

Year 3 - Curriculum Overview 2018 - 2019
(Skills and Topic)

	Autumn Term 1 Tribal Tales	Autumn Term 2 La dias de los muertos	Spring Term Walk like an Egyptian	Summer Term 1 Flow	Summer Term 2 Disney
English	Texts Ug: The stone age boy Oi Caveboy Stone age boy How to wash a woolly mammoth Various information texts Various internet information sources The Croods - film Character description Instruction texts Recount	Texts Coco -film The book of life - film Rosita y Conchita Adventure Debate	Texts Flat Stanley There's a pharaoh in our bath Pharaohs fate Various information texts Various internet information sources Indiana Jones - film Non-chronological report Dialogue Suspense	Texts Journey Looking glass river (poem) River monsters (TV programme) Various information texts Various internet information sources Poetry Narrative Setting description	Texts Selection of Disney films/books Alice in wonderland History of Disney Newspaper report Persuasive writing
Maths	See separate planning				
History	<ul style="list-style-type: none"> • Compare life today • Recognise some of the key features of periods in the past • Identify some of the similarities and differences between different periods in the past • Start to use sources to make simple deductions about the past • Identify and give reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> • Understand why people may have wanted to do something • Start to use sources to make simple deductions about the past 	<ul style="list-style-type: none"> • Identify reasons for and results of people's actions • Recognise some of the key features of periods in the past • Identify some of the similarities and differences between different periods in the past • Start to use sources to make simple deductions about the past • Identify and give reasons for different ways in 		

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	<ul style="list-style-type: none"> • Look at representations of the period - museum, cartoons etc • Use a range of sources to find out about a period Observe small details - artefacts, pictures • Select and record information relevant to the study • Make use of a broad chronological framework to locate events • Start to identify some of the key dates of the periods studied 		<p>which the past is represented</p> <ul style="list-style-type: none"> • Distinguish between different sources - compare different versions of the same story • Look at representations of the period - museum, cartoons etc • Use a range of sources to find out about a period Observe small details - artefacts, pictures • Select and record information relevant to the study • Make use of a broad chronological framework to locate events • Start to identify some of the key dates of the periods studied 		
Science	Rocks	Animals incl. humans	Forces and Magnets	Plants	Light
	<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple physical properties • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary) • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. 	<ul style="list-style-type: none"> • 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 • Describe the ways in which nutrients and water are transported within animals, including humans • Identify that humans and some animals have 	<ul style="list-style-type: none"> • Notice that some forces need contact between two objects and some forces act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • 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. 	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers • 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 • Investigate the way in which water is transported within plants 	<ul style="list-style-type: none"> • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes • Notice that light is reflected from surfaces • Associate shadows with a light source being blocked by something; find patterns that determine the size of

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	<ul style="list-style-type: none"> to collect evidence in a variety of contexts to answer a question or test an idea in a variety of contexts, to suggest questions and ideas and how to test them; to make predictions about what will happen; to think about how to collect sufficient evidence in some contexts; to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests to make observations and comparisons; to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively to present results in drawings, bar charts and tables 	<p>skeletons and muscles for support, protection and movement.</p> <ul style="list-style-type: none"> to collect evidence in a variety of contexts to answer a question or test an idea in a variety of contexts, to suggest questions and ideas and how to test them; to make predictions about what will happen; to think about how to collect sufficient evidence in some contexts; to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests to make observations and comparisons; to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively to present results in drawings, bar charts and tables 	<ul style="list-style-type: none"> to collect evidence in a variety of contexts to answer a question or test an idea in a variety of contexts, to suggest questions and ideas and how to test them; to make predictions about what will happen; to think about how to collect sufficient evidence in some contexts; to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests to make observations and comparisons; to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively to present results in drawings, bar charts and tables 	<ul style="list-style-type: none"> Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. to collect evidence in a variety of contexts to answer a question or test an idea in a variety of contexts, to suggest questions and ideas and how to test them; to make predictions about what will happen; to think about how to collect sufficient evidence in some contexts; to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests to make observations and comparisons; to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively to present results in drawings, bar charts and tables 	<p>shadows.</p> <ul style="list-style-type: none"> to collect evidence in a variety of contexts to answer a question or test an idea in a variety of contexts, to suggest questions and ideas and how to test them; to make predictions about what will happen; to think about how to collect sufficient evidence in some contexts; to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests to make observations and comparisons; to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively to present results in drawings, bar charts and tables
Art and Design	<p>Drawing</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas. <p>Drawing Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines 	<p>Painting</p> <ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush 	<p>Printing</p> <ul style="list-style-type: none"> Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays 	<p>Collage</p> <ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of 	<p>Digital Media</p> <ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software

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	<p>with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <p>Tone</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<p>on small picture etc.</p> <ul style="list-style-type: none"> Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p style="text-align: center;">3-D</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Explore the roles and 	<p>collecting ideas and information and building a visual vocabulary.</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p>e.g. Photostory, PowerPoint.</p> <ul style="list-style-type: none"> Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
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	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 		<p>purposes of artists, craftspeople and designers working in different times and cultures.</p>		
Geography	<ul style="list-style-type: none"> Human geography, including: types of settlement and land use. 	<ul style="list-style-type: none"> Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Locate places on larger scale maps Use large scale OS maps. Begin to use map sites on internet. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Investigate places and themes at more than one scale Begin to collect and record evidence aided Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, 		<ul style="list-style-type: none"> Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Locate places on larger scale maps Follow a route on a map with some accuracy. (e.g. orienteering) Use large scale OS maps. Begin to use map sites on internet. Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Describe and understand key aspects of: Physical 	

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		<p>temperatures in different locations.</p> <ul style="list-style-type: none"> Use maps, atlases, and globes to locate countries and describe features studied <p>MEASUREMENT Use everyday standard and non-standard units occasionally</p> <p>Count up to 100 <i>eg. for a traffic survey they cross number on a hundred square for each vehicle.</i></p> <p>Begin to organise recordings.</p>		<p>geography, including: rivers, mountains, and the water cycle</p> <ul style="list-style-type: none"> Use maps, atlases, and globes to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help <p>MAP SKILLS Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Use standard symbols. Begin to match boundaries Begin to draw a sketch map from a high view point. Begin to identify points on maps A,B and C</p>	
Music	Charanga - Let your spirit fly	Charanga - Glockenspiel Stage 1	Charanga - Three little birds The dragon song	Charanga - Bringing us together	Charanga - Reflect, rewind and replay

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Design & Technology		<p>Sandwich Snacks</p> <ul style="list-style-type: none"> use information from an evaluation activity to select and prepare a range of sandwich ingredients for a purpose, combining the ingredients to create an appealing sandwich; consider how well their sandwich meets the original purpose; understand the 'balanced plate' model for healthy eating and apply this to ideas about how their sandwich contributes to a healthy diet 	<p>Moving Monsters</p> <ul style="list-style-type: none"> develop an understanding of simple pneumatic systems; work as part of a team to design and make a model monster with at least one moving part controlled by a pneumatic system 			<p>Photograph Frames</p> <ul style="list-style-type: none"> gain an understanding of ways in which structures can be made stable, recognise conflicting demands on structures; design and make a complete personalised free-standing photograph frame, appropriate for a particular person
ICT	<p>We are programmers Switched on planning</p>	<p>We are bug fixers Switched on planning</p>	<p>We are presenters We are network engineers Switched on planning</p>		<p>We are communicators Switched on planning</p>	<p>We are opinion pollsters Switched on planning</p>
P.S.H.E.E	<p>Jigsaw Unit 1 - Being me in my world KiVa</p>	<p>Jigsaw Unit 2 - Celebrating difference KiVa</p>	<p>Jigsaw Unit 3 & 4 - Dreams and goals & Healthy me KiVa</p>		<p>Jigsaw Unit 5 - Relationships KiVa</p>	<p>Jigsaw Unit 6 - Changing me KiVa</p>
P.E.	<p>Real P.E. Quicksticks</p>	<p>Netball Gymnastics</p>	<p>Swimming Tudor dance</p>	<p>Swimming Real P.E.</p>	<p>Athletics Real P.E.</p>	<p>Tennis Self Defence</p>
R.E.	<p>UCC - Creation What do Christians learn from the creation story? UC 2a.1</p>	<p>UCC - Incarnation/God What is the trinity? UC 2a.3</p>	<p>IP - Hinduism (believer) Why do Hindus want to collect good Karma? UCC - Salvation (Lent) Why do Christians call the day Jesus dies 'Good Friday?' UC 2a.5</p>		<p>UCC - People of God What is it like to follow God? UC 2a.2 // Eucharist preparation</p>	<p>IP - Hinduism (inspirational people) How does the story of Rama and Sita inspire Hindus to follow Karma?</p>

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MFL	School Language = French
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