## Slade Primary School

## Curriculum Overview

Year 3

|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year group theme | City life | Stone Age | Rotten Romans | Tonbridge | Vikings | Earthquakes |
| Overarching question | Would you like to live in a megacity? | What was life like in the Stone Age? | What's so special about the Romans? | What do we love about our local area? | How fierce were the Vikings? | How do earthquakes occur? |
| English <br> Writing Genre <br> (Linked to <br> English Core <br> Text) | 1. Traditional Tales <br> 2. Limericks | 1. Information texts <br> 2. Familiar settings | 1. Myths <br> 2. Rhyming poetry | 1. Adventure/mystery stories. <br> 2. Recount (diary) | 1. Fantasy tale <br> 2. Explanation texts | 1. Rags to Riches tale <br> 2. Instruction texts <br> 3. Riddles |
| English Core <br> Text <br> (Linked to Writing Genre) | 1. King of the Fishes <br> 2. Edward Lear limericks | 1. Sabre-tooth tiger <br> 2. The Giant Man | 1. How the world was made <br> 2. Animal Fair | 1. The Mystery of the Lantern light <br> 2. Jungle log | 1. Harry Potter extract <br> 2. How to fly a broomstick | 1. The rough girl face <br> 2. Liquid luck potion instructions |
| Guided Reading Texts | The Boy who grew dragons | The Iron Man | Famous Five - Five on a Treasure Island | Charlie and the Chocolate Factory | The Butterfly Lion | The Ice Palace |
| Maths | Week 1: Use of resources, place value, number patterns. <br> Week 2: Addition and subtraction. <br> Week 3: Place value, inverse, doubling and halving. <br> Week 4: Multiples of 10, number families, ordering numbers. <br> Week 5: Adding strategies on a numberline. | Week 1: Parallel, perpendicular, horizontal and vertical lines. 3D shapes. <br> Week 2: Multiplication: repeated addition, arrays and recalling $x$ tables. Week 3: Relating multiplication and division, division as grouping. <br> Week 4: Angles, angles in shapes, regular and irregular 2D shapes. | Week 1: Adding and subtracting multiples of 10 <br> Week 2: Addition and subtraction on a numberline, doubling and halving. <br> Week 3: Complements to 100, missing number problems <br> Week 4: Reading Scales, Roman numerals | Week 1: Written strategies for addition and subtraction Week 2: Time: relationships between units of time Week 3: Time: telling the time on analogue and digital clocks <br> Week 4: Addition: column addition, adding money, solving problems Week 5: Subtraction: column subtraction, | Week 1: Multiplying 2digit by 1-digit numbers introducing the grid method. <br> Week 2: Measuring in cm and mm , calculating the perimeter of shapes. <br> Week 3: Mental calculation strategies and finding halves and quarters. <br> Week 4: Reading scales, measuring mass, creating bar charts. | Week 1: Equivalent fractions, fractions of amounts, finding possibilities. <br> Week 2: Fractions, symmetry, 3D shapes Week 3: Measurement capacity <br> Week 4: Formal written methods for all 4 operations <br> Week 5: Directional language and grid references |

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$\left.\begin{array}{|l|l|l|l|l|l|l|l|l|l|l}\hline & \begin{array}{l}\text { Week 6: Subtraction } \\ \text { strategies on a } \\ \text { numberline. } \\ \text { Week 7: Multiples, } \\ \text { number sequences and } \\ \text { missing numbers. }\end{array} & \begin{array}{l}\text { Week 5: Place value in } \\ \text { money, adding coins, } \\ \text { calculating change. } \\ \text { Week 6: Comparing and } \\ \text { ordering numbers and } \\ \text { measurements. } \\ \text { Week 7: Christmas } \\ \text { themed Maths problem } \\ \text { solving. }\end{array} & \begin{array}{l}\text { Week 5: Rounding, } \\ \text { multiplication and } \\ \text { division } \\ \text { Week 6: Number } \\ \text { sequences and patterns }\end{array} & \begin{array}{l}\text { numberlines, solving } \\ \text { problems } \\ \text { Week 6: Multiplication } \\ \text { arrays and dividing as } \\ \text { sharing }\end{array} \\ \text { and wholes. Adding } \\ \text { fractions and equivalent } \\ \text { fractions. } \\ \text { Week 6: Fractions of } \\ \text { amounts and } \\ \text { investigating numbers. } \\ \text { solving }\end{array}\right\}$

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|  |  | Numbers to 10 |  | Instruments |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $\begin{array}{l}\text { Religious } \\ \text { Education }\end{array}$ | $\begin{array}{l}\text { What does it mean to } \\ \text { be a Christian in } \\ \text { Britain today? }\end{array}$ | $\begin{array}{l}\text { What does it mean to } \\ \text { be a Christian in } \\ \text { Britain today? }\end{array}$ | $\begin{array}{l}\text { What do different } \\ \text { people believe about } \\ \text { God? }\end{array}$ | Why do people pray? | $\begin{array}{l}\text { Why are religious } \\ \text { festivals important to } \\ \text { religious } \\ \text { communities? } \\ \text { Eid Focus }\end{array}$ | $\begin{array}{l}\text { Why is the bible } \\ \text { important to } \\ \text { Christians today? }\end{array}$ |
| PE/Games | $\begin{array}{l}\text { Invasion Games - } \\ \text { Football } \\ \text { OAA - Problem } \\ \text { Solving }\end{array}$ | $\begin{array}{l}\text { Invasion Games - } \\ \text { Netball } \\ \text { Gymnastics }\end{array}$ | $\begin{array}{l}\text { Invasion Games - } \\ \text { Hockey } \\ \text { Dance }\end{array}$ | Swimming | $\begin{array}{l}\text { Striking \& Fielding } \\ \text { Games - Cricket }\end{array}$ | Athletics |\(\left.\} \begin{array}{l}OAA - Communication <br>

\& Tactics\end{array}\right]\)

