



## Curriculum Overview 20-21

### Year Group: Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Letters, narratives, non-chronological reports, poetry, diaries, non-chronological reports, instructions, descriptions.					
<b>Maths</b>	See White Rose scheme overview: <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-3-Lesson-by-Lesson-Overview.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-3-Lesson-by-Lesson-Overview.pdf</a>					
<b>History</b>		<p>How did things change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> <li>• Know the main differences between the Stone, Bronze and Iron Ages (including late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture)</li> <li>• Continue to develop a chronologically secure knowledge of history.</li> <li>• Begin to establish clear narratives within and across time periods studied.</li> <li>• Begin to note connections, contrasts and trends over time.</li> <li>• Have some understanding of relevant key vocabulary.</li> </ul>	<p>What impact did the Romans have on Britain?</p> <ul style="list-style-type: none"> <li>• Know how the Roman occupation of Britain helped to advance British society.</li> <li>• Know how there was resistance to the Roman occupation (e.g. Boudica's rebellion).</li> <li>• Know about at least one famous Roman emperor (e.g. Claudius).</li> <li>• Continue to develop a chronologically secure knowledge of history.</li> <li>• Begin to establish clear narratives within and across time periods studied.</li> <li>• Begin to note connections, contrasts and trends over time.</li> <li>• Have some understanding of relevant key vocabulary.</li> </ul>			

		<ul style="list-style-type: none"> <li>• Have some understanding of how knowledge of the past is constructed from a range of sources.</li> <li>• Begin to select and organise relevant historical information.</li> <li>• Answer (and sometimes ask) historically valid questions.</li> </ul>		<ul style="list-style-type: none"> <li>• Have some understanding of how knowledge of the past is constructed from a range of sources.</li> <li>• Begin to select and organise relevant historical information.</li> <li>• Answer (and sometimes ask) historically valid questions.</li> <li>• Begin to understand that different versions of the past exist, giving reasons for this.</li> </ul>	
<b>Geography</b>	<p>What are the key features of rivers?</p> <p>Be able to locate important rivers (UK and major continents) on a map.</p> <p>Understand how the water cycle works.</p> <p>Be able to identify the key geographical features of rivers and use vocabulary such as source, tributary, meander,</p>				<p>Is tourism Spain's biggest industry?</p> <p>Know where Spain (and its surrounding countries) is on a map.</p> <p>Be able to locate its key physical features (such as cities, rivers, mountains, coasts) on a map, atlas or globe.</p> <p>Be able to use digital mapping to locate its key</p>

	<p>estuary, stream, ox-bow lake.</p> <p>Be able to identify these features through local fieldwork (the River Mersey).</p> <p>Be able to locate the source of a river through fieldwork.</p> <p>Be able to create sketches of the River Mersey through their fieldwork observations.</p> <p>Be able to understand why settlements are near rivers.</p>					<p>geographical features.</p> <p>Be able to explain what impact these physical geographical features have on industries.</p> <p>Be able to identify key human geographical features that impact on industries (festivals, resorts, trade, jobs).</p> <p>Be able to compare a river in Spain with the River Mersey as well as compare some key geographical features of Spain with the UK (see Year 2).</p>
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Science	Animals including humans	Forces and magnets	Rocks	Scientific Investigations	Light and shadows	Plants
	<ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having 2 poles</li> <li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>		<ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including</li> </ul>

						pollination, seed formation and seed dispersal
<b>Computing</b>	See ICT with Mr P overview Covered across the year, across subjects					
<b>Art</b>	<u>What are the key features of rivers?</u>  Basic skills,( Reggio Emilia principles) Creating a handbound zig zag book with samples of creative techniques depicting moving water  Look at a range of artists and how they choose to depict moving water. Look in more detail at the work of Andy Singleton. Make our own paper art piece using folding and cutting techniques	<u>How did things change from the stone age to the iron age?</u>  Look at cave art. Create our own brushes using natural materials and have a go at cave painting Look at a range of Celtic artefacts, discuss the skills of the celtic crafts people. Design a brooch using Celtic symbols and construct it from clay	<u>How did things change from the stone age to the iron age?</u>	<u>What impact did the Romans have on Britain?</u>  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.	<u>What impact did the Romans have on Britain?</u>	<u>Is tourism Spain's biggest industry?</u>  Picasso, Gaudi, Sempere?

<b>Design and Technology</b>		<p>Textiles</p> <p>What kind of phone case should I make?</p> <p>With growing confidence, generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Know to make drawings with labels when designing.</p> <p>When planning, explain their choice of materials and components including function and aesthetics.</p>		<p>Construction</p> <p>TBC</p>		<p>Food Technology</p> <p>What kind of pizza should we have at our picnic?</p> <p>Children should understand that food is grown, reared or caught around the world.</p> <p>Children should know how to name and sort a range of foods into the 'eat well plate'.</p> <p>Know how to use some of food preparation techniques (such as chopping, slicing, spreading ingredients evenly and shaping dough).</p> <p>Have some understanding of how a healthy diet is made up from a</p>

		<p>Select a wider range of tools and techniques for making their product.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Begin to evaluate familiar products and consider the views of others to improve them.</p>				<p>variety and balance of different food and drink.</p> <p>Begin to know that, to be active and healthy, food and drink are needed to provide energy for the body.</p>
<b>Music and Drama</b>	<p>Rivers</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>How did things change from the Stone Age to the Iron Age?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of</p>	<p>What impact did the Romans have on Britain?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>			<p><b>Ravi SHANKAR (1920–2012) Symphony – finale</b></p> <p>play and perform in solo</p>

	<p>instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>Listen to Smetana's Die</p>	<p>music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>Drumming</p> <p><a href="https://www.youtube.com/watch?v=NW7vZ22ugdE">https://www.youtube.com/watch?v=NW7vZ22ugdE</a>  <a href="https://www.youtube.com/watch?v=3F9uiIXFeiI">https://www.youtube.com/watch?v=3F9uiIXFeiI</a></p> <p>Watch prehistoric dance video and move to feel rhythm and pulse. Discuss why hunter/gathees used instruments. Create rhythms to form a larger peace using musical elements of ostinato, bridge (from year 2) and silence. Think of form and structure.</p> <p>Lark Ascending</p> <p>Links with literacy – create poem using music as a creative stimulus – metaphor, simile, rhythm, personification. Perform with incidental music improvised on xylophones building and consolidating on rivers work.</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>Mars from Holst Planet Suite.</p> <p>Listen to the music – note the 5/4 time signature. "Get in a spaceship got to Mars". Using Roman phrases create own marching music in 5/4 eg. "Romans and Celts were enemies". Combine rhythms – AB ABA and two different rhythms simultaneously.</p>	<p>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</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of</p>
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	<p>Moldau. Create musical journey of a river meandering through the landscape using tuned percussion. Key teaching points; melody – skipping, sequencing, moving by step and rhythm – altering rhythm to denote change in landscape. Each group takes different section – start, urban, countryside, sea etc to generate class composition.</p> <p>Literacy links – river haiku.</p> <p>Songs – water themed. Bring a little water Sylvie, As I went Down to the river to pray.</p>			<p><b>music.</b></p> <p>Indian musician and composer Known as a sitar maestro Brought Indian classical music to a western audience in the 1960s and was a huge influence on George Harrison from the Beatles, US composer Philip Glass and classical violinist Yehudi Menuhin</p> <p>2010 work cross between a symphony and a concerto – it has four movements like a symphony and a prominent concerto-like solo part for sitar Much of the sitar part is improvised Uses traditional Indian ragas (modes) rather than major or minor scales and keys</p>
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					<p>Towards the end, there is a vocal section which uses Indian drum syllables as text</p> <p>Learn about drones and ragas          Improvise a solo          Create two-note patterns          Learn about <b>call and response</b>          Learn about Indian Drum Syllables and learn to sing a melody using them          Create a <b>coda</b>          Structure sections of music into a bigger piece          Perform</p>
<b>RE</b>	What does it mean to be a Christian in Britain today?	What do different people believe about God?	Why are festivals important to religious communities?	Why do some people pray?	Why is the Bible important to Christians today?
See progression document for further detail					

<p><b>PE</b></p>	<p>Dance: The Romans</p> <ul style="list-style-type: none"> <li>• To show words on a theme as inspiration on how to move in different ways</li> <li>• To show good timing, posture and extension</li> <li>• To show changes in level and pathway when travelling</li> <li>• To show good timing and control</li> <li>• To show use of mirror image and changes in level</li> <li>• To work cooperatively</li> <li>• To work well in groups showing good cooperation skills</li> <li>• To show use of canon and changes in formation</li> <li>• To provide useful peer feedback</li> <li>• To show use of canon and changes in formation when creating and performing as a group</li> <li>• To understand what makes a good performance</li> <li>• To improve our own performance based on feedback</li> </ul> <p>Dance: Around the World</p> <ul style="list-style-type: none"> <li>• To show words on a theme as inspiration on how to move in different ways</li> <li>• To show good timing, posture and extension</li> <li>• To show changes in level and pathway when travelling</li> <li>• To show good timing and control</li> <li>• To show use of mirror image and changes in level</li> <li>• To work cooperatively</li> <li>• To work well in groups showing good cooperation skills</li> <li>• To show use of canon and changes in formation</li> <li>• To provide useful peer feedback</li> <li>• To show use of canon and changes in formation when creating and performing as a group</li> <li>• To understand what makes a good performance</li> <li>• To improve our own performance based on feedback</li> </ul>
<p><b>PE</b></p>	<p>Gymnastics: Linking Movements Together</p>

- Step and turn through 90, 180, 270 and 360 degrees. Perform a sequence by taking weight on their hands and linking with other moves.
- Find ways of moving out of one balance and into another. Work at different levels.
- Show different graceful ways of getting from floor to ground and vice versa.
- Explore a variety of rolls which you can use to link a series of balances.
- Travel on patches close to the ground and show contrasting high level work.

#### Gymnastics: Receiving Body Weight

- Take weight on patches. Create asymmetrical and symmetrical shapes in balances on patches.
- Take body weight on your back and shoulders both in balances and in motion. Create a sequence of moves on the apparatus involving different pathways.
- Take body weight on your hands to support both in balances and in motion. Take weight on hands as parts of a sequence of moves.
- Take you weight on your back, bottom and shoulders both in balance and in motion. Transfer a routine involving taking weight on your back, shoulder and bottom onto the apparatus.
- Take you weight on your back, bottom and shoulders both in balance and in motion. Transfer a routine involving taking weight on your back, shoulder and bottom onto the apparatus.
- Receive weight on a range of body parts and move seamlessly into another move. Perform with control and a range of dynamics.

#### Gymnastics: Symmetry and Asymmetry

- Spin on patches. Put spins into a sequence with smooth transitions.
- Spin on points. Spin at different levels. Put spins into a sequence with smooth transitions.

	<ul style="list-style-type: none"> <li>• Spin on points and patches. Spin symmetrical and asymmetrical at different levels. Put spins into a sequence with smooth transitions.</li> <li>• Work with a partner. Create and perform a series of symmetrical and asymmetrical rolls within a sequence.</li> <li>• Use symmetrical and asymmetrical balances within pair sequences. Work in different formations within your routine.</li> <li>• Combine a range of symmetrical and asymmetrical gymnastic moves to create a sequence with a wide variety of gymnastic moves.</li> </ul>					
<b>PE</b>	Outdoor games: Tag Rugby	Outdoor games: Football	Outdoor games: Basket Ball	Outdoor games: Hockey	Outdoor games: Athletics	Outdoor games: Cricket
	See progression document for further detail on outdoor games					
<b>PSHE</b>	<p><b>Being me in my world</b></p> <p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal</p> <p>I can face new challenges positively, make responsible choices</p>	<p><b>Celebrating difference</b></p> <p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p>	<p><b>Dreams and goals</b></p> <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out</p>	<p><b>Healthy me</b></p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p>	<p><b>Relationships</b></p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener</p>	<p><b>Changing me</b></p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I understand how babies grow and develop in the mother's uterus I understand what a</p>

	<p>and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible choices and take action</p> <p>I understand my actions affect others and try to see things from their points of view</p>	<p>I know that witnesses can make the situation better or worse by what they do</p> <p>m I recognise that some words are used in hurtful ways</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>the best ways for me to achieve them</p> <p>I am motivated and enthusiastic about achieving our new challenge</p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>I can evaluate my own learning process and identify how it can be better next time</p>	<p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>I know and can use some strategies for keeping myself safe</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family</p>	<p>baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p>
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