

Curriculum Overview-Year 3

Mr Saunders 2021-2022

	Autumn		Spring		Summer	
	Bonkers About Bones	WWII	Rise of the Robots	Extreme Earth	Rockin' Rainforests	A European Adventure
<i>Hook</i>	Cave Paintings- Lascaux caves	Day in the life	Robot hand	Earthquake proof houses	Papier Mache Lizards Rainforest bridges	Flags and Food of Europe
<i>Outcome</i>	Models of Stonehenge	Rations Tea Party A WWII Christmas	Robot Convention	Make and explode volcanoes	Carnival	Europe Day Event
<i>Driving subject/s</i>	History, Geography	History, Science, Music	Science, DT, Computing	Geography, Science, Art	Science, Art, Music	Geography, History, DT
English (topic only)	Non-Fiction: Instructions (How to wash a woolly mammoth) Fiction: Stone age Boy (wishing tale)	Non-Fiction: Letter writing as an evacuee	Fiction: Adaptation of robot story (The Iron Man) Non-fiction: Explanation text about how their robot works	Non-Fiction: Information text about volcanoes, mountains and earthquakes	Fiction: Rainforest stories about deforestation (The Great Kapok Tree) Fiction: Change story, adaptation of the Rio story	Non-fiction: Persuasive travel leaflet about a European country

Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Length and Perimeter Fractions	Fractions Time	Shape Mass and Capacity
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Science	<p><u>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</u></p> <ul style="list-style-type: none"> ➤ asking relevant questions and using different types of scientific enquiries to answer them ➤ setting up simple practical enquiries, comparative and fair tests ➤ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ➤ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ➤ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ➤ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ➤ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ➤ identifying differences, similarities or changes related to simple scientific ideas and processes ➤ using straightforward scientific evidence to answer questions or to support their findings 					
	<p>Animals, including humans</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 	<p>Light</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 	<p>Forces and Magnets</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 	<p>Rocks</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 	<p>Plants</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 	<p>Plants</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>from the sun can be dangerous and that there are ways to protect their eyes</p> <ul style="list-style-type: none"> 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>magnets attract or repel each other and attract some materials and not others</p> <ul style="list-style-type: none"> 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>formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p>growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	<p>formation and seed dispersal</p>
Geography	<p>Human and physical geography</p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes, vegetation belts, rivers, volcanoes and earthquakes, and the water cycle Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including, minerals <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human geography of a region of a European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

						Human and physical geography Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, volcanoes and earthquakes, and the water cycle Human geography, including: land use, economic activity including trade links, and the distribution of natural resources
History	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age, including: <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae Bronze Age technology and travel e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<ul style="list-style-type: none"> A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 			<ul style="list-style-type: none"> Maya: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	<ul style="list-style-type: none"> Ancient Greece- a study of Greek life and achievements and their influence on the western world.
D&T	Design <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 					

	Stonehenge model made from clay	Create an Anderson shelter	Create a robot with moving parts (linked to Science work on forces)	Sewing- Brazilian pattern or rainforest animal/plant Rainforest bridges Papier Mache lizards	Papier Mache volcanoes	European monuments
Art & Design	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history 					
	Stonehenge model	Create a WW2 poster- look at examples used	Robot sketching	Brazilian Artwork	Volcano art and splatter effect, fire art	European artists
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 					
	Samba- Dorset Music Service		Robot themed composition	Building tension through music	Composing- Brazilian music	Music from around Europe
French	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 					
	Greetings	I'm Learning French (general vocabulary- e.g. numbers, colours, emotions) Christmas	Animals Days of the week	Weather	Fruits and Vegetables	Je Peux (I can..)
PSHE	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
RE	Buddhism	Christmas – What does Christmas mean to you?	Sikhism	Christianity – traditions at Easter	Islam	Christianity – stories of Jesus