

## CURRICULUM OVERVIEW – YEAR 3

| SUBJECT ↓      | Autumn A   | Autumn B  | Spring A  | Spring B   | Summer A   | Summer B   |
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| TOPIC →        | Rivers deep, mountains high!   | Stone Age to Iron Age   | Struggle for the kingdom.   | We will rock you!  | Map makers!  | Through the years.   |
| Suggested book | Journey to the River Sea.<br>Eva Ibbotson  | Stig of the Dump.<br><br>Clive King   | The Saga of Erik the Viking.<br>Terry Jones   | Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis<br>Laurence Anholt and Sheila Moxley  | A World of Cities<br><br>Lily Murray and James Brown<br><br>Maps by Aleksandra Mizielinska   | To be decided  |
| English        | Chronological report (Newspaper) unsuccessful imaginary recount (climbing Everest)   | Instructions (how to catch a Stone Age monster) 3 weeks<br>Story mountain planning (focus on setting) 4 weeks   | Good development of description and character (Viking adventure story)  | Chronological report? (Mary Anning newspaper report)   | Ensure dialogue  | List Poems<br>Haiku<br>Free Verse  |
| Science        | Forces and magnets   | Skeleton and Muscles  | Animal Nutrition  | Rocks and Soils – types and properties, fossils, soils   | Plants – ID and describe parts, needs, water transport, life cycles  | Light – need it to see, reflection, sun safety, shadows  |
| History        |  | Changes in Britain from Stone Age to Iron Age<br><br>Achievement and follies of mankind<br><br>Continuity and Change<br><br>Similarity, difference and significance | Vikings and Anglo Saxons struggle for the kingdom<br><br>Achievement and follies of mankind<br><br>Continuity and Change<br><br>Similarity, difference and significance |  |  | In Depth Local History Study (Danish Camp; Willington & Cople over time; Churches, dovecotes, stables; Cardington Hangers)<br><br>Continuity and Change<br><br>Similarity, difference and significance |
| Geography      | Identify the position and significance of-<br>The equator<br>The North and South Hemisphere<br>The Tropics of Cancer and Capricorn<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features |   |   | Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.<br>Locate and name the countries making up the British Isles with their capital cities<br>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate | 8 point compass, simple grid reference, Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.<br>Types of settlements in modern Britain: villages, towns, cities. Describe and understand key aspects of: |  |

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|       | studied.<br>Identify the longest rivers in the world, the largest deserts and highest mountains. Compare with the UK<br>Locate and name continents on a world map   |  |  | countries and describe features studied<br>Locate the main countries of Europe including Russia.<br>Identify the capital cities  | Physical geography, including: climate zones, biomes and vegetation belts<br>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  |  |
| Art   | Monet<br><br>Set up and Clear away painting equipment<br>Select appropriate brush for the task.<br>Use brush marks and effects fit for purpose e.g. dotting, scratching, splashing.<br>Make colour wheels to understand tertiary colours – be able to mix simple colours (pink, orange, purple, green, brown)   | Learn to sew cross stitch and applique; apply this to the design and creation of a cushion.<br>(DT textiles covered here)  | Lewis Chessmen<br><br>Form and join 3D shapes to realise a design idea/use tools to decorate models and create texture.<br>Compare and recreate form of natural and manmade objects.<br>Plan and develop – understanding of different adhesives and methods of construction<br>Develop an awareness of aesthetics. | Da Vinci – portraits<br>Mary Anning Fossils<br>Bronze artefacts<br><br>Explore shading with different media<br>Record shapes and lines with some degree of accuracy from observation.<br>Record differences in texture and tone.<br>Work on sustained drawing and review and refine drawing. | Klee<br><br>Create simple lined printing blocks using relief or impressed techniques. Mix colour by overlapping blocks.  | Create collage of church – local area study.<br>Georges Braques<br><br>Create a collage by using overlapping and layering. Experiment with arranging folding, repeating, overlapping.<br>Discuss regular and irregular patterns. |
| DT    | Static Electricity<br>Learn about and observe static electricity; then design and make a simple game for a targeted audience.   | Castles<br>Learn more advanced construction techniques and plan for complex arrangements of structures (paper engineering/paper folding techniques) with continual emphasis on evaluation. |  |  | Eating Seasonally<br>Learn about seasonality and how the climate a food is grown in can alter the way it tastes.<br>Make a crumble and tart using seasonal ingredients (apples – Sept – early April)   | Pneumatic systems<br>Examine pneumatic systems using syringes and balloons then apply understanding of mechanical systems to create an aesthetically pleasing pneumatic toy.   |
| Music | Let Your Spirit Fly.<br>R&B, Western Classical, Musicals, Motown, Soul  | Glockenspiel stage 1   | The Dragon Song<br>A little bit funky and music from around the world.   | Three Little Birds<br>Reggae   | Bringing Us Together.<br>Disco   | Reflect and Rewind.<br>Western Classical Music and your choice from Year 3   |
| PE    | Gym:<br>Cambridge scheme<br>- Movement over under and around apparatus<br>- Create short sequence involving balance, travel and jump.<br>- Improvement in body tension<br>- Circuit training aimed to improve pupils' core strength and balance.<br>- 5 minutes on each station then move onto next.<br>- Incorporate healthy living and how my body feels. |  | Dance:<br>Cambridge scheme<br>- Develop agility and co-ordination skills<br>- Perform simple patterns of movement<br>- Build up a picture using characters from history lessons<br>- Explore long extended movements using exaggerated poses   |  | Cambridge scheme<br>- Tag-rugby, kwik cricket, tennis & football.<br>- Passing to beat an opponent using instep<br>- Shooting with instep for accuracy and laces for power.<br>- Small sided games to encourage pupils to use the space and not 'bunch'<br>- Handling, grip length of pass<br>- Movement to evade and go forward<br>- Team-work<br>- Hand-eye coordination when using forehand<br>- Grip and movement of racket<br>- Net play – strokes to use and pace of ball. |  |
|       |   |  |  |  | Swimming: ● Perform safe self-rescue in different water based situations<br>● Swim competently, confidently and proficiently over a distance of at least 25 metres<br>● Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.   |  |

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| RE     | Where, how and why to people worship? Muslims, Jewish people and Christians   | What is the 'Trinity' and why is it important for Christians?   | What kind of a world did Jesus want? (Christian)  | Why do Christians call the day Jesus died 'Good Friday'?  | Why do some people think life is a journey? How and why do people mark the significant events of life? (Christians, Muslims, Hindus, non-religious people)  | How do festivals and family life show what matters to Jewish people?   |
| PSHE   | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting | Exercise<br>Fitness challenges<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe and why it's important online and off line<br>Respect for myself and others<br>Healthy and safe choices | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Being a global citizen<br>Being aware of how my choices affect others<br>Awareness of how other children have different lives<br>Expressing appreciation for family and friends | How babies grow<br>Understanding a baby's needs<br>Outside body changes<br>Inside body changes<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition |
| French | Greetings; introductions  | Numbers to 6; countries and capitals  | Paris; instructions   | Paris; sentence structure (using verbs)   | Age; Where you live   | London; descriptions   |