



# St Alban & St Stephen Catholic Primary School & Nursery

*Learning and growing with God by our side*  
*Faith, Friendship, Determination, Respect & Unity*



## Year 3 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R.E</b>	<b>Homes-</b> God's vision for every family <i><b>Big Question: What makes a house a home?</b></i>  <b>Promises-</b> Promises made at baptism <i><b>Big Question: Why make promises</b></i>	<b>Promises-</b> Continued <b>Judaism</b> –The synagogue <b>Visitors-</b> Waiting for the coming of Jesus <i><b>Big Question: Are Visitors always welcome?</b></i>	<b>Journeys-</b> A Christian family's journey with Christ. <i><b>Big Question: How is life a journey?</b></i> <b>Listening and Sharing-</b> Jesus gives himself to us <i><b>Big Question: Why is it important to listen and share?</b></i>	<b>Giving all – Lent:</b> remembering Jesus' total giving <i><b>Big Question: What makes some people give up everything for other people?</b></i>	<b>Energy</b> – Gifts of the Holy Spirit <i><b>Big Question: What's the use of energy?</b></i>  <b>Hindusim-</b> The Mandir  <b>Choices-</b> The importance of examination of conscience <i><b>Big Question: What helps me to choose well?</b></i>	<b>Choices</b> – Continued <b>Special places-</b> Holy place for Jesus and the Christian community <i><b>Big Question: What makes a place special?</b></i>
<b>English</b>	<b>Unit 1: Writing Outcome: Narrative: Portal Story (3<sup>rd</sup> person)</b> Stimulus Text: Stone Age Boy (Satoshi Kitamura)  Unit 2: <b>500 WORDS COMPETITION</b> Writing outcome: Narrative  <b>Guided Reading Text &amp; Class Novel:</b> The Firework Maker's Daughter (Philip Pullman)	<b>Unit 1: Writing Outcome: Letters</b> Stimulus Text: Ulf the Finger Eater (Dick King Smith) (HfL)  <b>Unit 2: Writing Outcome: Narrative: adventure (1<sup>st</sup> person):</b> Stimulus Text: Escape from Pompeii (Cristina Balit)  <b>Unit 3(short unit): Poetry</b> The Magic Box- Kit Wright (HfL)  <b>Guided Reading Text &amp; Class Novel:</b> Ulf the Finger Eater (Dick King Smith)	<b>Unit 1: WHOLE SCHOOL BOOK PROJECT</b> Writing Outcome: TBA  <b>Unit 2: Writing Outcome: Instructions</b> linked to Egyptian topic. e.g Instructions on how to make a mummy (Short unit)  <b>Unit 2: Writing Outcome: Recount (Newspaper reports)</b> Stimulus Text: Zeraffa Geraffa/ School event news report  <b>Guided Reading Text &amp; Class Novel:</b> The Abominables (Eva Ibbotson)	<b>Unit 1: Poet Focus: Michael Rosen</b>  <b>Unit 2: Writing Outcome: Narrative-alternative fairy tales (description)</b> Stimulus Text: Egyptian Cinderella (Shirley Climo)  <b>Unit 3: Writing Outcome: Non-chronological report (present tense) about animals linked to Mountains</b> <b>Stimulus Text:</b> Kids' National Geographic - Mountain Habitats/ Mountain Animals (online)  <b>Guided Reading Text &amp; Class Novel:</b> The Abominables (Eva Ibbotson)	<b>Unit 1: Writing Outcome: Narrative</b> Stimulus Text: <b>The Bear &amp; The Piano</b> by David Litchfield  <b>Unit 2: Writing Outcome: Persuasive formal letter:</b> (in role as a reformer persuading others that children should not work- Victorian and nowadays) Stimulus Text - You wouldn't want to be a Victorian schoolchild! plus Trip to Hitchin Schools' Museum  <b>Guided Reading Text &amp; Class Novel:</b> The Creakers (Tom Fletcher)	<b>LINK TO REFUGEE WEEK</b> <b>Unit 1:</b> <b>Writing outcome: Diary</b> Stimulus Text: The Journey (Francesca Sanna)  <b>Unit 2:</b> <b>Writing outcome: Description and narrative</b> Stimulus Text: The Mousehole Cat (Antonia Barber) Mowser's Return (HfL model)/ Link to Geography, weather.  <b>Guided Reading Text &amp; Class Novel</b> The Creakers (Tom Fletcher)

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<b>Maths</b>	Place value & regrouping, count on/back in 1s, 10s, 100s, rounding, mental & written addition/subtraction	Word problems, statistics – bar charts & tables, angles – right angles, perpendicular & parallel lines, 2d shapes – find perimeter	Multiplication – 3,4 & 8 times tables Division – 1,2,3, 4, 5 & 8 times tables, Statistics – pictograms & scaled bar charts Fractions – discrete & continuous quantities	Fractions – order & compare, add & subtract Multiplication – written method	Division – by single digit and long division Time – hours, minutes, seconds, analogue & digital, duration	Place value and decimals Measures 3d shapes and properties
<b>Science</b>	<b>Rocks and Fossils</b> Compare different rocks. Explain how fossils are formed Recognise soils are made from rocks and organic matter. Further study: Great scientists-Mary Anning	<b>Light</b> Recognise that we need light to see Light reflects Direct sunlight is dangerous How shadows are formed and how they vary	<b>Animals including humans</b> Identify different types of nutrition and how humans get it Humans and animals have skeletons for support, protection and movement.	<b>Forces and friction</b> Compare how things move on different surfaces Some forces need contact between 2 objects Further study: Great scientists- Sir Isaac Newton	<b>Magnets</b> Magnets attract and repel Some materials are magnetic ( group and compare ) Make predictions about whether magnets will attract/repel	<b>Plants</b> Identify functions of the different parts of plants Explore the requirements for plants growth Water transportation in plants Life cycle of flowering plants
<b>Computing</b>	<b>Computing systems and networks 1:</b>  <b>Networks and the internet –</b> Learning what a network is and how devices communicate and share information.  <b>E Safety</b>	<b>Programming 1:</b>  <b>Scratch –</b> Exploring the programme Scratch, following the predict > test > review cycle. Learning about ‘loops’ and programming an animation, story and game.	<b>Computing systems and networks 2:</b>  <b>Emailing -</b> Sending emails with attachments and understanding what cyberbullying is.  <b>E Safety</b>	<b>Computing systems and networks 3:</b>  <b>Journey Inside A Computer -</b> Assuming the role of computer parts and creating paper versions of computers to consolidate understanding of how a computer works	<b>Creating Media:</b>  <b>Video trailers (Previously called ‘Digital Literacy’) -</b> Developing digital video skills to create trailers, with special effects and transitions.	<b>Data Handling:</b>  <b>Comparison Cards Databases -</b> Learning about records, fields and data and sorting and filtering data.
<b>PSHE (including Zones of Regulation)</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships and RSE- Life to the Full	Changing Me and RSE- Life to the Full

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<b>History and Geography</b>	<b><u>Stone Age Britain</u></b> <b>Big Question: Who first lived in Britain and how do we know?</b> <i>Changes in Britain from Stone Age to Iron age.</i> Neolithic hunter-gatherers early farmers – Scara Brae Bronze age – religion, technology, travel- Stonehenge Iron age hill forts, tribal kingdoms , farming, art etc.	<b><u>Volcanoes and Earthquakes</u></b> <b>Big Question: Can we control the Earth?</b> <i>Physical Geography &amp; locational knowledge.</i> What causes Earthquakes -tectonic plates, Earthquake ‘zones’ . What is a Volcano? Vesuvius and Pompeii, Volcanic Islands <b>Eco-theme: Extreme Weather events- can we prevent these from happening?</b>	<b><u>Ancient Egypt</u></b> <b>Big Question: How do we know so much about Ancient Egypt?</b> The achievement of the Ancient Egyptians – Context of Ancient Egypt – early civilisation. River Nile, Pyramids, Valley of the Kings. Gods & beliefs, farming, art, culture. Pharaohs –Tutankhamun, Howard Carter	<b><u>Mountains in the UK</u></b> <b>Big Question: Why are mountains important?</b> <i>Physical Geography &amp; key topographical features of the UK.</i> <i>Place knowledge</i> Physical and man-made landscape of the UK – mountain ranges, countries, famous mountains in the UK, contour lines, challenges and dangers <b>BBC Teach - Mountains resource</b> <b>(Eco-theme:Respect for God’s Creation)</b>	<b><u>Time travellers through history</u></b> <b>Big Question: What would life have been like for the children of St Albans at different times in history, including in Victorian times?</b> <i>Changes in an aspect of social history: childhood. Local history.</i> What do we know about the lives of children in St Albans in the past? Workhouse, Town Hall, children working, Victorian reformers, Victorian schools. Inspirational Leaders: Dr Barnardo, Louisa Twining	<b><u>Changing St Albans</u></b> <b>Big Question: What are the environmental problems in St Albans and what can I do about them?</b> <i>Changing land use patterns, human geography including land use. Fieldwork</i> Map comparisons from different times, advantages and disadvantages of growing settlement, traffic and parking surveys, impact of traffic, weather in St Albans, including extreme events such as flooding - causes and solutions <a href="https://www.changethestory.eu/uk/learning-resources/">https://www.changethestory.eu/uk/learning-resources/</a> <b>(Eco-theme:Respect for God’s Creation)</b>
<b>Art &amp; Design</b>	<b><u>Drawing and painting Prehistoric art</u></b> Using charcoal and natural materials. Painting to create prehistoric pictures. <a href="https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/">https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/</a> <a href="https://www.accessart.org.uk/drawing-like-a-caveman/">https://www.accessart.org.uk/drawing-like-a-caveman/</a>	<b><u>Painting Aboriginal Art</u></b> Studying aboriginal art. using pastels and paints to recreate natural images. Using found materials as paint, stains and brushes. <b>Focus artists: Lorna Crane</b> <a href="https://www.accessart.org.uk/talking-points-artists-as-collectors-explorers/">https://www.accessart.org.uk/talking-points-artists-as-collectors-explorers/</a> <a href="https://www.accessart.org.uk/talking-points-frances-hatch/">https://www.accessart.org.uk/talking-points-frances-hatch/</a> <a href="https://www.accessart.org.uk/primal-painting/">https://www.accessart.org.uk/primal-painting/</a>	<b><u>Drawing, Sculpture: 3D Form</u></b> <b><u>Ancient Egyptian Art</u></b> Drawing Egyptian artefacts. Egyptian Sarcophagus- Paper Mache/ Modroc Egyptian death mask <a href="https://www.accessart.org.uk/drawing-source-material-egyptian-artefacts/">https://www.accessart.org.uk/drawing-source-material-egyptian-artefacts/</a>	<b><u>Drawing , Painting, Collage</u></b> <b><u>Landscapes- Mountains</u></b> Silhouettes and outlines- contrasting shapes and lines against coloured background. Concertina Landscapes using torn paper collages. <a href="https://www.accessart.org.uk/concertina-landscapes/">https://www.accessart.org.uk/concertina-landscapes/</a> <b>Artist Focus: Jen Aranyi</b>	<b><u>Drawing , Sculpture: 3D Form</u></b> <b><u>The art of display</u></b> Creating sketches to represent children at play and create class scene. Wire sculptures to create ‘plinth people’- autobiographical sculptures. <a href="https://www.accessart.org.uk/the-art-of-display/">https://www.accessart.org.uk/the-art-of-display/</a> <b>Artist focus: L.S. Lowry</b> ‘Group of children’, ‘Britain at Play’ <b>Anthony Gormley</b>	<b><u>Printing/ Textiles</u></b> <b><u>Citizen of the World</u></b> ‘The British Library’ Tie-dyeing Make an artwork that celebrates being a citizen of the world (Tatekids) Link to Refugee Week <b>Artist Focus: Yinka Shonabare</b>
<b>Design &amp; Technology</b>	<b><u>Mechanisms</u></b> Pneumatic Monsters (KAPOW) Sabre Tooth tiger etc		<b><u>Structures</u></b> Constructing a range of 3D geometric shapes		<b><u>Textiles</u></b> Create a Victorian pincushion/sampler/book	<b><u>Food &amp; Nutrition</u></b> Japanese Fruit Skewers and seasonal tarts

			using nets to form Egyptian tombs		mark using cross stitch and other sewing techniques -	Link to Plants and healthy eating.
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<b>P.E</b>	<b>Invasion:</b> Football  <b>Invasion:</b> Netball	<b>Invasion:</b> Tag rugby  Health Wellbeing and fitness	<b>Gymnastics :</b> Symmetry & Asymmetry  <b>Invasion:</b> Basketball	<b>Striking &amp; Fielding:</b> Cricket  <b>Dance:</b> Class topic	<b>Net / Wall:</b> Tennis  <b>OAA:</b> Problem Solving	<b>Athletics</b>  <b>Striking &amp; Fielding</b> Rounders
<b>MFL</b>	<b>Phonics 1</b> <b>J'apprends le français</b> (see French Curriculum Coverage Map Y2-Y6 for detail)	<b>Les animaux</b> (see French Curriculum Coverage Map Y2-Y6 for detail)	<b>Les instruments</b> (see French Curriculum Coverage Map Y2-Y6 for detail)	<b>Les fruits</b> Link to Japanese fruit skewers and fruit tarts from around the world – D&T A2 (see French Curriculum Coverage Map Y2-Y6 for detail)	<b>Je peux</b> (see French Curriculum Coverage Map Y2-Y6 for detail)	<b>Le Petit Chaperon Rouge</b> (see French Curriculum Coverage Map Y2-Y6 for detail)
<b>Suggested Trips / Workshops</b>	History: Celtic Harmony	RE Visit to a synagogue	History: Egyptian Day workshop  Science/ Geography: Natural History Museum	PSHE Hazard Alley	RE Visit to a place of worship  History: Hitchin Schools Museum Abbey: Victorian Schools Workshop Town Museum: History on Trial	Art Tate Modern (Yinka Shonibare)