



# Burlington Junior School – Year 3 Curriculum Overview



## 2024 – 2025

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>English</b>	<b>Leon and the Place Between by Angela McAllister</b> Setting descriptions Instructional writing Persuasive advert Diary entry (writing in role)	<b>Fantastic Mr Fox by Roald Dahl</b> Character description Informative poster Story writing  <b>Winter Poetry</b> Shape poems Haikus	<b>Aesop's Fables - The Hare and the Tortoise</b> Descriptive writing Short story  <b>Into the Forest by Anthony Browne</b> Writing dialogue Diary entries Monologue	<b>Greek Myths: Theseus and the Minotaur</b> Story opener Diary entries Writing a myth  <b>The True Story of the Three Little Pigs by Jon Scieszka</b> Writing summaries Letter Writing Short story Instructions Newspaper (recount)  <b>Book Week Unit</b> – to be revealed during Book Week by the English Leaders	<b>Mouse, Bird, Snake, Wolf by David Almond</b> Persuasive writing Balanced argument Fact-File (non-chronological report) Story writing	<b>The Great Kapok Tree by Lynne Cherry</b> Setting description Character monologue Magazine article Playscripts  <b>Guide to Year 3</b> Non-chronological report  <b>Variety of Rainforest Texts</b> Collaborative poetry Acrostic poems
<b>Maths</b>	<b>Place Value:</b> <ul style="list-style-type: none"> <li>- 100s, 10s and 1s</li> <li>- Find 1, 10, 100 more or less than a given number</li> <li>- Represent numbers to 100 and 1000</li> <li>- Tens and ones using addition</li> <li>- Compare objects and numbers to 1000</li> <li>- Order numbers</li> <li>- Count in 50s</li> </ul> <b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>- Add and subtract multiples of 100</li> <li>- Add and subtract up to 3 and 2 digit numbers crossing 10 and 100, with and without exchange</li> </ul>	<b>Addition and Subtraction:</b> <ul style="list-style-type: none"> <li>- Use the inverse to check my calculations</li> <li>- Estimate answers to calculations</li> </ul> <b>Multiplication and Division:</b> <ul style="list-style-type: none"> <li>- Equal groups</li> <li>- Recap 2, 5, 10 times table and associated division facts</li> <li>- Multiply and divide by 3, 4 and 8</li> </ul>	<b>Multiplication and Division:</b> <ul style="list-style-type: none"> <li>- Comparing statements</li> <li>- Related calculations</li> <li>- Multiply and divide 2 digits by 1 digit</li> <li>- Scaling</li> <li>- How many ways?</li> </ul> <b>Measurement (length and perimeter):</b> <ul style="list-style-type: none"> <li>- Measure and compare length</li> <li>- Equivalent lengths (m and cm, mm and cm)</li> <li>- Compare length</li> <li>- Add and subtract lengths</li> <li>- Measure and calculate perimeter</li> </ul>	<b>Fractions (recap):</b> <ul style="list-style-type: none"> <li>- Make equal parts</li> <li>- Recognise and find a half, a quarter and a third</li> <li>- Unit and non-unit fractions</li> <li>- Equivalent fractions (halves and quarters)</li> <li>- Count in fractions</li> </ul> <b>Measurement (mass and capacity):</b> <ul style="list-style-type: none"> <li>- Compare, measure, add and subtract mass</li> <li>- Compare volume</li> <li>- Compare, measure, add and subtract capacity</li> <li>- Temperature</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>- Making the whole</li> <li>- Tenths: counting in tenths and tenths as decimals</li> <li>- Fractions of a set of objects</li> <li>- Equivalent fractions</li> <li>- Compare, order, add and subtract fractions</li> </ul> <b>Measurement (money):</b> <ul style="list-style-type: none"> <li>- Count money (pence and pounds)</li> <li>- Convert pounds and pence</li> <li>- Add and subtract money</li> <li>- Giving change</li> </ul> <b>Measurement (time):</b> <ul style="list-style-type: none"> <li>- Units of time: hours, days, months</li> <li>- Telling the time to 5 minutes and the nearest minute</li> <li>- am and pm; 24 hour clock</li> </ul>	<b>Measurement (time):</b> <ul style="list-style-type: none"> <li>- Finding the duration and comparing durations</li> <li>- Measuring time in seconds</li> </ul> <b>Geometry (properties of shape):</b> <ul style="list-style-type: none"> <li>- Turns and angles</li> <li>- Right angles in shapes</li> <li>- Compare angles</li> <li>- Draw accurately</li> <li>- Key vocabulary: horizontal, vertical, parallel and perpendicular</li> <li>- Recognise, describe and make 2D and 3D shapes</li> </ul> <b>Statistics:</b> <ul style="list-style-type: none"> <li>- Tally charts, tables</li> <li>- Pictograms, bar charts</li> </ul>

<b>Science</b>	<p><b>Light</b> Recognise that we need light in order to see things and that 'dark' is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the sizes of shadows change.</p>	<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><b>Forces and Magnets</b> Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract and repel each other and attract some materials and not others.</p> <p>Compare and group everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Animals Including Humans: Nutrition</b> Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans.</p> <p>Know about the importance of a nutritious, balanced diet.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Plants</b> Identify and describe the functions of different parts of the flowering plant.</p> <p>Explore the part flowers play in a flowering plant's life cycle.</p> <p>Explain the requirements of plants for life and growth and how they vary between plants.</p> <p>Know the way in which water is transported between plants.</p>	<p><b>Plants</b> Identify and describe the functions of different parts of the flowering plant.</p> <p>Explore the part flowers play in a flowering plant's life cycle.</p> <p>Explain the requirements of plants for life and growth and how they vary between plants.</p> <p>Know the way in which water is transported between plants.</p>
<b>Art</b>	<p><b>Key Skill: Drawing</b> <b>Outcome:</b> Self-portraits <b>Medium:</b> Pencil</p>		<p><b>Key Skill:</b> Sculpture <b>Outcome:</b> Abstract form inspired by Barabara Hepworth <b>Medium:</b> Clay</p>	<p><b>Key Skill:</b> Printmaking <b>Outcome:</b> Rainforest Prints <b>Medium:</b> Acrylic Paint</p>		
<b>Computing</b>	<p><b>Online Safety - Natterhub</b> Strong, safe passwords Meeting people online Offline and online friendships Screen time</p>	<p><b>Docs, Slides and Blogs</b> Conveying information through texts and images Editing text Copy, paste, cut</p>	<p><b>Information Technology - Connecting Computers</b> Inputs, outputs and processes Computer networks Digital devices</p>	<p><b>Computer Science - Scratch: Sequencing Sounds</b> Sequence, input, output Algorithms Abstraction Decomposition</p>	<p><b>Animation</b> Sequencing images Onion skinning Editing images and animations</p>	<p><b>Computer Science - Scratch: Events and Actions</b> Sequence, input, output Algorithms Abstraction Decomposition</p>
<b>Design and Technology</b>		<p><b>Mechanical Systems (levers and linkages):</b> Puppets</p> <p><b>Structures (S.T.E.M. Week):</b> Towers</p>			<p><b>Cooking and Nutrition:</b> Greek Salad</p>	<p><b>Textiles:</b> Bookmarks</p>
<b>French</b>	<p><b>La Phonétique</b> / Phonics &amp; Pronunciation – L1</p> <p><b>J'Apprends le Français</b> / I'm Learning French</p> <p><b>Joyeux Noël</b> / Merry Christmas</p>		<p><b>Les Saisons</b> / The Seasons</p> <p><b>Les Instruments</b> / Musical Instruments</p>		<p><b>Les Fruits</b> / The Fruits</p> <p><b>Consolidation</b></p>	

<b>Geography</b>	<b>Our Local Area (New Malden)</b> Boroughs and regions, counties, tourism, settlements, change over time, fieldwork  <b>Key Questions:</b> What are counties? What are boroughs? How do I use OS maps to locate specific places?				<b>Rivers</b> Physical features of rivers, local rivers and rivers around the world. The water cycle  <b>Key Questions:</b> How do rivers change from source to sea? What is the water cycle?	<b>The Amazon Rainforest</b> The Amazon Rainforest: Equator, Tropics, biomes (tropical rainforest), tribes, land use, economic activity, trade links, natural resources  <b>Key Questions:</b> What's special about the Amazon Rainforest? Why is the Amazon Rainforest important? Should people be allowed to destroy it?
<b>History</b>		<b>Changes in Britain: from the Stone Age to the Iron Age</b>  <b>Enquiry Question:</b> Which age was the most significant? The Stone Age, The Bronze Age or the Iron Age?	<b>Ancient Greece: Civilisation</b>  <b>Enquiry Question:</b> Who were the Ancient Greeks?	<b>Ancient Greece: Legacy</b>  <b>Enquiry Question:</b> Which aspect of Ancient Greek life has had the biggest impact on my life today?		
<b>Music</b>	<b>Charanga: Let Your Spirit Fly</b> Voices Listening, performance	<b>Instruments of the Orchestra</b> Instrument families <b>Singing and Performance</b> Voices Christmas	<b>Musical Instruments</b> Recorders Staff Notation	<b>Musical Instruments</b> Recorders Staff Notation	<b>Charanga:</b> <b>Three Little Birds</b> Voices Listening, improvisation, performance	<b>Composition Project</b> The Rainforest Percussion Instruments Listening, composing, performing
<b>P.E.</b>	<u>Outdoor:</u> Fundamentals or Ball Skills  <u>Indoor:</u> Fitness	<u>Outdoor:</u> Fundamentals or Ball Skills  <u>Indoor:</u> Gymnastics	<u>Outdoor:</u> Invasion Games: Basketball or Athletics  <u>Indoor:</u> Dance	<u>Outdoor:</u> Invasion Games: Basketball or Athletics  <u>Indoor:</u> Yoga	<u>Outdoor one:</u> Striking and Fielding: Cricket  <u>Outdoor two:</u> Outdoor Adventurous Activities	<u>Outdoor one:</u> Invasion Games: Handball  <u>Outdoor two:</u> Net and Racket Sport: Tennis
<b>PSHE</b>	<b>Being Me in My World</b>  <b>Key Themes:</b> Getting to know each other Identifying positive things about myself and my achievements Face new challenges positively Our dream school - rules and why they're needed Rewards and consequences Taking responsibility for my actions	<b>Celebrating Differences</b>  <b>Key Themes:</b> Families and their differences Family conflict Witness and feelings (bullying) Witness and solutions (bullying) Words that harm Celebrating differences (compliments)	<b>Dreams and Goals</b>  <b>Key Themes:</b> Dreams and goals - facing challenges and achieving success My dreams and ambitions New learning challenges Recognising obstacles Evaluating my own learning process Celebrating my learning	<b>Healthy Me</b>  <b>Key Themes:</b> Being fit and healthy Understand how exercise affects my body Understand that the amount of calories, fat and sugar I consume will affect my health Knowledge and attitude towards drugs Being safe Calling the emergency services Safe and unsafe	<b>Relationships</b>  <b>Key Themes:</b> Family roles and responsibilities Friendship Keeping myself safe online Being a global citizen Celebrating my web of relationships	<b>Changing Me</b>  <b>Key Themes:</b> What babies need Outside body changes Looking ahead to Year 4 Animal and human changes and growth

<b>R.E.</b>	<b>Christianity</b> – What do Christians learn from the Creation story?	<b>Christianity</b> – What is it like for someone to follow God?	<b>Islam</b> – How do festivals and worship show what matters to a Muslim?	<b>Christianity</b> – Why do Christians call the day Jesus died "Good Friday"?	<b>Judaism</b> – How do festivals and worship show what matters to Jewish people?	<b>All faiths and Non-Religions</b> – How and why do people try to make the world a better place?
<b>Enrichment: Trips, Visits and Visitors and Outdoor Learning</b>	<b>English:</b> 'Magic' trip to Cottenham Park  <b>Geography:</b> New Malden High Street Walk (field work)  <b>Science:</b> Investigating shadows (in school)	<b>History:</b> Stone Age to Bronze Age Workshop (in school)  <b>Science:</b> Making chocolate rocks (in school)  <b>S.T.E.M. Week</b> (in school)	<b>Science:</b> Science Museum (forces workshop)  <b>R.E.:</b> INSIGHT Visitor (in school)  <b>History:</b> Greek Day (in school)  <b>R.E.:</b> Mosque visit,		<b>Art:</b> Sketching leaves (outdoor learning)  <b>English:</b> New Malden Library Visit  <b>Geography:</b> Kew Gardens	<b>P.E.:</b> Fitness Week  <b>English:</b> Buddy Reading with Y2