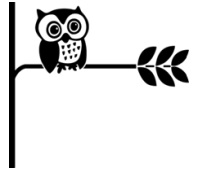


Curriculum Overview 2017-18: Year Group: 3



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Life On Mars	Manchester	The Big Dig	What Did the Romans Do For Us?	Keep Calm and Carry On	Cocoa Crazy
History	1960s and 1970s: Significant events and people. Note connections, contrasts and trends over time. To find out about events, people and changes from a range of sources.	Secure knowledge and understanding of local history. To ask and answer questions and to select and record information relevant to the focus of the enquiry. To find out about events, people and changes from a range of sources.	Changes in Britain from the Stone Age to the Iron Age. Place events, people and changes into correct periods of time. To find out about events, people and changes from a range of sources.	The Roman Empire and its impact on Britain. Place events, people and changes into correct periods of time. To find out about events, people and changes from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources. World history. To find out about events, people and changes from a range of sources.	World history. Learn about characteristic features of the periods and societies studied including ideas, beliefs and attitudes. To find out about events, people and changes from a range of sources.
Geography	Locate the world's countries using maps to focus on Europe, Russia and North America.	Human geography including types of settlement and land use. Fieldwork.	Name and locate counties and cities of the UK.	Use maps to locate countries.	Use maps to locate countries.	Economic activity including trade links. Geographical similarities and differences. To identify and describe what places are like.
Science	Animals including humans. Identify that animals, including humans need the right types and amounts 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	Forces and magnets. 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 and repel each other. Identify magnetic materials. Describe magnets as having	Rocks and soils. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils	Investigations. Ask relevant questions and use different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a	Light and shadow. 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	Plants. Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for light and growth. Investigate the way in which water is transported within

	support, protection and movement.	two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	variety of ways to help in answering questions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	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 size of shadows change.	plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Computing	Use search technologies effectively and safely. Use a range of programs that accomplish given goals.	Design, write and debug programs. Use logical reasoning to describe how simple algorithms work.	Coding- use sequence selection and repetition in programs. Work with variables and various forms of input and output.	Use search technologies effectively. Appreciate how results are selected and ranked.	Collect, analyse, evaluate and present data.	Use search technologies effectively and safely.
Art	Great artist- Warhol. Learn about great artists, architects and designers in history.	Great artist- Hundertwasser. To create sketch books to record their observations and use them to review and revisit ideas.	Artists in history (cave art). Mastery of sculpture techniques.	Design techniques/ Modelling. To improve their mastery of art and design techniques.	Lowry. Collage, sketch. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	
DT		Make houses- modelling. Design/make/evaluate. Select appropriate tools and techniques for making their product.		Catapults. Control and use of materials. Design/make/evaluate. Communicate their ideas using a variety of methods including drawing and making models.	Gas masks (use materials with creativity). Design/make/evaluate. Select appropriate tools and techniques for making their product.	Headdress design/making (improve design techniques). Chocolate design. Design/make/evaluate. Select appropriate tools and techniques for making their product.

Music/ Drama	David Bowie- Life on Mars. Dance and composition.	Manchester rhythms, pulse and ostinato on untuned percussion.	Rhythm, pulse and ostinato on pentatonic scale.	Drama and movement- battle of Boudicca. Thought-tracking and dance.	Drama- evacuees. Role- play and techniques.	Aztec drumming- rhythm and pulse.
RE	Birth ceremonies.	Christianity.	Creation.	Right and wrong.	Caring for the environment.	SRE.
PHSE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Languages (KS2)	Introduction to Spanish. Listen attentively to spoken language and show understanding by joining in and responding.	Everyday conversations. Engage in conversations: ask and answer questions; express opinions and respond to those of others.	Family, months and colours. Explore the patters and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Pets and celebrations. Explore the patters and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Times and dates. Listen attentively to spoken language and show understanding by joining in and responding.	Towns and countries. Speak in sentences, using familiar vocabulary, phrases and basic language structures.