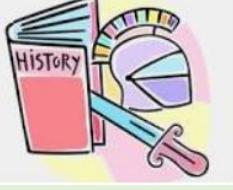


## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
<p><b>History</b></p> <p><b>CQ Threshold Concepts</b></p> <p>TC1: To investigate and interpret the past.</p> <p>TC2: To build an overview of world history.</p> <p>TC3: To understand chronology.</p> 	<p><b>What changes occurred in Britain from the Stone Age to the Iron Age?</b></p> <p><i>Main Events, Food and Farming</i></p> <p><i>New learning</i></p> <p>TC1/M1: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past.</p> <p>TC3/M2: Place events, artefacts and historical figures on a time line using dates.</p> <p>TC3/M2: Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p><b>History of interest to pupils: Who were the Suffragettes?</b></p> <p><i>Main events, Society</i></p> <ul style="list-style-type: none"> <li>- <i>Prior learning links: KS1 significant person - Rosa Parks</i></li> <li>- <i>Links with English texts: see Y3 Spring 1 text map</i></li> </ul> <p>TC1/M1: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past.</p> <p>TC1/M2: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>TC1/M2: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>TC2/M2: Describe the characteristic features of the past – attitudes and experiences of men, women and children.</p> <p>TC2/M2: Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p><b>How did the building of the Roman Empire impact on Britain?</b></p> <p><i>Main events, location</i></p> <ul style="list-style-type: none"> <li>- <i>Prior learning links: Y3 Autumn – What changes occurred in Britain from the Stone Age to the Iron Age</i></li> </ul> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past.</p> <p>TC1/M2: Suggest causes and consequences of some of the main events and changes in history.</p> <p>TC2/M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>TC3/M2: Use dates and terms to describe events.</p> <p>TC2/M2: Describe the social, ethnic, cultural or religious diversity of past society.</p>
TC4: To communicate historically.	M2: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
<p><b>Geography</b></p> <p><b>CQ Threshold Concepts</b></p> <p>TC1: To investigate places.</p> <p>TC2: To investigate patterns.</p> <p>TC3: To communicate geographically.</p> 	<p><b>The UK</b>  <i>Location, Techniques</i>  <i>Prior learning links: KS1 local area</i></p> <p>TC1/M1: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>TC1/M2: Name and locate counties and cities of the United Kingdom</p> <p>TC1/M2: Explain own views about locations, giving reasons.</p> <p>TC1/M2: Use a range of resources to identify the key physical and human features of a location.</p> <p>TC2/M2: Describe how the locality of the school has changed over time.</p> <p>TC2/M2: Identify the position and significance of the Prime/Greenwich Meridian and time zones.</p>	<p><b>Land use and settlements of the UK</b>  <i>Human processes; Physical features</i>  <i>Prior learning links: Y3 Autumn – The UK</i></p> <p>TC1/M2: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>TC1/M2: Name and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>TC1/M2: Use a range of resources to identify the key physical and human features of a location.</p> <p>TC2/M2: Describe geographical similarities and differences between countries.</p> <p>TC3/M2: Describe key aspects of human geography, including: settlements and land use.</p>	<p><b>Earthquakes and Volcanoes</b>  <i>Location; Physical features</i>  <i>Prior learning links: Y3 Spring – Land use and settlements</i></p> <p>TC1/M2: Name and locate the countries of Europe and identify their main physical and human characteristics</p> <p>TC2/M2: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describing some of the characteristics of these geographical areas.</p> <p>TC3/M2: Describe key aspects of physical geography: earthquakes and volcanoes</p> <p>TC2/M2: Describe geographical similarities and differences between countries.</p> <p>TC3/M3 Describe geographical diversity across the world.</p>

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
<b>Science</b>  <u>CQ Threshold Concepts</u>  <b>Biology</b> B1: Understand plants B2: Understand animals and humans B3: Investigate living things B4: Understand evolution and inheritance  <b>Chemistry</b> C1: Investigate Materials  <b>Physics</b> P1: Understand movement, forces and magnets P2: Understand the Earth's movement in space P3: Investigate light and seeing P4: Investigate sound and hearing P5: Understand electrical circuits	<p><b>Chemistry - Rocks</b> <i>Builds on Y1 - Plants</i></p> <p>TCS1/M2: Compare and group together different kinds of rocks on the basis of their simple, physical properties.</p> <p>TCS1/M2: Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</p> <p>TCS1/M2: Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</p> <p>TCS1/M2: Recognise that soils are made from rocks and organic matter.</p> <p><b>Biology – Understand Animals and Humans</b> <i>Builds on Y1 and Y2 – Animals, including humans</i></p> <p>TCB2/M2: Identify that animals, including humans need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <p>TCB2/M2: Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Physics - Forces and Magnets</b> <i>New learning</i></p> <p>P1/M2: Compare how things move on different surfaces.</p> <p>P1/M2: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>P1/M2: Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>P1/M2: 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.</p> <p>P1/M2: Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Scientific Enquiry - March Science Week</b></p> <p>M2: Ask relevant questions.</p> <p>M2: Set up simple, practical enquiries and comparative and fair tests.</p> <p>M2: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>M2: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>M2: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>M2: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>M2: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>M2: Identify differences, similarities or changes related to simple, scientific ideas and processes.</p>	<p><b>Biology – Understand Plants</b> <i>Builds on Y1 - Plants</i></p> <p>TCB1/M2: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>TCB1/M2: 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.</p> <p>TCB1/M2: Investigate the way in which water is transported within plants.</p> <p>TCB1/M2: Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Physics - Light</b> <i>New learning</i></p> <p>P3/M2: Recognise they need light in order to see things and that dark is the absence of light.</p> <p>P3/M2: Notice that light is reflected from surfaces.</p> <p>P3/M2: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>P3/M2: Recognise that shadows are formed when light source is blocked by a solid object.</p> <p>P3/M2: Find patterns in the way that the size of shadows change.</p>

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
		M2: Use straightforward, scientific evidence to answer questions or to support their findings.	
Scientific Enquiry  	<p>M2: Ask relevant questions.</p> <p>M2: Set up simple, practical enquiries and comparative and fair tests.</p> <p>M2: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>M2: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>M2: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>M2: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>M2: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>M2: Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>M2: Use straightforward, scientific evidence to answer questions or to support their findings.</p>		

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
<b>Art &amp; Design</b> <p><b>CQ Threshold Concepts</b></p> <p>TC1: Develop Ideas</p>			TC1/M2: Develop ideas from starting points throughout the curriculum TC1/M2: Collecting information, sketches and resources TC1/M2: Explore ideas in a variety of ways TC1/M2: Comment on art works using visual language
TC2: Master Practical Skills  TC3: Take Inspiration from the greats	<p><b>Topic: All Work and No Play</b> <b>Style and Period: Genre Painting (Work Life)</b> <b>Artist/Artisan: L.S Lowry</b></p> <p>TC3/M2: Replicate some of the techniques used by notable artists, artisans and designers. TC3/M2: Create original pieces that are influenced by studies of others.</p> <p><b>TC2: DRAWING</b> <i>Effects, Techniques, Media and Materials</i> M2: Use different hardness of pencils to show line, tone and texture. M2: Annotate sketches to explain and elaborate ideas M2: Sketch lightly. M2: Use shading to show light and shadow. M2: Use hatching and cross hatching to show tone and texture.</p> <p><b>TC2: PAINT</b> <i>Colour Theory, Effects, Techniques, Media and Materials</i> M2: Mix colours effectively. M2: Use watercolour paint to produce washes for backgrounds, then add detail. M2: Experiment with creating mood with colour.</p> <p><b>STONE AGE DAY:</b> <b>TC2: SCULPTURE (Clay)</b> <i>Media and Materials, Techniques</i></p>	<p><b>Topic: Cultural Tradition in Art</b> <b>Style and Period: Ghanaian Folk Art</b> <b>Artist/Artisan: Contemporary West African artists</b></p> <p>TC3/M2: Create original pieces that are influenced by studies of others.</p> <p><b>TC2: TEXTILES</b> <i>Colour Theory, Techniques, Media and Materials</i> M2: Create weavings. M2: Shape and stitch materials. M2: Use cross stitch and back stitch.</p> <p><b>Design and Technology</b> TC1/M2:<ul style="list-style-type: none"><li>• Understand the need for a seam allowance.</li><li>• Join textiles with appropriate stitching.</li><li>• Select the most appropriate techniques to decorate textiles.</li></ul></p>	<p><b>Topic: Abstract Art</b> <b>Style and Period: Abstract Art</b> <b>Artist/Artisan: Wassily Kandinsky</b></p> <p>TC3/M2: Replicate some of the techniques used by notable artists, artisans and designers. TC3/M2: Create original pieces that are influenced by studies of others.</p> <p><b>TC2: SCULPTURE</b> <i>Colour Theory, Techniques, Media and Materials</i> M2: Create and combine shapes to create recognisable forms (e.g. shapes from nets or solids). M2: Include texture that conveys feelings and expression. M2: Add materials to provide interesting detail.</p> <p><b>TC2/M2: DIGITAL MEDIA</b> <i>Effects, Media and Materials</i> M2: <b>Create images</b>, video and sound recordings and explain why they were created.</p>

**Overdale Junior School Curriculum 2025-2026**

**Year 3**

	Unit 1	Unit 2	Unit 3
<p><b>Design and Technology</b></p> <p><b>CQ Threshold Concepts</b></p> <p>TC1: Master practical skills</p> <p>TC2: Design, make, evaluate and improve</p> <p>TC3: Take inspiration from design throughout history.</p>	<p>M2: Use <b>clay</b> and other mouldable materials.</p> <p><b>2.1 What is design and technology?</b> <i>Design inspiration, design process</i></p> <p>TC2/M2: Design with purpose by identifying opportunities to design.</p> <p>TC3/M2: Identify some of the great designers in all of the areas of study to generate ideas for design.</p>	<p><b>2.4 Linked levers – Mechanisms:</b> <b>Fold away safety barrier</b></p> <p><i>Technical knowledge, practical knowledge, design inspiration, design process</i></p> <p><i>Builds upon Y2 prior learning on levers</i></p> <p>TC1/M2: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>TC1/M2: Select appropriate joining techniques.</p>	<p><b>2.6 Frame Structures:</b> <b>Truss bridge</b></p> <p><i>Technical knowledge, practical knowledge, design inspiration, design process</i></p> <p>TC1/M2: Cut materials accurately and safely by selecting appropriate tools.</p> <p>Measure and mark out to the nearest millimetre.</p> <p>TC1/M2: Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>TC1/M2: Select appropriate joining techniques.</p>

**Overdale Junior School Curriculum 2025-2026**

**Year 3**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Food Technology with Mrs Cooper (6 week block)</b>	<p><b>Fruit skewers/smoothies, Welsh Rarebit, Rock Cakes, French bread pizza, Sandwiches and wraps</b></p> <p>TC1/M2: Prepare ingredients hygienically using appropriate utensils.      TC1/M2: Measure ingredients to the nearest gram accurately.      TC1/M2: Follow a recipe.      TC1/M2: Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>		
<b>Computing</b>  <i>Y3 Scheme – Purple Mash</i>  <u><b>CQ Threshold Concepts</b></u>  TC1: Code (Using Scratch) TC2: Connect TC3: Communicate TC4: Collect	<p>See separate doc.</p> 		

**Overdale Junior School Curriculum 2025-2026**

**Year 3**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Music</b>	<p><b>20<sup>th</sup> Century Music</b></p> <p><b>CQ Threshold Concepts</b></p> <p>TC1: Perform</p> <p>TC2: Compose</p> <p>TC3: Transcribe</p> <p>TC4: Describe Music</p> <p><b>Voice</b></p> <p>TC1/ M2: Perform</p> <ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others</li> </ul> <p>TC2/M2: Compose</p> <ul style="list-style-type: none"> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> </ul> <p>TC3/M2: Transcribe</p> <ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> </ul> <p>TC4/M2: Describe</p> <ul style="list-style-type: none"> <li>• Use the terms: beat, tempo, to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul> <p>TC1/ M2: Perform</p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> </ul>	<p><b>Recorder</b></p> <p><b>TC1/ M2: Perform</b></p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul> <p><b>TC2/ M2: Compose</b></p> <ul style="list-style-type: none"> <li>• Create repeated patterns with a range of instruments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> </ul> <p><b>TC3/M2: Transcribe</b></p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> </ul> <p><b>TC4/M2: Describe</b></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<p><b>Recorder</b></p> <p><b>TC1/ M2: Perform</b></p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul> <p><b>TC2/ M2: Compose</b></p> <ul style="list-style-type: none"> <li>• Create repeated patterns with a range of instruments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> </ul> <p><b>TC3/M2: Transcribe</b></p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> </ul> <p><b>TC4/M2: Describe</b></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>

**Overdale Junior School Curriculum 2025-2026**

**Year 3**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
	<ul style="list-style-type: none"> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Perform with control and awareness of others.</li> </ul>		
Singing Assembly	<p>TC1/M2: Perform</p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> </ul>		
<b>Languages (French)</b>  <i>Catherine Cheater – Y3 SOW</i>  <u>CQ Threshold Concepts</u>  TC1: Read fluently  TC2: Speak Confidently  TC3: Write Imaginatively  TC4: Understand the culture of the countries in which the language is spoken	<p><b><i>What is French and where is it spoken</i></b></p> <p><b>Speak confidently and listen actively</b></p> <p>TC4/M1: Understand a range of spoken phrases.</p> <p>TC4/M1: Understand standard language (asking for words or phrases to be repeated)</p> <p>TC4/M1: Answer simple questions and give basic information.</p> <p>TC4/M1: Give responses to questions about everyday events.</p> <p>TC4/M1: Pronounce words showing a knowledge of sound patterns.</p> <p><b>Read fluently</b></p> <p>TC1/M1: Read out loud everyday words and phrases.</p> <p>TC1/M1: Use phonic knowledge to read words.</p> <p>TC1/M1: Read and understand short written phrases.</p> <p>TC4/M1: Read out loud familiar words and phrases.</p> <p>TC4/M1: Use books or glossaries to find out the meanings of new words.</p> <p><b>Write Imaginatively</b></p>	<p><b><i>Fruit and Opinions</i></b></p> <p><b>Speak confidently and listen actively</b></p> <p>TC4/M2: Understand the main points from spoken passages.</p> <p>TC4/M2: Ask others to repeat words or phrases if necessary.</p> <p>TC4/M2: Ask and answer simple questions and talk about interests.</p> <p><b>Read fluently</b></p> <p>TC1/M2: Read and understand the main points in short written texts.</p> <p>TC1/M2: Use a translation dictionary or glossary to look up new words.</p> <p><b>Write Imaginatively</b></p> <p>TC3/M1: Write one or two short sentences.</p> <p>TC3/M1: Write short phrases used in everyday conversations correctly.</p>	<p><b><i>Colours</i></b></p> <p><b>Speak confidently and listen actively</b></p> <p>TC4/M2: Take part in discussions and tasks.</p> <p>TC4/M2: Demonstrate a growing vocabulary.</p> <p><b>Read fluently</b></p> <p>TC1/M2: Read short texts independently.</p> <p><b>Write Imaginatively</b></p> <p>TC3/M2: Write a few short sentences using familiar expressions.</p> <p>TC3/M2: Express personal experiences and responses.</p> <p>TC3/M2: Write short phrases from memory with spelling that is readily understandable.</p>

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
	<p>TC3/M1: Write or copy every day words correctly.      TC3/M1: Label items and choose appropriate words to complete short sentences.</p>		
<b>PE</b> GetSet4PE Scheme of Work 	<p><b>Understand the culture of countries in which the language is spoken</b></p> <p>TC4/M1</p> <ul style="list-style-type: none"> <li>Identify countries and communities where the language is spoken.</li> <li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>Show awareness of the social conventions when speaking to someone.</li> </ul> <p>TC4/M2</p> <ul style="list-style-type: none"> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>		

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
	<ul style="list-style-type: none"> <li>- To develop stepping into shape jumps with control</li> <li>- To develop the straight, barrel and forward roll</li> <li>- To be able to transition smoothly into and out of balances</li> <li>- To create a sequence on apparatus using matching and contrasting</li> <li>- To create a partner sequence using the skills I have learnt and including a hoop</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- To develop co-operation and teamwork skills</li> <li>- To develop trust and teamwork</li> <li>- To involve all team members to work towards a shared goal</li> <li>- To develop trust whilst listening to others and following instructions</li> <li>- To be able to identify objects, draw and follow a simple map</li> <li>- To draw a route using directions, orientate a map and navigate around a grid</li> </ul>	<ul style="list-style-type: none"> <li>- To understand and use formations</li> <li>- To structure a dance to represent a theme</li> </ul> <p><b>Tag rugby</b></p> <ul style="list-style-type: none"> <li>- To learn the correct techniques for handing a rugby ball</li> <li>- To develop throwing, catching and running with the ball</li> <li>- To learn how to defend by taking an attacker's tag</li> <li>- To develop an understanding of defending as a team</li> <li>- To explore attacking skills to get closer to the try line</li> <li>- To apply rules and skills to small sided games</li> </ul> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>- To explore poses that challenge my balance</li> <li>- To create a flow using poses that challenge my balance</li> <li>- To explore poses that challenge my flexibility</li> <li>- To create a flow using poses that challenge my flexibility</li> <li>- To explore poses that challenge my strength</li> <li>- To create a flow using poses that challenge my strength</li> </ul>	<ul style="list-style-type: none"> <li>- To explore returning the ball using a forehand</li> <li>- To explore returning the ball using a backhand</li> <li>- To learn how to score and use simple rules</li> <li>- To work co-operatively with others to begin to manage a game</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>- To understand the role of an attacker when in possession</li> <li>- To learn how to maintain possession whilst dribbling</li> <li>- To develop passing and moving to support my team</li> <li>- To understand the role of a defence and explore ways to gain possession</li> <li>- To understand that scoring goals is an attacking skill and learn how to do this</li> <li>- To apply skills and knowledge to compete in a tournament</li> </ul>
<b>RE</b>  <u>CQ Threshold Concepts</u>  TC1: Understand beliefs and teachings  TC2: Understand practices and lifestyles  TC3: Understand how beliefs are conveyed	<p><b>What do Christians learn from the creation story?</b></p> <p>TC2/M2: Identify religious artefacts and explain how and why they are used.  TC2/M2: Explain some of the religious practices of both clerics and individuals.</p> <p><b>How do festivals and family life show what matters to Jewish people?</b></p> <p>TC3/M2: Identify religious symbolism in literature and the arts.</p>	<p><b>How do festivals and worship show what matters to Muslims?</b></p> <p>TC4/M2: Give some reasons why religious figures may have acted as they did.</p> <p><b>How do festivals and family life show what matters most to Sikhs?</b></p> <p>TC1/M2: Present the key teachings and beliefs of a religion.  TC1/M2: Refer to religious figures and holy books to explain answers.</p>	<p><b>What kind of world did Jesus want?</b></p> <p>TC2/M2: Explain some of the religious practices of both clerics and individuals.</p> <p><b>How &amp; why do people try to make the world a better place?</b></p> <p>TC2/M2: Describe religious buildings and explain how they are used.  TC3/M2: Identify religious symbolism in literature and the arts.</p>

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
 TC4: Reflect TC5: Understand values	<p>TC4/M2:</p> <ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed actions.</li> </ul> <p>TC5/M2:</p> <ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behavior.</li> <li>• Describe how some of the values held by communities or individuals affect behavior and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>		
<b>Personal Development (PSHE, RSE)</b>  <i>Cambridgeshire Primary Personal Development Programme Y3/4</i>  1 – Citizenship 2- Myself and my relationships 3- Healthy and safer lifestyles	<p><b>2 - Beginning and Belonging – AUTUMN 1</b></p> <p><b>Making the classroom safe</b></p> <ul style="list-style-type: none"> <li>• Contribute to discussions about how to make the classroom a place where they can learn safely and happily.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Contribute to approaches and activities for building collaborative relationships within their class.</li> </ul> <p><b>Coping with new situations</b></p> <ul style="list-style-type: none"> <li>• Recognise the emotions involved in being in a new situation.</li> <li>• Know how to make new people feel welcome in the class and in the school.</li> <li>• Know what might be helpful for them if they are in a new situation.</li> </ul> <p><b>Sources of support</b></p>	<p><b>1 – Diversity and communities – SPRING 1</b></p> <p><b>Exploring my identity</b></p> <ul style="list-style-type: none"> <li>• Explore what makes up their identity and that of other people.</li> </ul> <p><b>Valuing difference</b></p> <ul style="list-style-type: none"> <li>• Know some of the different views, lifestyles and beliefs people have.</li> <li>• Know about different national, religious, ethnic communities that exist in the UK.</li> <li>• Understand how to value difference and respect diversity.</li> <li>• Understand what stereotypes are and know some ways to challenge them.</li> </ul> <p><b>Exploring my community</b></p> <ul style="list-style-type: none"> <li>• Describe what groups and communities exist around them and which they are part of.</li> <li>• Know about some of the roles of people in the community.</li> </ul>	<p><b>3 – Relationships and Sex Education – SUMMER 1</b></p> <p><b>Body knowledge</b></p> <ul style="list-style-type: none"> <li>• Know scientific names for male and female sexual parts and use them confidently.</li> </ul> <p><b>Body functions and changes</b></p> <ul style="list-style-type: none"> <li>• Understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.</li> </ul> <p><b>Body awareness and image</b></p> <ul style="list-style-type: none"> <li>• Value their own body and recognize its uniqueness.</li> </ul> <p><b>Personal hygiene</b></p> <ul style="list-style-type: none"> <li>• Understand the benefits of carrying out regular personal hygiene routines.</li> <li>• Consider who is responsible for their personal hygiene now, and how this will change the future.</li> </ul> <p><b>Illness/disease prevention</b></p>

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
	<ul style="list-style-type: none"> <li>Identify people in their support networks, whom they know in different contexts of their lives.</li> <li>Know when they might need help, how to ask for it and have some ideas about how to help other people in different situations.</li> </ul> <p><b>2 - My Emotions – AUTUMN 2</b></p> <p><b>Understanding and managing feelings</b></p> <ul style="list-style-type: none"> <li>Recognise and communicate an increasing range of emotions, both comfortable and uncomfortable.</li> </ul> <p><b>Understanding and managing the impact of feelings</b></p> <ul style="list-style-type: none"> <li>Understand some of the ways emotions may affect our interactions with others.</li> </ul> <p><b>Concentrating on one emotion</b></p> <ul style="list-style-type: none"> <li>Think about their worries and decide what they might do about them.</li> <li>Know when they should share a worry and have some strategies to start conversations about their worries.</li> </ul> <p><b>Getting support</b></p> <ul style="list-style-type: none"> <li>Be able to get support when they need it.</li> </ul> <p><b>Impact of feelings on actions</b></p> <ul style="list-style-type: none"> <li>Understand the 'fight or flight' response and how it might affect them.</li> </ul>	<ul style="list-style-type: none"> <li>Explore what support is available in the community to people who need it.</li> </ul> <p><b>What is the media?</b></p> <ul style="list-style-type: none"> <li>Understand the different forms the media takes and some of what it does.</li> </ul> <p><b>Caring for the environment, animals and plants</b></p> <ul style="list-style-type: none"> <li>Understand some of the needs of and show how to care for local environment.</li> <li>Know about the needs of animals, and the responsibilities of humans towards them.</li> <li>Recognise what is important when choosing pets and to understand their care needs.</li> </ul> <p><b>1 – Working together – SPRING 1</b></p> <p><b>Recognising and developing strengths and skills</b></p> <ul style="list-style-type: none"> <li>Recognise their own worth and identify positive things about themselves and others.</li> <li>Identify skills they need to and would like to develop.</li> <li>Experience learning a new skill as a class and reflect on that process.</li> </ul> <p><b>Developing communication skills</b></p> <ul style="list-style-type: none"> <li>Understand and practice some skills of a good communicator, including effective listening skills, confident expression of opinions and questioning skills.</li> </ul> <p><b>Developing group work skills</b></p> <ul style="list-style-type: none"> <li>Understand and develop effective group work skills, including problem solving and decision making.</li> <li>Know how different people can contribute in different ways to a group task.</li> </ul> <p><b>Applying communication and group work skills</b></p>	<ul style="list-style-type: none"> <li>Understand a range of ways illnesses and diseases, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this.</li> </ul> <p><b>3 - Managing Risk</b></p> <p><b>Risky situations</b></p> <ul style="list-style-type: none"> <li>Identify physical, social and emotional risks.</li> <li>Understand that pressure to act in a risky way might come from people they know.</li> </ul> <p><b>Reactions to risk</b></p> <ul style="list-style-type: none"> <li>State possible physical and mental reaction to different risks.</li> </ul> <p><b>Strategies in risky situations</b></p> <ul style="list-style-type: none"> <li>Develop a range of strategies to aid decision making in risky situations.</li> <li>Know some ways to reduce risk in a variety of situations.</li> <li>Recognise some of the causes of accidents and ways to prevent them.</li> </ul> <p><b>Receiving and giving help</b></p> <ul style="list-style-type: none"> <li>Suggest someone they would tell in different risky situations.</li> <li>Recognise an emergency and take suitable action.</li> </ul>

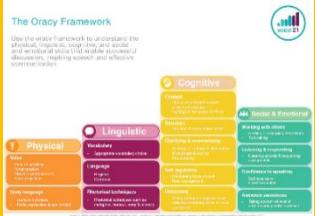
**Overdale Junior School Curriculum 2025-2026**

**Year 3**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
	<ul style="list-style-type: none"> <li>• Recognise some of the strengths and personal qualities of themselves and others.</li> <li>• Understand that how we feel can affect how we tackle things and whether or not we find them difficult.</li> <li>• Know some strategies to move from an uncomfortable state to a more positive one.</li> </ul> <p><b>Calming and relaxing</b></p> <ul style="list-style-type: none"> <li>• Recognise when they are becoming upset or angry and have some good strategies to help them calm down.</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Use the 'problem-solving process' without help sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply communication and group work skills in a real situation.</li> <li>• Persevere at a task, even when faced with difficulties.</li> </ul> <p><b>Evaluation and feedback skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate a group task, including their own and others' contribution, the overall process and final results.</li> <li>• Give feedback sensitively and receive it from others.</li> </ul>	
Across all units	<p><b>Processing the learning</b></p> <ul style="list-style-type: none"> <li>• Understand what they have learned and be able to share it with others.</li> </ul>		
<b>Communication/Oracy</b>	<p><b>Gather and share information</b></p> <p><i>Foundation subject presentation to small group</i></p> <p>TC1: Listen carefully and understand</p> <p>TC2: Develop a wide and interesting vocabulary</p> <p>TC3: Speak with clarity</p> <p>TC4: Tell stories with structure</p>	<p><b>Understand and reason</b></p> <p><i>Group debate – links with R.E.</i></p> <p>TC5/M2:</p> <ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or a debate.</li> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> </ul>	<p><b>Organise and structure ideas</b></p> <p><i>Presentation to whole class</i></p> <p>TC2/M2:</p> <ul style="list-style-type: none"> <li>• Use time, size and other measurements to quantify.</li> <li>• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul> <p>TC3/M2:</p> <ul style="list-style-type: none"> <li>• Use verbs with irregular endings.</li> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> </ul> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p>
	TC1/M2:		

## Overdale Junior School Curriculum 2025-2026

### Year 3

	Unit 1	Unit 2	Unit 3
<p>TC5: Hold conversations and debates</p> 	<ul style="list-style-type: none"> <li>Engage in discussions, making relevant points.</li> <li>Ask for specific additional information to clarify.</li> <li>Understand the meaning of some phrases beyond the literal interpretation.</li> </ul> <p>TC4/M2:</p> <ul style="list-style-type: none"> <li>Bring stories to life with expression and intonation.</li> <li>Read the audience to know when to add detail and when to leave it out.</li> </ul>	<p>Year 1 2020-21 Presentational outcome</p> 