|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 3 Curriculum Overview** | | | | | | | | | | | | | |
| **Autumn Term** | | | | | | **Spring Term** | | | | **Summer Term** | | | |
| **Name** | **Transition** | **From Stones to Steel** | | **Amazingstoke** | | **On Angel Wings** | **Fantastique France** | | **Magnetic Man** | | **Sailing Boat in the Sky** | | **The Secret Garden** | |
| **Weeks** | 1 Week | 6 Weeks | | 4 Weeks | | 3 Weeks | 6 Weeks | | 6 Weeks | | 5 Weeks | | 7 Weeks | |
| **Focus** |  | Science | History | History | Geography | Science | Geography | Art | Science | DT | PDL | Music | Science | Art |
| **Hook** |  | Science Lesson  Making Stonehenge out of a range of materials to test its strength against the natural elements. | | Computing Lesson  Finding where we live on Google Earth and searching for other significant places. | | Science Lesson  Black Out! | Intercultural Day  French Food Tasting - Cafe  French Lessons | | Designing a Superhero  Introduce Magnetic Man | | Mechanisms – A moving picture scene linked to Sailing boat. | | Collaging a Plant | |
| **Project Outcome**  **&**  **Intended Audience** |  | Parent exhibition of cave paintings, non-chronological reports, adventure stories and home learning projects. | |  | | Create a School Display  Collaborative | Intercultural Day  Planned by Children  Dress Up | | Designing and making a healthy snack   * Audience – whole school | | Assembly – Random Acts of Kindness | | Year 3 Garden | |
| **Home Learning Project** |  | Stone Age House Models | | Interview a Local Person | | Nativity – Learning Lines | Poster  Any Aspect of Geography/Culture | | Creating a Healthy Meal | | Book Review | | Learn and Perform a Poem | |
| **Trips**  **Experiences**  **Visitors** |  | Iron Age Day  Artefact Box | | Local Area Walk  Visitor (How has Basingstoke changed over time?) | | Nativity – parents, infants, pre-school and juniors in to watch | Experiences – Intercultural Days  RE visitor – link to Diwali | | N/A | | Experiences  Random Acts of Kindness Day | | Experiences - Planting Seeds  Visitor | |
| **Writing Focus**  **Outcome**  **Intended Audience** |  | Non-Chronological Reports  Purpose – Inform  Audience – Children who are learning about the Stone Age.  Adventure Stories  Purpose – To entertain.  Audience – Year ¾ children who are learning about the Stone Age. | | Newspaper Reports  Purpose – Inform/Entertain  Audience – Anyone who wants to read about major events that have happened in Basingstoke. | | Setting descriptions  Purpose – Entertain  Audience – Other children throughout the school | Narrative – Mystery Story  Purpose – Entertain  Audience – Children who want to read a mystery story.  Postcards from Paris  Purpose – Inform/Entertain  Audience – Recipient of Postcard (Children to Choose) | | Comic Strips  Purpose - Entertain  Audience – Year Four Children  Non-Chronological Reports  Purpose – To inform about keeping healthy  Audience – Anyone | | Poetry  Purpose – Entertain Audience – Children and young adults.  Narrative  Purpose – Entertain  Audience – Lower School Children | | Instructions  Purpose – To instruct.  Audience – Someone who wants to plant a seed and understand how to care for it.  Poetry  Purpose – Entertain  Audience – Children and Young Adults | |
| **FOUNDATION SUBJECT 1** |  | Science  Rocks & Soils  Pupils should be taught to:  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. | | Geography  Locality Study  Pupil should be taught to:  Location:  Name and locate countries within the United Kingdom including major cities, geographical regions, and physical and human characteristics.  Skills and Fieldwork:  Use a range of maps and atlases to locate and describe features. | | Science  Light  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. | Geography  Comparison Study – France  Pupil should be taught to:  Location:  To locate the worlds countries using maps to focus on Europe.  Key Physical:  To focus on major cities – Paris.  Describe and understand key aspects of physical geography including mountains.  Place Knowledge:  Understand geographical similarities and differences through the study of human and physical geography of region of the UK and a region in a European country.  Geographical Skills: Map Skills | | Science  Magnets  Pupils should be taught to:  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.  Science  Humans and Animals  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.  I that humans and some other animals have skeletons and muscles for support, protection and movement. | | PDL  Understand 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;  Think about the lives of people living in other places and times, and people with different values and customs;  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;  d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;  e. to recognise and challenge stereotypes;  f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;  g. where individuals, families and groups can get help and support. | | Science  Plants  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 | |
| **FOUNDATION SUBJECT 2** |  | History  The Stone Age  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 | | History  Basingstoke  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 | |  | Art  Van Gough – Sunflowers  Pupils should be taught to:  Develop techniques including their control and use of materials.  Create a sketch book to record observations.  Explore great artists. | | Fruit Skewers  Investigate and analyse a range of existing products.  Use research to develop design criteria.  To generate, develop, model and communicate ideas through discussion and annotated sketches and prototypes.  Select a range of appropriate tools to use to cut.  Evaluate their ideas against their own design.  Apply principles of a balanced diet  Understand how ingredients are grown. | | Music  Chitty Chitty Bang Bang  Pupils should be taught to:  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician.  Listen with attention to detail and recall sounds with increasing aural memory.  Composition. | | Art  Pupils should be taught:  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]  Explore great artists, architects and designers in history. | |
| **Enquiry**  **Fieldwork**  **Creative** |  | Enquiry: Artefact Box – Stone Age Artefacts  What do these tell us about Stone Age people?  Fieldwork: Iron Age Day  Creative: Cave Paintings  Creative: Stone Age House Models | | Enquiry/Fieldwork  Local Area Walk  ‘Local Features Hunt’  Creative: Sketch Maps | | Creative  Christmas Cards | Creative  Sunflower Art | | Creative  Making Fruit Skewers  Designing a Superhero  Comic Strips  Enquiry  Which materials are magnetic?  What do we need for healthy diet? | | Creative  Home Learning Project  Composition | | Creative  Secret Garden Art  Claude Monet – Watercolour  Sculpture – Creating a new MJS Sculpture  Collage  Enquiry  Children to Create Own Enquiry  Carnation/Food Colouring | |
| **Music** |  | N/A | | Listen, Appraise & Compose – sound walk/sound map following walk around ‘Amazingstoke’ | | Performance - Nativity | Listen & Appraise –  French Composers - opinions/style/music vocabulary to describe/what instrument can be heard? Peter and the Wolf | | Composing – create a sound effect/backing track to support their written comic strips. | | Listen & Appraise  Chitty Chitty Bang Bang | | Composition- create a short piece of music – use/write/read simple graphic notation | |
| **RE** |  | Belonging - Christianity | |  | | Angels - Christianity | Good vs Evil | | Symbol of the Cross | | Sacred Place | | Protections - Hinduism | |
| **Art** |  | Cave Paintings | |  | |  | Monet – Waterlily collage  Van Gogh – mixed media Sunflowers | |  | |  | |  | |
| **DT** |  |  | |  | | Textiles – Sewing a Christmas stocking.  Design – Design a Christmas stocking for someone. Consider shape, fabric and size.  Make - Following design criteria to create a stocking. Selecting and cutting fabrics with ease using fabric scissors. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas and sewing the edges.  Evaluate - Evaluating an end product and thinking of other ways in which to create similar items. | French day Food tasting  Try croissants, brie, camembert, petite pois, pan au chocolat, crepes  What did they like?  Why? (Talk in French) | | Fruit Skewers  Investigate and analyse a range of existing products.  Use research to develop design criteria.  To generate, develop, model and communicate ideas through discussion and annotated sketches and prototypes.  Select a range of appropriate tools to use to cut.  Evaluate their ideas against their own design.  Apply principles of a balanced diet  Understand how ingredients are grown. | | Mechanisms – Moving picture scene. Design - Designing a moving boat in a picture for a specific audience in accordance with a design criteria. Selecting a suitable linkage system to produce the desired motions. Developing design criteria from a design brief. Generating ideas using thumbnail sketches and exploded diagrams. Learning that different types of drawings are used in design to explain ideas clearly.  Make - Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly. Selecting materials according to their characteristics. Following a design brief. Selecting materials due to their functional and aesthetic characteristics. Manipulating materials to create different effects by cutting, creasing, folding, and weaving.  Evaluate - Using the views of others to improve designs. Testing and modifying the outcome, suggesting improvements. | |  | |
| **MFL** |  | Getting to know France, greetings, days and months, alphabet, numbers and age | | | | | French day – colours, artists and food. | | Classroom environment and equipment | |  | |  | |
| **PE** |  | Football, Gymnastics, Badminton, Rugby | | | | | Hockey and Dance | |  | |  | |  | |
| **PSHE**  **SRE** | Relationships education (see SRE progression of skills)   * Friendships * Families   Picture news – weekly assemblies | | | | | | Health education (see SRE progression of skills)   * Bodies and how they change and differ   Picture news – weekly assemblies | | | | Relationships and sex education (see SRE progression of skills)  Picture news – weekly assemblies | | | |
| **Computing** |  | Create iron man/stone age man in Scratch program.  Links to:  Using algorithms and understanding precise instructions.  Developing their own programs with loops.  Debugging by detecting and correcting errors. | | Google Earth  Where do we live?  What are our local features?  **Links to progression of skills:**  **Navigating the web;**  **Carrying out simple searches.**  Know how to keep safe and how to report unacceptable content. | |  | Art Package – Sunflowers  Links to:  Using software to manipulate and present digital content.  Storing and editing.  Research – France and famous monuments/landmarks | | Research  Creating a comic strip template.  Food Groups – Research, Copy, Text Wrap, Paste.  Links to:  Using a computer independently.  Organising content.  Shows awareness of content collected.  Making improvements to content. | | Opportunity for children to create book review on a computer.  Opportunity to combining software to communicate with an audience. | | N/A | |