

Year 3 – Curriculum Overview

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	Autumn Term						Spring Term						Summer Term										
	Transition Project		Sailing Boat in the Sky			Wondrous Windermere		On Angels Wings			Magnetic Man			Amazingstoke			From Stones to Steel			Secret Garden			
Weeks	1 week		6 weeks			4 weeks		3 weeks			6 weeks			6 weeks			6 weeks (1 after ½ term)			6 Week			
Focus	ENG	PDL	ART	ENG	PDL	MUS	ENG	GEOG	ENG	SCI	RE	ENG	SCI	DT	ENG	HIST	GEOG	ENG	HIST	SCI	ENG	SCI	ART
Writing			Poetry Narrative			Narrative Tour guide		Script writing			Non-chronology (science reports) Comic strips			Newspaper Tourist information			Instructions Non-Chron report			Narrative Poetry			
FOUNDATION SUBJECT 1			<p>Pupils should be taught: a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>b. to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> <p>e. to recognise and challenge stereotypes;</p> <p>f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> <p>g. where individuals, families and groups can get help and support.</p>			<p>Pupil should be taught to: Location: Name and locate countries within the United Kingdom including major cities, geographical regions, and physical characteristics, Place: identify the position and significance, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) H&P Geog: Describe and understand the physical geography of glaciers and the making of the LD with exploration into the water cycle and mountains Describe and understand the human geography including trade links, natural resources including energy, food, minerals and water. Skills and Fieldwork: Use a 4 maps and atlases to locate and describe features Use the 8 point compass and four grid reference, symbols and keys to build knowledge of the UK</p>		<p>Pupils should be taught to: 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</p>			<p>Pupils should be taught to: 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 Pupils should be taught to: 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</p>			<p>Pupils should be taught: a local history study into transport links through Basingstoke including the railway, canal, roads, etc This should extend the children's knowledge beyond 1066</p>			<p>Pupils should be taught: Changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gathers and early farmers (Skara Brae) - Bronze Age religion, technology and travel (Stonehenge) - Iron age hill forts</p>			<p>Pupils should be taught to: 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>			

FOUNDATION SUBJECT 2		<p><u>Pupils should be taught to:</u></p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>			<p><u>Pupils should be taught to:</u></p> <p><u>Design</u> Use research to develop a design criteria To generate, develop, model and communicate ideas through discussion and annotated sketches and prototypes <u>Make:</u> Select a range of appropriate tools to use to cut, shape. <u>Evaluate:</u> Investigate and analyse a range of existing products Evaluate their ideas against their own design <u>Cooking and nutrition:</u> Apply principles of a balanced diet Understand how ingredients are grown</p>	<p><u>Pupil should be taught to:</u></p> <p><u>Location:</u> Name and locate countries within the United Kingdom including major cities, geographical regions, and physical characteristics, <u>Skills and Fieldwork:</u> Use a 4 maps and atlases to locate and describe features Use the 8 point compass and four grid reference, symbols and keys to build knowledge of the UK</p>	<p><u>Pupils should be taught to:</u> 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</p>	<p><u>Pupils should be taught:</u> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>
	RE	Belonging (Christianity)		Angels (Christianity)	Good Vs Evil (Holi)	Symbol of the Cross (Christianity)	Sacred Place (Hinduism / Christianity)	Protections (Hinduism)
	MFL							