


St James' CE Primary School Lower Darwen
Year 3 Overview
2024– 2025

	Autumn 1: 7 weeks	Autumn 2: 8 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 4 weeks + 4 days	Summer 2: 6 weeks & 2 days
English	<p>Pupil Voice Manifestos</p> <p>Story as a theme: <u>Stone Age Boy</u> 3 weeks Sp1</p> <p>Recount: biographies of a local hero 3 weeks A1</p>	<p>Fables: <u>Use suggested texts</u> 3 weeks Au2</p> <p>Poems with a structure 1 week Au2</p> <p>Persuasion Letters: <u>Rumblewick Letters- My Unwilling Witch</u> 3 weeks Au2</p>	<p>Mystery/Adventure/ Fantasy Stories: <u>The Secret Seven</u> 3 weeks Su2</p> <p>Poems on a theme: <u>suggested texts</u> 1 weeks Sp1</p> <p>Discussion: different points of views Link to PSHE/Computing 2 weeks Sp1</p>	<p>Recount Diaries: <u>Range of Diary Extracts</u> 2 weeks Sp2</p> <p>Novel as a theme: <u>Iron Man</u> 3 weeks Sp2</p>	<p>Play script based on a novel: <u>Play Time by Julia Donaldson</u> 3 weeks Su1</p> <p>Non-chronological reports: <u>Geography link</u> 3 weeks Su1</p>	<p>Explanations: <u>Science link</u> 1 week Su2</p> <p>Classic Poetry – <u>Spider & a Fly</u> 2 weeks Su2</p> <p>Folk Tales: <u>Tin Forest</u> 4 weeks A1</p>
Further Independent Writing	Science – Poems with a structure		History – Recount (Bronze Age Diary)		R.E – Explanation (World Faiths)	
Guided Reading	Novel Study:	Shorter Texts	Novel Study:	Shorter Texts	Novel Study:	Shorter Texts

	<u>George's Marvellous Medicine</u>		<u>Anisha, Accidental Detective</u>		<u>Breakfast Club Adventures</u>	
Oracy Outcomes	<p>RE: <u>Class Assembly Harvest</u></p> <p>Audience: whole school</p>	<p>Geography: Expert talk on earthquakes</p> <p>Audience: another class</p>	<p>DT: Dragon's Den pitch</p> <p>Audience: Year 3 class</p>	<p>Music: Performance Chinese New Year</p> <p>Audience: parents/adults from home</p>	<p>MFL: Role play an informal conversation in French</p> <p>Audience: own class</p>	<p>English: Recite classic poetry</p> <p>Audience: Governors</p>
Spelling	<ol style="list-style-type: none"> -le at the end of words -el after m, n, r, s, v, w and often after s -al (adjectives) Use prefixes -dis, -mis, -re and understand how to add them. Use suffixes -ly, -ous and understand how to add them Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Words ending -il Words ending -tion Z sound spelt s Homophones and near homophones Spell words containing ou, e.g. young, touch, double Spell words with endings -sure, e.g. treasure, pleasure Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Adding -es to nouns ending in a -y Plural of words ending -ey, add -s Spell words ending -ture, e.g. creature, furniture Spell words containing ei, e.g. vein, weigh Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Contractions Possessive apostrophe Adding -ed, -ing, -er and -est to words ending in -y with a consonant before it Identify and spell irregular past tense verbs, e.g. send/sent, hear / heard, think/ thought Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Adding -ed, -ing, -er, -est and -y to words ending in -e with a consonant before it Adding -est and -y to words ending in -e with a consonant before it Identify and spell irregular plurals, e.g. goose/geese, woman/women, potato /es Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Adding -ed, -ing to words of one syllable ending in a single letter consonant after a single vowel Adding -er, -est and -y to words of one syllable ending in a single letter consonant after a single vowel Homophones and near homophones Suffixes -ment, -ness, -ful, -less and -ly

					5. Year 3 word list 6. Consolidate and review
Grammar	1. Ready to Write 2. Determiners 3. Conjunctions	1. Adverbs 2. Prepositions 3. Speech 4. Tenses	1. Nouns 2. Paragraphs 3. Word Families 4. Prefixes		
Mathematics	Number – place value 3 weeks Number - addition & subtraction 5 weeks Number – multiplication & division 4 weeks Number – multiplication & Division 2 weeks	Number – multiplication & Division 1 week Measurement – length & perimeter 3 weeks Number – fractions 3 weeks Measurement – mass & capacity 3 weeks Number – fractions 2 weeks	Measurement – money 2 weeks Measurement – time 3 weeks Geometry – shape 2 weeks Statistics 2 weeks Consolidation 1 week		
Science	Working Scientifically / Enquiry				

	Scientific Enquiry (6 lessons)	Rocks (6 lessons)	Animals including Humans (6 lessons)	Light (6 lessons)	Plants (6 lessons)	Forces and Magnets (6 lessons)
RE	3.6 Harvest (3 + 2 World Faiths - Hinduism) S5 Christian Art (4) 3.2 Christmas (5)		3.1 Called by God (7) 3.4 Easter (5)		3.5 Rules for Living (6 + 6 World Faiths - Buddhism/ Islam/ Sikhism)	
PSHE	<p>Me and my relationships Includes feelings, emotions, conflict, resolution and friendship</p> <p>Being my best Includes keeping healthy/Growth Mindset/goal setting/achievement</p>		<p>Rights and responsibilities Includes money/living in the wider world/environment</p> <p>Keeping myself safe Includes aspects of safe internet use, drugs and relationships education</p>		<p>Valuing differences Includes British Values focus</p> <p>Growing and changing Includes RSE-related issues.</p>	

Art and Design		Drawing: Growing Artists		Craft & Design: Ancient Egyptian Scrolls		Sculpture & 3D: Abstract Shape and Space
Computing	Unit 3:2 Online Safety (Various) 3 Weeks Unit 3:4 Touch Typing (2Type) 4 Weeks	Unit 3.1 Coding (2Code) 6 Weeks	Unit 3:5 Email (2Email, 2Connect, 2DIY) 6 Weeks	Unit 3.7 Simulations (2Simulate, 2 Publish) 3 Weeks Unit 3.8 Graphing (2Graph) 3 Weeks	Unit 3.9 Presenting 5 weeks	Unit 3:6 Branching databases (2Question) 4 Weeks Unit 3:3 Spreadsheets (2Calculate) 3 Weeks
Design and Technology	Cooking & Nutrition: Eating Seasonally		Digital World: Wearable Technology		Structures: Constructing a castle	

<p>Geography</p>	<p><u>Why do some earthquakes cause more damage than others?</u> <u>(Autumn 2)</u></p> <p>Why won't Paula and Richard forget 22 February 2011?</p> <p>How has New Zealand been affected by earthquakes in the past?</p> <p>Why does New Zealand have so many earthquakes?</p> <p>Why don't the largest earthquakes always cause the most death and destruction?</p> <p>Why do most volcanoes happen in the same places as earthquakes?</p>	<p><u>Why are jungles so wet and deserts so dry?</u> <u>(Spring 1)</u></p> <p>Why is climate different across the United Kingdom?</p> <p>What are the world's climates?</p> <p>How do climate graphs help geographers compare the climate of one place with another?</p> <p>How does the climate affect the plants and animals living in a place?</p>	<p><u>Why do so many people live in megacities?</u> <u>(Summer 1)</u></p> <p>What are megacities and where are they located?</p> <p>Why did Baghdad become the first city in the world with one million people?</p> <p>Why is Milton Keynes the United Kingdom's fastest-growing city?</p> <p>Why is Brasília the fastest-growing city in Brazil?</p> <p>How do the advantages of living in cities compare with the disadvantages?</p>
<p>History</p>	<p><u>How did the lives of ancient Britons change during the Stone Age?</u> <u>(Autumn 1)</u></p> <p>How do people often imagine the Stone Age to be like?</p> <p>Who left their footprints on the beach and what were they doing there?</p> <p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p> <p>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</p> <p>Why was the Red Lady of Paviland so important?</p>	<p><u>What is the secret of the standing stones? (Bronze Age Britain)</u> <u>(Spring 2)</u></p> <p>Why did the Stone Age come to an end about six thousand years ago?</p> <p>Why do people build monuments?</p> <p>Why did Bronze Age people build monuments at Merrivale?</p>	<p><u>How do artefacts help us understand the lives of people in Iron Age Britain?</u> <u>(Summer 2)</u></p> <p>How can we recognise Iron Age hill forts today?</p> <p>What might hill forts have looked like when they were first built?</p> <p>How do we know that life wasn't always very peaceful in the Iron Age?</p> <p>Why have so many wonderful Iron Age artefacts been found underwater?</p>

	How were people living in Britain at the end of the Stone Age compared with the beginning?					
Music	Ballads 5 lessons		Developing singing technique (Theme: The Vikings) 5 lessons	Pentatonic melodies & Composition (Theme: Chinese New Year) 5 lessons	Traditional instruments & improvisation (Theme: India) 5 lessons	
MFL (French)	Greetings	French adjectives	French Playground Games	In a French Classroom	French Transport	The Circle of Life in French
P.E.	Fundamentals Y3/4	Basketball	Gymnastics	Hockey	Cricket	Rounders
	Ball Skills Y3/4	Dance	Golf	OAA	Tennis	Athletics
Intra-House Competition	Netball and Football Dance or Gymnastics 1x lesson to practice, 1 to perform					