to teach the term ‘fronted adverbial’ -Use prepositions -Use adverbs and prepositions -Use conjunctions to extend sentences -Use extended noun phrases (KS1 revision)	Performance Poetry: - ‘Stop the World’ Performance - Season Poetry based on the ‘Plum Tree’ collection - Class List Epic Poetry. Written Poetry: - Nature Poem Poetry based on Junli Song’s illustrations - Endangered animal poem - ‘Nature Character’ Poems (Session 8)* - Haiku Poetry Grammar and Punctuation - 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] - Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] - Use the past and present tense in the progressive (Year 2) and perfect (Year 3) form - Exploring coordinating and subordinating conjunctions - Using prepositions to express time, place and cause - Using adverbs to add additional detail - Use of alliteration in poetry - Explore poetic devices such as personification and simile	Performance Poetry: - ‘Stop the World’ Performance - Season Poetry based on the ‘Plum Tree’ collection - Class List Epic Poetry. 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<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 begin
<u>Geography</u>	Mountains Snowdonia and the Andes	Rivers. Rivers Depth focus: The River Indus and Depth focus: River Severn: Fieldwork Focus: New River in Bowes Park / Thames Barrier	Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape.			
<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>	Drawing- Human figure, proportions and gesture CAD	Sculpture- Clay – tiles and pots CAD	DT - Textiles Bags – 2D to 3D	DT - Textiles ..continued	Painting- Botanical art	Printing- Monotypes DT - Cooking
<u>Computing</u>	We are programmers	We are bug fixers		We are communicators	We are opinion pollsters	We are presenters
<u>Education for a connected world</u>	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</u>	Games – Handball SSS	Gymnastics - Symmetry and Asymmetry and SSS	Games – Basketball SSS	Games - Tennis SSS and Dance	Athletics / SSS	Games – Hockey SSS
<u>MFL</u>	<i>All About me</i> Spanish phonics ce, ci, ca, co, cu <i>Greetings progression + Buenos días song</i> <i>Feelings progression + ‘Manos de Paz’ song</i>		<i>All About me</i> Spanish phonics ll, ñ ‘My language portrait’ – multicultural London <i>Which languages you speak – ‘Hablo’</i> Age & family – live in / <i>Vivo en</i> Family members - <i>Masculine & Feminine: El, la, un, una</i>		<i>¡Vamos a celebrarlo!</i> <i>Celebrations</i> Spanish Counting games – ‘Days of the week/Months of the year/Seasons	
<u>Music</u>	<i>Singing once a week with Andrew and Inter-related dimensions of Music</i>					
	Music can paint pictures Music and the sea	We are Composers London Sinfonietta Composition Challenges Postcard Pieces	Enchanting Civilisations and Rhythmic Rivers Music Traditions Music of the Nile	Music and poetry Inter-related dimensions of music: pulse, rhythm, pitch, timbre Musical haiku Rapt rap	We are performers Intro to WCIT instruments Professional performance	What is a concerto? Inter-related dimensions of music: Western Classical concerti including: