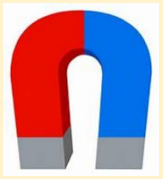
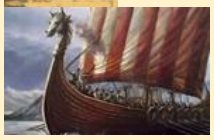
Year 3 Curriculum Overview

Subject	Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term 2 Second Half	Summer Term First Half	Summer Term Second Half
Science   	<u>Animals including humans</u> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement.		<u>Light</u> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change	<u>Forces and Magnets</u> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	<u>Rocks</u> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.	<u>Plants</u> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Year 3 Curriculum Overview

Geography   	<u>What will we see on a map of Europe?</u> Using atlases, globes and digital technology, we will develop an awareness of the countries within Europe and their capital cities. We will also reflect on the main physical and human features of Europe. We will carry out a specific study of Copenhagen and we make a comparison between this capital city and London.		<u>Can the Earth shake, rattle and roll?</u> This is a geographical unit where mountains, volcanoes and the earthquakes studied. We will study where mountains are located and how they are formed. We will investigate the features of a volcano and the impact of eruption as well as what causes an earthquake.		<u>Where are the counties of the UK?</u> We will locate counties around the UK and focus on contrasting Staffordshire with two other counties. We will also develop our skills of using compass points, grid references, symbols and keys on a map.	
History   		<u>What was new about the stone age?</u> We will explore how Britain changed from the beginning of the Stone Age through to the end of the Iron age. We will look in further detail at how people's lives changed during this period with a spotlight on understanding what Hunter gathers were.		<u>What happened when the Romans invaded Britain?</u> We will discover how Roman occupation of Britain helped to advance our society through inventions. We will also learn about the resistance to the Romans and the role Boudica played. As well, we will develop our knowledge of one of the Roman emperors.		<u>What happened when the Saxons and Vikings invaded Britain?</u> We will build on our understanding of invasion by looking at the next group chronologically of invaders – the Saxons and Vikings. We will first explore how the Anglo-Saxons divided up Britain into 7 kingdoms. Then, learn how both sets of invaders were often in conflict and why the Viking frequently won more battles.

Year 3 Curriculum Overview

Art / D and T 	<u>Egyptians</u> **Skills**: Observation, drawing, painting, colour study, mod-roc modelling. **Knowledge**: Egyptian artefacts, culture history and hierarchy of craft workers in Ancient Egypt.	<u>Stable Structures</u> We will learn about the importance of a wide base in making a stable structure. We will build tall towers to test our bases. We will look at strong shapes used in building We will complete some building challenges. We will then use our learning to build a stable photo frame.	<u>The Potteries</u> **Skills**: Observation, drawing, printing, painting, collage, charcoal. **Knowledge**: History of Milton Tiles, Clarice Cliff, Sid Kirkham	<u>Moving monsters</u> Pneumatics will be explored and prototypes made. Our challenge is to make a monster in pairs that moves with pneumatics. Using our teamwork skills, we will come up with a design and then make our monster. We need to make sure our monster is strong, stable, attractive, original and has a least two, scary moving parts!	<u>Op/Pop Art</u> **Skills**: observation, oil pastel, painting, teamwork, collage, stencilling **Knowledge**: Pop Art, Op Art, Andy Warhol, Lichtenstein, Sir Peter Blake, Bridget Riley	<u>Sandwiches</u> During this unit we will find out how to make a healthy sandwich. We will research shop bought sandwiches and then using the Plate of Good Health, design a tasty sandwich of our own which fulfils the success criteria. The children will then make their own sandwich making sure they are hygienic and eat it for lunch
PE	<u>Invasion Sport / Sportshall Athletics</u> Children take part in a range of invasion games applying different attacking and defending principles to different sports (handball, tag ruby, netball). Children also further develop running, throwing and jumping skills and techniques related to sportshall athletics and work on achieving their personal best.		<u>Dance</u> Children apply different movement patterns to music and create routines with a partner and in small groups. Children use a dance based around machines and the seaside to portray different moods and movements to music.	<u>Gymnastics</u> Children continue to develop the different core shapes. They then use their acquired knowledge of different rolls, balances, shapes and jumps to create short routines with a partner or in a small group.	<u>Cricket / Tennis / Athletics</u> Children input striking and fielding skills into learning about cricket. They also learn basic net and wall games and link them to tennis. Children further develop their running / jumping / throwing skills in preparation for sports day.	
MFL	<u>All about France</u> Children will be introduced to the geography and cultural differences in France. <u>Phonetics 1</u> To introduce the first set of phonics sounds/phonemes in French. The sounds introduced in are: ch ou on oi <u>Les Instructions</u> Children will explore key classroom instructions and language to be used by both teachers and children. <u>I am learning French</u> By the end of this unit children can: • Find France on a map and be able to recall at least 1 Francophone country.		<u>Animals</u> By the end of this unit children will be able to: • Name and recognise up to 10 animals in French. • Attempt to spell some of these nouns with their correct indefinite article. • Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). <u>Instruments</u> By the end of this unit children will be able to: • Name and recognise up to 10 instruments in French. • Attempt to spell some of these nouns with their definite article/determiner in French. • Learn how to say 'I play' + an instrument in French.		<u>I am able to</u> By the end of this unit children will be able to: • Recognise, remember and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but). <u>Vegetables</u> By the end of this unit children will be able to:	

Year 3 Curriculum Overview

	• Use key greetings. • Ask and answer the question 'How are you?' in French. • Ask and answer the question 'What is your name?' in French. • Count to 10 in French. • Read, write, say and recognise 10 colours in French.				• Name, recognise and recall from memory up to 10 vegetables in French. • Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.	
RE	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religions: Hinduism	Theme: Christmas – Jesus as gift from God Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religions: Christianity	Theme: Jesus's Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explantion? Religions: Christianity	Theme: Easter – Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religions: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere ain in everything? Religions: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religions: Hinduism
Music 	Let your spirit fly We focus on the R n B style of music and creating our own compositions.	What a Performance! We will be using our voices as instruments to develop an effective performance for our Christmas concert. We will Perform, demonstrating changes in dynamics pitch, tempo and articulation and holding our part whilst other children sing an alternative part. .	The Dragon Song! The learning is focused around this one song: The Dragon Song. It's all about kindness, respect, friendship, acceptance and happiness. We will also listen to traditional tunes/Folk melodies from around the world that Lesley (the dragon) might have heard during her travels. We will create our own version of the song, being inspired by Lesley's travels. .	Three Little Birds All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music, singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, we will listen and appraise other Reggae songs.	Blown away by brass! Mr Walker will be coming in to school to teach us to learn to play a brass in instrument.	

Year 3 Curriculum Overview

PSHE	Being me in my world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating difference 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 Giving and receiving compliments	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Healthy Me Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	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 Awareness of how other children have different lives Expressing appreciation for family and friend	Changing Me How babies grow Body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition
Computing	Sticks and Stones *(E-Safe)* This unit builds on from Year 1 and looking at the words we use online. Through the use of stories and animations the pupils will consider how the words we write and say can sometimes be hurtful or mis-understood. Pupils will think about how this might feel by looking at some example messages and then consider who they can talk to if they experience this.	QR Codes *(Creative)* This unit introduces the pupils to QR codes. Pupils will explore what QR codes are and how they are used in everyday life. Pupils will test some QR codes as they go on a scavenger hunt for information. Pupils will then learn how QR codes are created using different file types. Pupils will then create their own QR code to share knowledge they have learned about the Stone Age.	Branching out *(Creative)* In this unit pupils will learn what a database is and then look at reading data in a tree database. Pupils will learn the basic features of how to create a branching database before they create their own branching database to sort and classify information on the English Counties.	Being a Good Digital Citizen *(E-Safe)* This unit builds on from Year 2 and understanding our role in the online community. Pupils will think about what responsibilities they have in order to show they are a good digital citizen. Finally, pupils will discuss what they should do if they saw someone not being a good digital citizen and understand their responsibility to report such behaviour.	Repeat Function - Can you repeat that please? *(Computer Scientist)* This unit continues to build on the pupils understanding of algorithms. Pupils will learn to explain how simple algorithms work and will start to spot some errors. Pupils will then look at how to write algorithms to accomplish specific goals such as drawing shapes or letters. Pupils will learn how we can use a repeat procedure to limit the number of instructions we need to give and will continue to test and debug their algorithms.	