



Curriculum Overview 2022-23

Year Group: Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (see Writing progression grid for more detail).	Journey story. Persuasion. Poetry – Bright Bursts of Colour.	Portal story. Instructions. Poetry – Firework Night.	Suspense story. Information text. Poetry – Wind on the Hill.	Disaster story. Recount.	Fantasy world story. Persuasive information.	Finding story. Explanation.
Maths	See White Rose scheme overview: https://assets.whiterosemaths.com/resource-pages/year-3/wrm-y3-lesson-by-lesson-overview.pdf					
History		How did things change from the Stone Age to the Iron Age? <ul style="list-style-type: none"> ● 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) ● Continue to develop a chronologically secure knowledge of history. ● Begin to establish clear narratives within and across time periods studied. 	What impact did the Romans have on Britain? <ul style="list-style-type: none"> ● Know how the Roman occupation of Britain helped to advance British society. ● Know how there was resistance to the Roman occupation (e.g. Boudica’s rebellion). ● Know about at least one famous Roman emperor (e.g. Claudius). ● Continue to develop a chronologically secure knowledge of history. ● Begin to establish clear narratives within and across time periods studied. 			

		<ul style="list-style-type: none"> ● Begin to note connections, contrasts and trends over time. ● Have some understanding of relevant key vocabulary. ● Have some understanding of how knowledge of the past is constructed from a range of sources. ● Begin to select and organise relevant historical information. ● Answer (and sometimes ask) historically valid questions. 		<ul style="list-style-type: none"> ● Begin to note connections, contrasts and trends over time. ● Have some understanding of relevant key vocabulary. ● Have some understanding of how knowledge of the past is constructed from a range of sources. ● Begin to select and organise relevant historical information. ● Answer (and sometimes ask) historically valid questions. ● Begin to understand that different versions of the past exist, giving reasons for this. 	
Geography	<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</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>features of rivers and use vocabulary such as source, tributary, meander, 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>Be able to use digital mapping to locate its key 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"> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<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 formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter 		<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 from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change 	<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 growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • 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 seed dispersal

<p>Computing (see progression document for further details).</p>	<p>Digital Literacy – Managing Online Information. Online Reputation.</p> <p>Coding – Animations in Scratch.</p>	<p>Digital Literacy – Online Bullying.</p>	<p>Digital Literacy – Copyright and Ownership. Privacy and Security.</p>	<p>Digital Literacy – Health, Wellbeing and Lifestyle.</p> <p>Information Technology project - Presentation (book creator)</p>	<p>Digital Literacy – Online Relationships.</p>	<p>Digital Literacy – Self image and Identity.</p>
<p>Art</p>	<p><u>What are the key features of rivers?</u></p> <p>Basic skills,(Reggio Emilia principles). Create a handbound zig zag book with samples of creative techniques depicting moving water.</p> <p>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.</p>	<p><u>How did things change from the stone age to the iron age?</u></p> <p>Look at cave art. Create our own brushes using natural materials and have a go at cave painting. Create a clay mammoth. Look at fossil skeletons and do some observational drawings.</p>	<p><u>How did things change from the stone age to the iron age?</u></p> <p>Look at a range of Celtic artefacts, discuss the skills of the Celtic craftspeople. Design a brooch using Celtic symbols and construct it from clay.</p>	<p><u>What impact did the Romans have on Britain?</u></p> <p>Look at a range of Roman art, craft and architecture. Look in more detail at mosaics. Children to design and create a mosaic with Roman features and patterns.</p>	<p><u>What impact did the Romans have on Britain?</u></p> <p>Create a Roman shield.</p>	<p><u>Is tourism Spain's biggest industry?</u></p> <p>Look at Picasso's cubist portraits. Create a cubist self portrait from a photo montage. Creating a 3D portrait.</p>

<p>Design and Technology</p>		<p>Textiles</p> <p>What kind of Christmas stocking 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>Can we create a bird feeder for the birds in the Owl Garden?</p> <p>Explain how using a pulley makes lifting an object easier.</p> <p>Cut materials accurately using appropriate tools.</p> <p>Measure and mark out to the nearest mm.</p> <p>Use cutting techniques involving slots.</p> <p>Drill a hole using a hand drill.</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 variety and balance</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>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>
Music and Drama	<p>Rivers</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</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 music</p> <p>listen with attention to detail and recall sounds</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>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>			<p>Ravi SHANKAR (1920–2012)</p> <p>Symphony – finale</p> <p>play and perform in solo and ensemble contexts, using</p>

	<p>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 Moldau. Create musical journey of a river</p>	<p>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>https://www.youtube.com/watch?v=NW7vZ22ugdE https://www.youtube.com/watch?v=3F9uiIXFeiI</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>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>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 music.</p>
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	<p>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>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 Towards the end, there is a vocal section which uses</p>
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					<p>Indian drum syllables as text</p> <p>Learn about drones and ragas</p> <p>Improvise a solo</p> <p>Create two-note patterns</p> <p>Learn about call and response</p> <p>Learn about Indian Drum Syllables and learn to sing a melody using them</p> <p>Create a coda</p> <p>Structure sections of music into a bigger piece</p> <p>Perform</p>
RE	What do different people believe about God?	What does it mean to be a Christian in Britain today?	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					

Dance and Gym	Gym Linking movements together	Dance Dynamic – how?	Gym Receiving body weight	Dance Canon & Unison	Gym Symmetry and asymmetry (partners)	Dance Moving with Control through Flamenco
Outdoor Games	Tag Rugby	Basketball	Football	Hockey	Athletics	Cricket
	See progression document for further detail on outdoor games					
PSHE	<p>Being me in my world</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 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</p>	<p>Celebrating difference</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>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>Dreams and goals</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 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</p>	<p>Healthy me</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>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</p>	<p>Relationships</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>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</p>	<p>Changing me</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 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>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 can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>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>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>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>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> <p>I can identify what I am looking forward to when I am in Year 4</p>
Spanish	<p>Section 1: Introduction to Spanish</p> <p>Topic 1: Greetings</p> <p>Topic 2: How are you?</p> <p>Topic 3: Introducing yourself</p>	<p>Section 1: Introduction to Spanish</p> <p>Topic 4: Numbers 0-12</p> <p>Topic 5: Classroom instructions</p> <p>Topic 6: Classroom objects</p>	<p>Section 2: Everyday conversations</p> <p>Topic 1: How old are you?</p> <p>Topic 2: Where do you live?</p> <p>Topic 3: Nationalities</p>	<p>Section 2: Everyday conversations</p> <p>Topic 4: Numbers 13-21</p> <p>Topic 5: Days of the week</p> <p>Topic 6: The weather</p> <p>Topic 7: The Spanish Alphabet</p>	<p>Section 3: Family, Months and colours</p> <p>Topic 1: My family</p> <p>Topic 2: Today's date</p>	<p>Section 3: Family, Months and colours</p> <p>Topic 3: Colours</p> <p>Topic 4: Sounds and spellings</p>