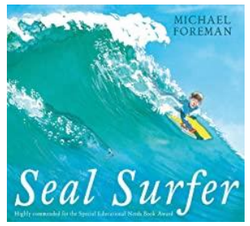
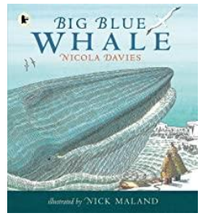
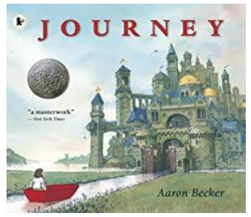
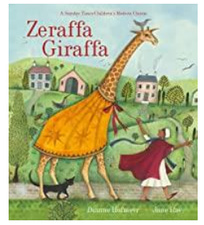
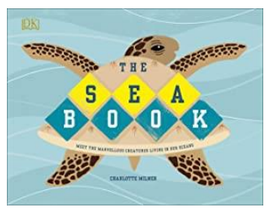
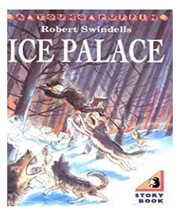
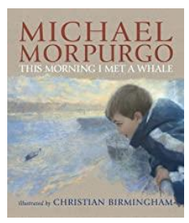
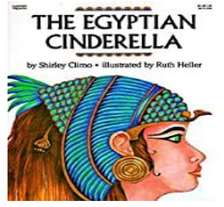
Boughton Heath Academy Curriculum

Year Group Overview 2023 – 24

Year Three

Here, children thrive...

English and Mathematics Curriculum Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
	Focus: Recounts, letters in role	**Focus:** Fiction, fantasy story	**Focus:** Historical narratives	**Focus:** Information persuasion text	**Focus:** Fiction, adventure story	**Focus:** Persuasion, information text
Pathways to Read						
	Genre: Information text	**Genre:** Fiction, adventure	**Genre:** Fiction, fantasy	**Genre:** Adventure & information	**Genre:** Information text	**Genre:** Recount, historical / traditional tale

Mathematics Curriculum	Place Value with 1000 Addition and Subtraction	Additional and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Length Fractions	Fractions Time Angles and properties of shapes	Mass Capacity

Driver subject Knowledge Bases Year 3	**Geography** UK Depth study	**History** Chester waterways	**History** Stone Age to Iron Age	**Geography** Liverpool	**Geography** Local study: The Wirral Peninsula	**History** The Ancient Egyptians

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	**Skeletons** 1. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Nutrition and Diet** 1. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	**Rocks** 1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	**Fossils** 2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. **Soils** 3. Recognise that soils are made from rocks and organic matter.	**Light** 1. Recognise that they need light in order to see things and that dark is the absence of light. 2. Notice that light is reflected from surfaces. 3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. 5. Find patterns in the way that the size of shadows change.	**Plants** 1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. 3. Investigate the way in which water is transported within plants. 4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Forces and Magnets** 1. Compare how things move on different surfaces. 2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 3. Observe how magnets attract or repel each other and attract some materials and not others. 4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. 5. Describe magnets as having two poles. 6. Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Geography	**The United Kingdom – Depth Study** 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains. 6. Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including food, minerals and water. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			**Liverpool and Cologne including Rivers and The Water Cycle** 1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains. 6. Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including food, minerals and water. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	**Local Study - The Wirral Peninsula** 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. 6. Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including food, minerals and water. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 9. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	

History		**Local Study – Chester's Waterways** 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this.	**Changes in Britain from the Stone Age to the Iron Age** 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this.			**The achievements of the earliest civilizations; a depth study of Ancient Egypt.** 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this.
Art	**Drawing – Freida McKitrick** 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history.			**Colour & Textiles – Sandra Hepworth** 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history.		**Sculpture: Barbara Hepworth** 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history.
Design & Technology		**2D to 3D shape product (textiles) – waterproof bags** **1.** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **2.** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **3.** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **4.** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **5.** Investigate and analyse a range of existing products	**Levers and Linkages – Pop-up tourist poster** **1.** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **2.** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **3.** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **4.** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **5.** Investigate and analyse a range of existing products		**Healthy and varied diet – a balanced meal** 9. Understand and apply the principles of a healthy and varied diet 10. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 11. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

		6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **7.** Understand how key events and individuals in design and technology have helped shape the world **8.** Understand and use mechanical systems in their products.	**6.** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **7.** Understand how key events and individuals in design and technology have helped shape the world **8.** Understand and use mechanical systems in their products.			

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Music	▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, ▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music, ▪ Listen with attention to detail and recall sounds with increasing aural memory, ▪ Use and understand staff and other musical notations, ▪ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ Develop an understanding of the history of music.					
	Creating compositions in response to an animation (Theme: Mountains)	**Developing singing technique (Theme: the Vikings)**	**Ballads**	**Pentatonic melodies and composition (Theme: Chinese New Year)**	**Jazz**	**Traditional instruments and improvisation (Theme: India)**
MFL	**Greetings & Introductions** • Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. • Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form. • Link actions or pictures to the new language, both in spoken and written form. • Imitate the pronunciation of sounds. • Take turns to speak and use appropriate intonation.	**Describing: colour, size & shape** • Listen carefully to build correct sequences of three to four blocks. • Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. • Recognise cognates. • Use please and thank you. • Listen carefully to instructions. • Describe some of the shapes in their work using language of colour, size or shape. • Listen and then select the correct decoration according to its colour. • Use software to produce artwork in the style of Matisse.	**Counting, numbers & age** • Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds (‘**un**‘, ‘**eu**‘, ‘**oi**‘ and ‘**in**‘). • Join in with a song using actions. • Respond to numbers by showing fingers or ticking on whiteboards. • Ask and answer a question about their age. • Change their answers and recognise number words. • Listen carefully and relate sounds to a written phoneme. • Recall numbers one to twelve with increasingly accurate pronunciation.	**In the classroom** • Show their understanding of key vocabulary with a physical response. • Attempt to accurately imitate the pronunciation of vocabulary. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. • Attempt to build their own sentences using a label as a model. • Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to engage the audience.	**Transport & travel** • Explain strategies for working out the meaning of words. • Recognise nouns that are cognates or near cognates. • Recognise transport words in written form. • Join in with a song using actions to aid recall. • Form simple statements about a picture, using and adapting a model. • Build phrases with generally accurate pronunciation. • Write a simple sentence, including forming two different accents.	**Animals** • Source new vocabulary from the dictionary and apply the appropriate indefinite article (**un/une**). • Build a range of sentences from the model, selecting appropriate vocabulary. • Create a sentence in the negative form. • Identify some different word classes in a sentence. • Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle. • Attempt to decode new sentences using their context and sentence structure. • Apply understanding of the sentence structure to generate new phrases.

Religious Education	**Hinduism** • How do Hindus view God and celebrate Diwali? • How do Hindus view God? • What is the Trimurti? • Why does this murti have the head of an elephant and the body of a boy? (Designing questions and answering them based on a murti of Ganesha.) • How do Hindus celebrate Diwali? • How does the Ramayana teach Hindus about Good and Evil? • Which words of wisdom from the Bhagavad Gita are important to you? How would these words be viewed by a Hindu?	**Christianity** • How do Christians use the Bible to help them with their lives? • What is a sacred text? Is the Bible a Best Seller? • What is in the Bible and who wrote it? • How do you find particular verses in the Bible? • Why are there different kinds of Bible? • What does the Bible mean to a Christian? • How is art used in the Bible?	**Christianity** • What do I think about Jesus and how is he portrayed in art around the world? • How do pictures of Jesus from around the world show a personal relationship with Christians? • Why do some Christians like to have a personal image of Jesus? What are rosary beads? How would I portray Jesus in art? • What do the Gospels tell us about Jesus as a person? Can we find links to pieces of art based on text? • Jesus described himself as "The bread of Life, The Light of the World and The Good Shepherd." How has this inspired art? • What can we recognise as a symbol on crosses from El Salvador?	**Christianity** What is my point of view about God and why do people have faith? What do I think about God? How do Christians describe God? How have artists portrayed God in different times? How does faith impact on decisions? What did Abraham's faith mean to him? What questions do I have to interview Christians about their belief in God?	**Islam** How do Muslims worship? What can you remember about Islam? Who spoke to Muhammad in the cave? What do Muslims believe about Angels? Where do Muslims worship? How is art used to express belief in Islam? How do Muslims prepare to pray? What do Muslims believe about the Qur'an?	
Physical Education	**Invasion skills** 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, apply basic principles suitable for attacking and defending, 3. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 4. take part in outdoor and adventurous activity challenges both individually and within a team	**Athletics** 1. use running, jumping, throwing and catching in isolation and in combination 2. develop flexibility, strength, technique, control and balance 3. take part in outdoor and adventurous activity challenges both individually and within a team	**Dance** 1. develop flexibility, strength, technique, control and balance 2. perform dances using a range of movement patterns	**Net and wall games** 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, apply basic principles suitable for attacking and defending, 3. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 4. take part in outdoor and adventurous activity challenges both individually and within a team	**Striking and fielding** 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, apply basic principles suitable for attacking and defending, 3. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 4. take part in outdoor and adventurous activity challenges both individually and within a team	**Gymnastics** 1. use running, jumping, throwing and catching in isolation and in combination 2. develop flexibility, strength, technique, control and balance 3. take part in outdoor and adventurous activity challenges both individually and within a team
Computing	**Networks and the Internet** 4. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Programming: Scratch** 1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Communication: emails** 4. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Branching Databases** 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Simulations and Graphing** 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Presenting** 6. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Online Safety: 5. Recognise common uses of information technology beyond school. 6. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies					
	Being me in my world ▪ Setting personal goals ▪ Self-identity and worth ▪ Positivity in challenges - Rules, rights and responsibilities ▪ Rewards and consequences ▪ Responsible choices	**Celebrating differences** ▪ Families and their differences ▪ Family conflict and how to manage it (child-centred) ▪ Witnessing bullying and how to solve it ▪ Recognising how words can be hurtful	**Dreams and Goals** • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles	**Healthy Me** ▪ Exercise Fitness challenges ▪ Food labelling and healthy swaps ▪ Attitudes towards drugs ▪ Keeping safe and why it's important online and off line scenarios ▪ Respect for myself and others ▪ Healthy and safe choices	**Relationships** ▪ Family roles and responsibilities ▪ Friendship and negotiation ▪ Keeping safe online and who to go to for help ▪ Being a global citizen ▪ Being aware of how my choices affect others	**Changing Me** ▪ How babies grow ▪ Understanding a baby's needs ▪ Outside body changes ▪ Inside body changes ▪ Family stereotypes ▪ Challenging my ideas ▪ Preparing for transition

PSHCE & RSE	▪ Seeing things from others' perspectives	▪ Giving and receiving compliments	• Evaluating learning processes • Managing feelings • Simple budgeting		▪ Awareness of how other children have different lives ▪ Expressing appreciation for family and friends	