

Curriculum Overview Year 3

	Autumn Term	Spring Term	Summer Term
Key Dates	<i>Parents evenings 11.11.24 and 13.11.24</i>	Dates tbc	Dates tbc
Memorable Experiences	<i>Chertsey Museum BDB Rocks and Soils Workshop SCARF Healthy Lifestyle Workshop</i>	<i>Fishbourne Roman Palace Chertsey Museum</i>	<i>ACS STEAM and Arts Activity Day</i>
Enrichment Experiences	<i>Forest School Rosh Hashanah Diwali British History Week Kindness Week Y3 Class Productions Outdoor Learning Day</i>	<i>British Science Week International Day</i>	<i>World Book Day Maths Day Sports Day Swimming</i>

Our School Values

At West Byfleet Junior School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses the formal requirements of the National Curriculum and goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and to develop as independent, healthy, confident and successful learners, with high aspirations towards making a positive contribution to their community and wider society.

Our Values based aims are:

- to ensure inclusivity and equality through high quality provision that embraces every child's needs
- to prepare children with the essential knowledge and skills for their future, fostering an understanding of how they connect to the past, live in the present and look to the future
- to encourage a passion to learn through the exploration of new skills and **opportunities** to nurture **creativity** and curiosity
- to provide learning experiences with children's wellbeing at its very heart thus promoting **kindness**, confidence and **resilience**
- to promote an **aspirational** attitude towards learning, so that all children enjoy coming to school and embrace new challenges; pushing their own boundaries to succeed
- to celebrate the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development
- to equip children with the desire to lead both physically and emotionally healthy lives







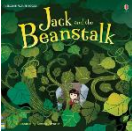

Aspiration


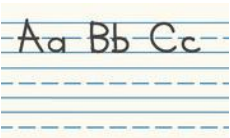
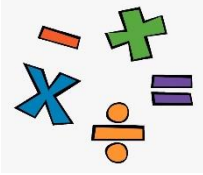
Resilience

Opportunity





Creativity





Kindness









<p>English Writing</p> 	<p>The Door – Miroslav Holub</p> <ul style="list-style-type: none"> • Poetry • Narrative - Mystery • Drama  <p>The Secret of Black Rock – Joe Todd-Stanton</p> <ul style="list-style-type: none"> • Settings • Characters • Narrative – Adventure  <p>Fireworks Poetry</p> <ul style="list-style-type: none"> • Performance • Onomatopoeia  <p>Non-Chronological Reports</p> <ul style="list-style-type: none"> • Headings • Subheadings • Text • Bullet Points  <p>Ug</p> <ul style="list-style-type: none"> • Diary • Informal Letter • Persuasive writing 	<p>The story of Boudicca's Revolt</p> <ul style="list-style-type: none"> • Research • Drama • Points of view  <p>Romulus and Remus</p> <ul style="list-style-type: none"> • Story mapping and retelling • Character description  <p>Roman Myths</p> <ul style="list-style-type: none"> • Roman gods • Retelling and shaping texts 	<p>Traditional Tales</p> <ul style="list-style-type: none"> • History of traditional tales • Common features – characters, settings, plot • The Grimm Brothers  <p>Jack and the Beanstalk</p> <ul style="list-style-type: none"> • Comparing different versions • Origin of the story • Drama and storytelling • Writing own version  <p>Adverts Linked to West Byfleet</p> <ul style="list-style-type: none"> • Features of persuasive texts • Persuasive posters • Drama 
<p>Reading Skills</p> 	<p>Word reading and decoding</p> <ul style="list-style-type: none"> • Strategies to decode words • Pace • Punctuation • Recognising common exception words <p>Retrieval and recording</p> <ul style="list-style-type: none"> • Skim • Scan • Key words • Specific Information • Organisation of information <p>Using the context of a sentence to find word meaning</p> <ul style="list-style-type: none"> • Strategies to understand unknown word meanings • Word impact 	<p>Sequencing</p> <ul style="list-style-type: none"> • Key events • Identifying parts of a story • Sequencing events <p>Prediction</p> <ul style="list-style-type: none"> • Asking questions • Making predictions <p>Inference</p> <ul style="list-style-type: none"> • Character emotions • Drawing evidence • Forming impressions • Vocabulary inference 	<p>Context of language and impact to meaning</p> <ul style="list-style-type: none"> • Words that change meaning • Word Classes <p>Choice of language</p> <ul style="list-style-type: none"> • Tension • Suspense • Sentence structure

	<ul style="list-style-type: none"> • Synonyms and antonyms 		
Class Reading Spelling 	We select high quality age appropriate books from a range of authors to read to the class.		
	<ul style="list-style-type: none"> • Words where 'ou' makes an /ow/ sound • Words where 'ou' makes an /u/ sound • 'y' makes an /i/ sound • words ending in '-sure' • words ending in '-ture' • words with the prefix 're-' • words with the prefix 'dis-' • words with the prefix 'mis-' 	<ul style="list-style-type: none"> • words where '-ing', '-er' and '-ed' are added to multisyllabic words • words where '-ing', '-en' and '-ed' are added to multisyllabic word • Words with the digraph 'ai' and the tetragraph 'aigh' • Words with the digraph 'ei' and the tetragraph 'eigh' • Words where the digraph 'ey' makes an /ai/ sound • Words with the suffix '-ly' • Words that are homophones • Words ending in '-al' • Words ending in '-le' 	<ul style="list-style-type: none"> • Words ending in '-ly' where the base word ends in '-ic'. Words where the digraph 'ch' makes a /k/ sound • Words ending in '-gue' and '-que' • Words where the digraph 'sc' makes a /s/ sound • Words ending in '-sion' • Challenge words
Handwriting 	We teach continuous cursive. <ul style="list-style-type: none"> • all letters sit or stand on the line <i>a b c d e f g h i j k l m n o p q r s t u v w x y z</i> • ascenders are tall and straight <i>b d f h k l t</i> • descenders go straight down below the line <i>p q</i> or go straight down then loop up <i>g j y</i> • you leave finger spaces between words, otherwise it is hard to read each word • that if you are joining letters they have a lead in and a lead out • letters are consistent in size and shape, not too big and not too small • capital letters do not have lead ins or join 		
Maths 	Place Value <ul style="list-style-type: none"> • Represent numbers to 100 • Partition numbers to 100 • Number line to 100 • Hundreds • Represent numbers to 1000 • Partition numbers to 1000 (standard and flexible) • Hundreds, Tens and Ones • Find 1, 10 or 100 more or less • Number line to 1000 • Estimate on a number line to 1000 • Order numbers to 1000 • Compare numbers to 1000 • Count in 50s Addition and Subtraction <ul style="list-style-type: none"> • Apply number bonds within 10 	Multiplication and division B <ul style="list-style-type: none"> • Multiples of 10 • Related calculations • Reasoning about multiplication • Multiply a 2-digit number by a 1-digit number – no exchange and with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange, flexible partitioning and with remainders • Scaling • How many ways? Length and perimeter <ul style="list-style-type: none"> • Measure in millimetres, centimetres and metres. 	Fractions B <ul style="list-style-type: none"> • Add and subtract fractions • Partition the whole • Unit and non-unit fractions of a set of objects • Reasoning with fractions of an amount Money <ul style="list-style-type: none"> • Pounds and pence • Converting pounds and pence • Add and subtract money • Find change Time <ul style="list-style-type: none"> • Roman numerals to 12 • Tell the time to 5 and the nearest minute • Read time on a digital clock

	<ul style="list-style-type: none"> • Add and subtract 1s, 10s and 100s • Spot the pattern • Add 1s across a 10 • Add 10s across a 100 • Subtract 1s across a 10 • Subtract 10s subtract a 100 • Make connections • Add two numbers (no exchange) • Subtract two numbers (no exchange) • Add two numbers across a 10 and a 100 • Subtract two numbers across a 10 and a 100 • Add 2-digit and 2-digit numbers • Subtract a 2-digit number from a 3-digit number • Complements to 100 • Estimate answers • Inverse operations • Make decisions <p>Multiplication and Division A</p> <ul style="list-style-type: none"> • Multiplication – equal groups • Use arrays • Multiples of 2, 5 and 10 • Sharing and grouping • Multiply and divide by 3 and the 3 times-table • Multiply and divide by 4 and the 4 times-table • Multiply and divide by 8 and the 8 times-table • The 2,4 and 8 times-tables 	<ul style="list-style-type: none"> • Exploring millimetres, centimetres and metres. • Equivalent lengths (metres and centimetres & centimetres and millimetres) • Compare lengths • Add and subtract lengths • What is perimeter? • Measure and calculate perimeter <p>Fractions A</p> <ul style="list-style-type: none"> • Understand denominators of unit fractions • Compare and order unit and non-unit fractions • Understand numerators of non-unit fractions • Understand the whole • Fractions and scales • Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models <p>Mass and capacity</p> <ul style="list-style-type: none"> • Use scales • Measure mass in grams • Measure mass in kilograms and grams • Equivalent masses (kilograms and grams) • Compare mass • Add and subtract mass • Measure capacity and volume in millilitres • Measure capacity and volume in litres and millilitres • Equivalent capacities and volumes (litres and millilitres) • Compare capacity and volume • Add and subtract capacity and volume 	<ul style="list-style-type: none"> • Use AM and PM • Years, months and days • Days and hours • Hours and minutes – using start and end times • Minutes and seconds • Units of time • Solve problems with time <p>Shape</p> <ul style="list-style-type: none"> • Turns and angles • Right angles • Compare angles • Measure and draw accurately Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2D and 3D shapes • Draw polygons • Make 3D shapes <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and draw pictograms • Interpret and draw bar charts • Collect and represent data • Two-way tables
<p>Art and Design</p>	<p>Collage with focus on self-portrait</p> <ul style="list-style-type: none"> • Researching the work of Hannah Höch • Sketching a face 	<p>Creating a diorama</p> <ul style="list-style-type: none"> • Researching the work of Derrick Lin • Observing and sketching sculptures 	<p>Printing techniques</p> <ul style="list-style-type: none"> • Researching the work of Henri Rousseau and Gail Brodholt

	<ul style="list-style-type: none"> • Collaging facial features • Crating a self-portrait 	<ul style="list-style-type: none"> • Creating a diorama of life in Pompeii 	<ul style="list-style-type: none"> • Using objects to create prints • Designing a print based on our local area • Creating a print
<p>Computing</p> 	<p>Computing systems and networks</p> <ul style="list-style-type: none"> • How a digital device works • What parts make up a digital device • How digital devices help us • How are we connected • How are computers connected • What does our school network look like <p>Creating media</p> <ul style="list-style-type: none"> • Can a picture move • Frame by frame • What's the story • Picture perfect • Make and evaluate 	<p>Programming A – Sequencing sounds</p> <ul style="list-style-type: none"> • Introduction to Scratch • Programming sprites • Sequences • Ordering commands • Looking good • Making an instrument <p>Data and information- Branching databases</p> <ul style="list-style-type: none"> • Yes or no questions • Making groups • Creating, structuring and using a branching database • Two ways of presenting information 	<p>Desktop publishing</p> <ul style="list-style-type: none"> • Words and pictures • Can you edit it? • Great template • Becoming a designer • Lay it out • Why desktop publishing? <p>Programming B – Events and actions</p> <ul style="list-style-type: none"> • Moving a sprite • Maze movement • Drawing lines • Adding features • Debugging movement • Making a project
<p>Design and Technology</p> 	<p>Textiles – Pencil cases</p> <ul style="list-style-type: none"> • Investigating the features of existing products • Practicing and comparing different sewing stitches • Sewing fastenings • Designing a pencil case • Making a pencil case • Evaluating a pencil case 	<p>Food - Sandwiches</p> <ul style="list-style-type: none"> • Learning about food groups and what should be included in a balanced diet • Taste testing the best sandwich fillers • Practising spreading, slicing, chopping and grating skills • Designing a sandwich • Making a sandwich • Evaluating a sandwich 	<p>Construction – Mini greenhouses</p> <ul style="list-style-type: none"> • Learning about greenhouses, their purpose and how they work scientifically • Investigating stable structures • Investigating suitable materials • Designing a mini greenhouse • Making a mini greenhouse • Evaluating a mini greenhouse
<p>Geography</p> 			<p>Local Area</p> <ul style="list-style-type: none"> • Countries in Europe • Counties and cities in the UK • Do we live in a town? • What is human and physical geography? • Map skills • Road safety • Fieldwork opportunities in the local area
<p>History</p>	<p>Prehistoric Britain</p> <ul style="list-style-type: none"> • Knowledge of prehistory • Chronology and use of timelines 	<p>Roman Britain</p> <ul style="list-style-type: none"> • Invaders and settlers • Roman Empire expansion • Soldiers • Life in Ancient Roman times 	

	<ul style="list-style-type: none"> • Stone Age – eras, life (Skara Brae), storytelling (cave painting) and significance of Stonehenge • Bronze Age – changes, weapons, life (Amesbury Archer) artefacts • Iron Age - Celts (Boudicca) life and defence (hill forts) 	<ul style="list-style-type: none"> • Roman defence (Hadrian's Wall) • The Romanisation of Britain (What have the Romans ever done for us?) 	
<p>Modern Foreign Languages</p> 	<p>Colours and numbers in French</p> <ul style="list-style-type: none"> • Learning how to say a variety of colours in French • Learning how to say numbers 1-10 in French <p>Greetings in French</p> <ul style="list-style-type: none"> • Learning how to greet people formally and informally in French • Learning how to introduce myself in French • Learning to ask 'How are you?' in French • Learning to respond to 'How are you?' in French 	<p>Animals</p> <ul style="list-style-type: none"> • Learning how to say and spell 10 animals in French • Understanding which determiners to use in French • Learning how to say 'I am' in French <p>Seasons</p> <ul style="list-style-type: none"> • Naming the four seasons in French • Learning French phrases for Summer, Autumn, Winter and Spring 	<p>I am able to...</p> <ul style="list-style-type: none"> • Learning 10 French verbs • Putting verbs into sentences in French • Explaining what I am able/not able to do in French <p>Ice creams</p> <ul style="list-style-type: none"> • Learning how to say and spell 10 ice cream flavours in French • Learning how to ask for a cone or tub in French • Learning to ask for a certain amount of scoops in French • Revising how to order an ice cream in French
<p>Music</p> 	<ul style="list-style-type: none"> • Recorders • Boomwhackers • Introduction to music theory: rhythm; notation; treble clef; note lengths • Music Appreciation: Vivaldi (Four Seasons) • Composition: Song Writing 	<ul style="list-style-type: none"> • Recorders • Boomwhackers • Introduction to music theory: rhythm; notation; treble clef; note lengths • Music Appreciation: Bob Marley (Three Little Birds) • Composition: Song Writing • Production Songs 	<ul style="list-style-type: none"> • Recorders • Boomwhackers • Introduction to music theory: rhythm; notation; treble clef; note lengths • Music Appreciation (Elgar – Pomp and Circumstance March No 1) • British songwriters and composers • Composition: Song Writing
<p>Physical Education</p> 	<ul style="list-style-type: none"> • Football • Netball • Hockey • Indoor Athletics • Handball 	<ul style="list-style-type: none"> • Cricket • Athletics • Dance • Tennis • Gymnastics • Rugby 	<ul style="list-style-type: none"> • Swimming
<p>Religious Education</p>	<p>What do Sikh people value?</p>	<p>Why do people make promises?</p>	<p>How does 'ibadah' (worship) show what's important to Muslims?</p>

	<ul style="list-style-type: none"> • Learning about the Sikh faith and how different members express their beliefs • Using stories of Guru's to understand their faith and some holy festivals <p>How can artists help us understand what Christians believe?</p> <ul style="list-style-type: none"> • Understanding symbolism and iconography in art and finding examples in religious artwork • Applying this understanding to religious artwork depicting the Nativity. 	<ul style="list-style-type: none"> • Multi-faith unit: looking at what marriage and wedding days look like across different faiths. <p>How did Jesus change lives and why is it good news?</p> <ul style="list-style-type: none"> • Understanding what is sin and what it means to Christians • Learning that Jesus is told to have died for their sins and why Easter is celebrated each year. 	<ul style="list-style-type: none"> • Learn about the five pillars of Islam and how it applies to the daily lives of practising Muslims. • Discovering where Muslims learn about their faith. Where the information comes from and how it is interpreted. <p>Why is the idea of rescue so important to Christians?</p> <ul style="list-style-type: none"> • Learning about Jesus through stories of rescue in the bible.
<p>PSHE</p> 	<p>Me and my relationships</p> <ul style="list-style-type: none"> • Learning to accept the views of others and understanding that we don't always have to agree with each other • Sharing ideas on how to be a good friend and suggesting ways to make up if we have fallen out <p>Valuing difference</p> <ul style="list-style-type: none"> • Giving examples of different community groups and what is good about having different groups • Talking about examples in our classroom where respect and tolerance have helped it to make a happier, safer place 	<p>Keeping safe</p> <ul style="list-style-type: none"> • Considering risks • Explaining why medicines can be harmful or helpful • Explaining how to keep personal details safe online, and that what we see online is not always true <p>Rights and respect</p> <ul style="list-style-type: none"> • Naming ways to check if information is fact or opinion • Giving examples of people who help us, and how we can help them in return 	<p>Growing and changing</p> <p><i>The updated curriculum will be introduced in 2025</i></p>
<p>Science</p>	<p>Working Scientifically skills are explicitly taught in every lesson</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%; background-color: #0056b3; color: white;"> <p>Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same.</p>  </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%; background-color: #e67e22; color: white;"> <p>Observation over time Observing changes that occur over a period of time ranging from minutes to months.</p>  </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%; background-color: #e91e63; color: white;"> <p>Identifying, grouping and classifying Making observations to name, sort and organise items.</p>  </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%; background-color: #8bc34a; color: white;"> <p>Research Using secondary sources of information to answer scientific questions.</p>  </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%; background-color: #00bcd4; color: white;"> <p>Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control.</p>  </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%; background-color: #4caf50; color: white;"> <p>Problem-solving Applying prior scientific knowledge to find answers to problems.</p>  </div> </div>		

**Rocks, soils and fossils**

- Identifying rocks
- Properties of rocks - permeable
- Rock formation – igneous, sedimentary, metamorphic
- Fossil types
- Mary Anning
- Soil formation – different types

Magnets and forces

- Push and Pull
- Contact and non-contact force
- Surfaces and friction
- Magnetic force
- Exploring magnets

Human and animals - Skeleton and Muscles

- Functions of a skeleton
- Names of bones
- Animal skeletons
- Muscles for movement
- Muscles for strength

Healthy eating

- Balanced diet
- Food groups
- Nutrition
- Food miles
- Local food

Plants

- Investigate conditions for growth
- Parts of a plant and functions
- Parts of a flowering plant
- How water moves in a plant

Light and shadows

- Light sources
- Shadows
- Transparent, translucent and opaque
- Reflected light