

Crumpsall Lane Y3 Curriculum Overview 2023-2024

ENGLISH			MATHS			
Reading	Writing	Grammar and Punctuation	Number and Calculation	Geometry and Measures	Fractions	
<ul style="list-style-type: none"> - Read a range of fiction and non-fiction. - Use dictionaries to check the meaning of words. - Prepare poems and plays to perform. - Check own understanding of reading. - Draw inferences from reading by using clues in the text. - Make predictions. - Retrieve and record information from non-fiction books. - Discuss reading with others. 	<ul style="list-style-type: none"> - Use prefixes and suffixes in spelling. - Use a dictionary to confirm spelling. - Use handwriting joins correctly. - Rehearse sentences orally for writing (say it, write it). - Use an increasing range of vocabulary. - Create simple settings and plots. - Assess the effectiveness of their own and others' writing. 	<ul style="list-style-type: none"> - Use a wide range of connectives to link to clauses or two separate sentences (and, or, but, because, while, so). - Use pronouns confidently to replace nouns. - Use time connectives (when, afterwards, just then). - Begin to use speech punctuation. - Know the language of clauses (main clause, subordinate clause). 	<ul style="list-style-type: none"> - Know 3, 4 and 8 times tables. - Secure place value up to 100. - Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits. - Write column addition and subtraction. - Solve number problems, including multiplication, simple division and missing number problems. - Check calculations. 	<ul style="list-style-type: none"> - Use metric measures accurately. - Measure simple perimeter. - Add and subtract using money in context. - Use Roman numerals to XII - Tell the time to the nearest five minutes. - Solve simple time problems. - Draw 2-d shapes. - Make 3-d shapes. - Identify and use right angles. - Identify horizontal, vertical, perpendicular and parallel lines. 	<ul style="list-style-type: none"> - Count in tenths. - Use tenths to solve calculations. - Recognise, find and write fractions. - Add and subtract fractions. - Order fractions which have the same denominator. 	
			Data			
<ul style="list-style-type: none"> - Interpret bar charts and pictograms. 						
SCIENCE						
<p>Plants</p> <ul style="list-style-type: none"> - Identify and describe the functions of different parts of flowering plants. - Explore the requirements of plants for life and growth and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants. 	<p>Animals, including Humans</p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types and amount of nutrition, and that they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Rocks</p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Recognise that soils are made from rocks and organic matter. 	<p>Forces</p> <ul style="list-style-type: none"> - Compare how things move on different surfaces. - Notice that some forces need contact between two objects. - Observe how magnets attract or repel each other. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. 	<p>Light</p> <ul style="list-style-type: none"> - Recognise that they need light in order to see things and that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous. - Recognise that shadows are formed when the light from a light source is blocked by a solid object. - Find patterns in the way that the sizes of shadows change. 		

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3	Programming – Intro to Scratch	Networks	Programming (Makey Makey Ukele)
COMPUTING	<p>Learning Objectives: Can I write an algorithm for an animation in Scratch? Can I use different inputs to trigger commands in Scratch? Can I add/edit sprites and backgrounds in Scratch? Can I write a program using a sequence of commands in Scratch? Can I debug a Scratch program?</p>	<p>Learning Objectives: Do I understand that the computers in a school are connected together in a network? Do I understand why computers are networked? Do I understand the difference between the Internet and the World Wide Web (WWW)?</p>	<p>Learning Objectives: Can I use physical inputs to control a program? Can I use selection in programs? Can I work with various forms of output? Can I debug my program in Scratch?</p>
	<p>Information Technology – Comic Life</p>	<p>Digital Literacy / E-Safety</p>	<p>Basic Skills (Use assessment sheets to recap skills not done in Y1 and 2.)</p>
	<p>Learning Objectives: Can I create a storyboard? Can I choose layout? Can I insert and edit text boxes? Can I insert and edit images? Can I insert and edit text? Can I change the format of text? Can I evaluate mine and others' presentation - what they like and what could be improved? Can I edit work to show improvements?</p>	<p>Learning Objectives: Can I explain how people can represent themselves in different ways online? Can I explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with? Can I give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal? Can I give examples of how bullying behaviour could appear online and how someone can get support? Can I explain what autocomplete is and how to choose the best suggestion? Can I give reasons why someone should only share information with people they choose to and can trust?</p>	<p>Learning Objectives: Note – In Year 3 moving from app based to Word. Recap LOs from Year 1/2 as required. Can I align text? Can I move a word or sentence? Can I use the copy and paste tool? Can I proofread by using the grammar and spelling tool? Can I insert a table if required? Can I insert a picture from a file? Can I save a file to an appropriate location and open? Can I format shapes? (Change border/thickness)</p>

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Design and Technology							
Year	Unit	1	2	3	4	5	6
3	Moving Toys	Can I research existing moving toys?	Can I analyse the benefits and downsides of existing moving toys?	Can I tinker to create a moving part?	Can I design a moving toy?	Can I create a moving toy?	Can I evaluate a finished product?
	Photograph Frames	Can I research free-standing structures and how they are made stable?	Can I analyse different ways of strengthening and joining paper and card?	Can I tinker with different ways of making stable free-standing structures?	Can I design a photograph frame for a particular purpose?	Can I create a stable photograph frame from a design?	Can I evaluate a finished product?

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Geography							
Year	Unit	1	2	3	4	5	6
3	UK Geography 1	Can I name and locate the 4 countries of the United Kingdom?	Can I explain what types of settlements there are in the UK?	Can I name and locate the capital cities: London, Edinburgh, Cardiff & Belfast?	Can I understand why the city settlements of London, Edinburgh, Cardiff & Belfast are located where they are?	Can I describe tourism in London?	
	Volcanoes and Earthquakes	Can I locate the northern and southern hemispheres?	Can I locate volcanoes around the world and the countries they are in?	Can I describe the key features of volcanoes?	Can I describe how volcanoes are formed?	Can I describe the key features of earthquakes? <i>Writing at length.</i>	Can I describe how earthquakes are formed?
	UK Geography 2	Can I use sketches and photos to show how land is used in Crumpsall?					
	Gateways to the World	Can I locate a range of European and Asian countries?	Can I locate a range of European capital cities?	Can I understand the impact of tourism in Chamonix, France?	Can I compare human and physical features of two different places?	Can I compare human and physical features of two different places?	Can I describe and understand key aspects of a European mountain and river?

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History									
Year	Unit	1	2	3	4	5	6	7	8
3	The Stone Age to the Iron Age <i>What was life like in the Stone Age?</i>	Can I use a timeline to show when things happened chronologically ?	Can I analyse what life was like for the early settlers?	Can I compare changes to life for early settlers over time?	Can I analyse objects from the past to find out about people and places?	Can I answer questions about the past by researching information?	Can I research different periods of time to make comparisons?	Can I evaluate sources to build a picture of the past?	Can I answer questions about the past by analysing sources?
	Romans <i>How do we find out about the past?</i>	Can I explain who the Romans were and why they came to Britain?	Can I research what life was like in the Roman Army?	Can I analyse why people acted as they did in the past?	Can I analyse a historical source?	Can I evaluate sources to find out more about how Romans lived?	Can I compare the way of life in different periods of history?	Can I communicate my opinion and challenge the opinions of others?	
Music									
3	Beat and Exploring Sounds <i>Our Bodies & Story Time</i>			Playing Instruments <i>Glockenspiel</i>			Playing Instruments <i>Glockenspiel</i>		
Modern Foreign Languages (MFL)									
3	A New Start Language Primary Focus: Greetings, Numbers and Colours, Days of the week/months of the year			Animals Language Primary Focus: Names of animals, favourites, likes/dislikes, colours			Food Language Primary Focus: Fruit and veg, colour revisit		
Physical Education (PE)									
3		1	2	3	4	5	6		
	Dance Space	Gymnastics Linking movements together	Yoga	Gymnastics Receiving body weight	Dance Romans	OAA		Dance Space	
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics		Football	

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Religious Education (RE)							
Year	Unit	1 Engagement	2 Investigation	3 Investigation	4 Investigation	5 Evaluation	6 Optional
3	Islam: The Hajj Miracle	Can I say why people make special journeys?	Can I say why certain items are important for Hajj?	Can I explore different events that take place during Hajj and why they happen?	Can I describe how Muslims would feel during Hajj?	Does completing Hajj make a person a better Muslim?	Can I explain what would be my most special journey and why?
	Christianity: Christmas Story	Can I say what makes Christmas meaningful or not to me?	Can I talk about Christmas traditions and items and say why it is important to Christians?	Can I recap the Christmas story and talk about symbols in it?	Can I identify Christian and non-Christian traditions and items?	Has Christmas lost its true meaning?	Can I write a Haiku about a gift for the world?
	Christianity: Jesus' miracles	Can I identify how I make myself feel better if I am ill?	Can I share my opinion on whether a miracle happened or not?			Could Jesus really heal people through miracles?	Can I identify a miracle I would like to be performed today?
	Christianity: Easter: Good Friday	Can I discuss a story where someone saves the day?	Can I recognise some important symbols from the Last Supper and say what they represent?	Can I place events in time order?	Can I understand what Christians believe about Jesus' death?	What is 'good' about Good Friday?	Can I say how I would show love and gratitude to people who are special to me?
	Judaism: Passover	Can I discuss my favourite celebration meal?	Can I discuss the story of Passover and the Exodus?	Can I discuss the significance of the Seder Plate?	Can I experience a significant Jewish event for myself?	How important is it for Jewish people to do what God asks them to do?	Can I create my own special meal?
	Sikhism: Prayer and Worship	Do I know what commitment means?	Can I explain the symbolism of the 5 Ks in Sikhism?	Can I identify ways in which Sikhs can show their commitment to God?	Can I understand and talk about the three golden rules in Sikhism?	What is the best way for a Sikh to show commitment to God?	Can I demonstrate ways in which I can show my commitment to something?

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PSHE				
Year	Unit	1	2	3
3	Mental and Emotional Health	How do my feelings affect my behaviour? How can I manage my feelings?	What are the ways we are communicating online?	What am I good at?
	Living in the Wider World	RIGHTS & RESPONSIBILITIES How do rules and laws protect me?	RIGHTS & RESPONSIBILITIES What is the difference between my local British communities and global communities?	MONEY What are the links between work and money?
	Healthy Lifestyles	What is a healthy diet? What is an unhealthy diet?	How do I keep safe in the sun?	Why is personal hygiene important?
	Keeping Safe	What happens when I breathe smoke in the air?	How do I recognise risks in my life?	What do I do in an emergency?
	Relationship and Sex Education (RSE)	What is personal space?	What does a healthy relationship look like?	Why is being equal important in relationships?
	Additional linked to specific local context	What is racism? What is a road safety hero? (BRAKE Lesson 1 and follow-on lesson: Pages 4/5 for lesson outline and 9/10 for resources).		

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Art & Design							
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create
3	Drawing <i>Buildings</i>	Can I compare the work of artists? <i>LS Lowry Unknown Artist's Cityscape Architect</i>	Can I gather ideas to inspire my artwork using online images and the local area? <i>Local environment trip</i>	Can I develop techniques to use in my artwork to improve my artwork? <i>hatching, cross-hatching, stippling, blending, shading, erasing</i>	Can I experiment with artistic techniques to improve my artwork? <i>hatching, cross-hatching, stippling, blending, shading, erasing</i>	Can I plan my final piece of artwork using what I have learned to inspire my choices?	Can I create my final piece, using my plan to guide me? <i>Building or buildings in pencil, using different shading techniques.</i>
		Can I evaluate my artwork and the artwork of others?					
	Sculpting <i>Mask</i>	Children develop the techniques needed to plan and create their own 3D mask out of clay.					