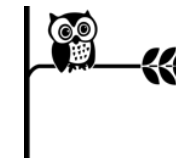


Curriculum Overview 2019-20

Year Group: 3



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	What can we learn from digging underground?	What Did the Romans Do For Us?	What Did the Romans Do For Us?	Where should we go in North America?	What is a river and are they all the same? (River Mersey and Bollin)	What makes the Aztecs memorable?
English	Letters, narratives, non-chronological reports, poetry, diaries, non-chronological reports, instructions, descriptions.					
History	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.	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.	N/A	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.	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	N/A	Use maps to locate countries.	Use maps to locate countries.	Locate the world's countries using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries and major regions.	Human geography including types of settlement and land use. Fieldwork.	Economic activity including trade links. Geographical similarities and differences. To identify and describe what places are like.
Science	<p>Rocks and soils.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils</p>	<p>Forces and magnets.</p> <p>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.</p>	<p>Animals including humans.</p> <p>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</p>	<p>Investigations.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Use results to draw</p>	<p>Light and shadow.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are</p>	<p>Plants.</p> <p>Identify and describe the functions of different parts of flowering plants.</p> <p>Explore the requirements of plants for light and growth. 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</p>

	<p>are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Identify 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>	<p>muscles for support, protection and movement.</p>	<p>simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>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 size of shadows change.</p>	<p>seed dispersal.</p>
Computing	<p>Use search technologies effectively and safely. Use a range of programs that accomplish given goals.</p>	<p>Design, write and debug programs. Use logical reasoning to describe how simple algorithms work.</p>	<p>Coding- use sequence selection and repetition in programs. Work with variables and various forms of input and output.</p>	<p>Collect, analyse, evaluate and present data.</p>	<p>Use search technologies effectively. Appreciate how results are selected and ranked.</p>	<p>Use search technologies effectively and safely.</p>
Art	<p>Look at cave art. Create our own brushes using natural materials and have a go at cave painting</p> <p>Look at a range of Celtic artefacts, discuss the skills of the celtic crafts people.</p>	<p>Look at a range of Roman art, craft and architecture. Look in more detail at mosaics. Children to design and create paper a mosaic with Roman features and patterns.</p>	<p>See last half term</p>	<p><u>Science link</u> Looking at drawing and sketching Look at a range of art works, consider how artists create the illusion of light and shade, develop drawing skills concentrating on shade and tone Look at black and white photography</p>	<p>Look at a range of artists and how they choose to depict moving water.</p> <p>Look in more detail at the work of Andy Singleton.</p>	<p>Look at a range of artefacts showing Aztec art, architecture and design.</p>

		Maths link - pattern		and use ipads to make our own		
DT	Design a brooch using Celtic symbols and construct it from clay	N/A	N/A		Make our own paper art piece using folding and cutting techniques	Headdress design/making (improve design techniques). Chocolate design. Design/make/evaluate. Select appropriate tools and techniques for making their product.
Music / Drama	Rhythm/pulse and structure. Using key Iron Age phrases as rhythms.	Thinking Skills Exploring higher order thinking linked to Romans.	Drama and movement- battle of Boudicca. Thought-tracking and dance.	Short Ride in a Fast Machine – John Cage. Explore minimalism and American composer.	Music – Das Moldau – Smetana Create river music. Texture, pitch, ostinato	Aztec drumming- rhythm and pulse.
RE	Birth ceremonies.	Christianity.	Creation.	Caring for the environment.	Right and wrong.	SRE.
PE	Team games	Gym	Dance	Ball skills	Athletics	Rounders
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.	Times and dates. Listen attentively to spoken language and show understanding by joining in and responding.	Pets and celebrations. Explore the patters and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Towns and countries. Speak in sentences, using familiar vocabulary, phrases and basic language structures.

PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Relationships	Healthy Me	Changing Me
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