
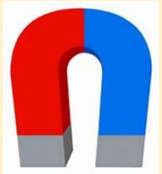



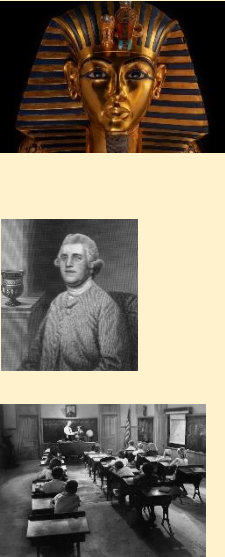



Year 3 Curriculum Overview

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
<p>Science</p>   		<p style="text-align: center;"><u>Animals including humans</u></p> <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 identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p style="text-align: center;"><u>Light</u></p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;"><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;"><u>Rocks</u></p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;"><u>Plants</u></p> <ul style="list-style-type: none"> 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
<p>Geography</p> 	<p><u>What will I see along the river?</u></p> <p>This is a geographical unit where we reflect on the importance of water and its impact on rivers. We will develop our map and atlas skills to locate major rivers both in the UK and</p>		<p><u>What is special about the Potteries?</u></p> <p>We will start by exploring the location of major cities within the UK, before focussing on the local city of Stoke-on-Trent. We will explore the significance of the pottery</p>		<p><u>Why is Liverpool a gateway to the world?</u></p> <p>Trade is the focus of our learning in this unit. We will investigate some of the places that the things we buy come from and how goods reach and leave the UK. This helps develop</p>	


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	<p>worldwide. We will study the features of a river and develop understanding of how a river changes along its course. Fieldwork involves a river study of the physical geography of the River Trent, comparing it to another freshwater habitat.</p>		<p>industry and look at how land is used in Stoke-on-Trent, as well as the natural resources which helped Stoke become the world leaders in the pottery industry.</p>		<p>understanding of how we are linked to people in other parts of the world. We will study the city of Liverpool in greater depth and how trade links Liverpool to other parts of the world.</p>	
<p>History</p> 		<p><u>How much did the Ancient Egyptians achieve?</u></p> <p>We will learn about, and name, some of the advanced societies that were in the world around 3000 years ago. In addition, we will learn about the Egyptian legacy by looking at the inventions they created. Finally, we will be able to explain how one key figure such as Cleopatra or Howard Carter is associated with the Ancient Egyptians and explain why they are famous.</p>		<p><u>Who was Josiah Wedgwood?</u></p> <p>We will build on our Geography learning of Stoke-on-Trent and understand why it was the centre of the pottery industry. We will also have a deep dive into Josiah Wedgwood and learn of his contribution to the Pottery industry.</p>		<p><u>How has education changed over time?</u></p> <p>During this unit, our main focus will be on comparing school life today to in the past. We will be able to explain why we are happy that some items are no longer used in school. In addition, we will look at the similarities and differences between the two-time frames.</p>
<p>Art / D and T</p> 	<p><u>Egyptians</u></p> <p>Skills: Observation, drawing, painting, colour study, mod-roc modelling.</p> <p>Knowledge: Egyptian artefacts, culture history and hierarchy of craft workers in Ancient Egypt.</p>	<p><u>Stable Structures</u></p> <p>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</p>	<p><u>The Potteries</u></p> <p>Skills: Observation, drawing, printing, painting, collage, charcoal.</p> <p>Knowledge: History of Milton Tiles, Clarice Cliff, Sid Kirkham</p>	<p><u>Moving monsters</u></p> <p>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</p>	<p><u>Op/Pop Art</u></p> <p>Skills: observation, oil pastel, painting, teamwork, collage, stencilling</p> <p>Knowledge: Pop Art, Op Art, Andy Warhol, Lichtenstein, Sir Peter Blake, Bridget Riley</p>	<p><u>Sandwiches</u></p> <p>During this unit we will find out how to make a healthy sandwich. We will research shop-bought sandwiches and then use the Plate of Good Health, design a tasty sandwich of our own which fulfils the success</p>

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		some building challenges. We will then use our learning to build a stable photo frame.		then make our monster. We need to make sure our monster is strong, stable, attractive, original and has a least two, scary moving parts!		criteria. The children will then make their own sandwich making sure they are hygienic and eat it for lunch
PE	<p style="text-align: center;"><u>Invasion Sport / Sportshall Athletics</u></p> <p>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.</p>		<p style="text-align: center;"><u>Dance</u></p> <p>Children apply different movement patterns to music and create routines with a partner and in small groups.</p>	<p style="text-align: center;"><u>Gymnastics</u></p> <p>Children learn partner balances. They then use their acquired knowledge of different rolls, balances and jumps and create short routines with a partner or in a small group.</p>	<p style="text-align: center;"><u>Cricket / Tennis / Athletics</u></p> <p>Children further develop their knowledge and understanding of 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.</p>	
MFL	<p style="text-align: center;"><u>Tout sour moi stage one</u></p> <p>In this unit children will be introduced to some of the basic commands in French involved with teaching the language (stand up, sit down, raise your hand, etc.) Children will be introduced to numbers up to twenty and children will learn the French alphabet. Children will then explore the country France. They will create an information pack on France, naming some physical and natural features of the country before they begin to explore the language further. Children will then learn how to say hello and goodbye in French. Children will also learn how to say what their name is and ask someone else's name in French. Following that children will learn how to ask how old someone is and will be able to answer to say how old they are.</p>		<p style="text-align: center;"><u>Tout sour moi stage two</u></p> <p>In this unit children will be taught how to say colours in French. Children will explore how to ask someone where they live and how to respond to this question. They will first learn how to respond via location however if children are confident they will learn how to respond via location and type of house they live in. Children will then learn how to introduce members of their family. Children will be able to ask and answer who is in their family and to name some of the family members that they live with in their house. Children will put together all of their French learning by being able to describe one of their family members. They will be able to say their name, age and then a short sentence describe what they are like. The new learning will be describing words for family.</p>	<p style="text-align: center;"><u>Tout sour moi stage three</u></p> <p>Children's new learning this term will be days of the week in French. Children will then explore how to name body parts in French. They can learn head shoulders knees and toes in French and then perform their own version with new body parts they have learnt. Children will begin to learn how to describe themselves in French. This could be through describing individual body parts or even their characteristics using the key phrase 'je suis'. This will apply their previous learning of colours and adjectives to their new learning of body parts. Children will also learn to be able to name sports. Children will be able to ask their peers which sports they play and then respond with their own answer. They also will learn how to say which sports they like or dislike.</p>		
RE	<p style="text-align: center;"><u>Theme:</u> Divali</p> <p style="text-align: center;"><u>Key Question:</u> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p style="text-align: center;"><u>Theme:</u> <u>Christmas – Jesus as gift from God</u></p> <p style="text-align: center;"><u>Concept:</u> Incarnation</p> <p style="text-align: center;"><u>Key Question:</u> Has Christmas lost its true meaning?</p>	<p style="text-align: center;"><u>Theme:</u> <u>Jesus's Miracles</u></p> <p style="text-align: center;"><u>Concept:</u> Incarnation</p> <p style="text-align: center;"><u>Key Question:</u> Could Jesus heal people? Were these miracles or is</p>	<p style="text-align: center;"><u>Theme:</u> Easter – Forgiveness</p> <p style="text-align: center;"><u>Concept:</u> Salvation</p> <p style="text-align: center;"><u>Key Question:</u> What is 'good' about Good Friday?</p>	<p style="text-align: center;"><u>Theme:</u> <u>Hindu Beliefs</u></p> <p style="text-align: center;"><u>Key Question:</u> How can Brahman be everywhere ain in everything?</p>	<p style="text-align: center;"><u>Theme:</u> <u>Pilgrimage to the River Ganges</u></p> <p style="text-align: center;"><u>Key Question:</u> Would visiting the River Ganges feel special to a non-Hindu?</p>

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	<u>Religions: Hinduism</u>	<u>Religions: Christianity</u>	there some other explanation? <u>Religions: Christianity</u>	<u>Religions: Christianity</u>	<u>Religions: Hinduism</u>	<u>Religions: Hinduism</u>
<p>Music</p> 	<p><u>Let your spirit fly</u></p> <p>We focus on the R n B style of music and creating our own compositions.</p>	<p><u>What a Performance!</u></p> <p>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.</p>	<p><u>The Dragon Song!</u></p> <p>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.</p>	<p><u>Three Little Birds</u></p> <p>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.</p>	<p><u>Blown away by brass!</u></p> <p>Mr Walker will be coming in to school to teach us to learn to play a brass in instrument.</p>	
PSHE	<p><u>Being me in my world</u></p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p><u>Celebrating difference</u></p> <p>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</p>	<p><u>Dreams and Goals</u></p> <p>Difficult challenges and achieving success New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p><u>Healthy Me</u></p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Respect for myself and others Healthy and safe choices</p>	<p><u>Relationships</u></p> <p>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 Different ways to pay for things and choices</p>	<p><u>Changing Me</u></p> <p>Family roles and responsibilities Family stereotypes Preparing for transition</p>
Computing	<p><u>Sticks and Stones (E-Safe)</u></p> <p>This unit builds on from Year 1 and looking at the words we use online.</p>	<p><u>QR Codes (Creative)</u></p> <p>This unit introduces the pupils to QR codes. Pupils will explore what QR codes</p>	<p><u>Branching out (Creative)</u></p> <p>In this unit pupils will learn what a database is and then look at reading data</p>	<p><u>Being a Good Digital Citizen (E-Safe)</u></p> <p>This unit builds on from Year 2 and understanding</p>	<p><u>Repeat Function - Can you repeat that please? (Computer Scientist)</u></p> <p>This unit continues to build on the pupils understanding</p>	

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	<p>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.</p>	<p>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 explain the impact the Egyptians have had on our life.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	
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