

Year 3 Curriculum Overview

	Autumn	Spring	Summer
Educational Visits	<p>Stone Age Workshop</p> <p>Birmingham Library</p> <p>Dentist visit</p>	<p>Dudley Castle</p>	<p>Umberslade Adventure</p> <p>Lickey Hills Country Park</p>
History	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>Building on previous learning of personal chronology and understanding of how schools were different in the past children will look at the chronology of mankind, children will be introduced to Britain's story. They will use archaeological evidence to find out about the Stone Age, Bronze and Iron Age. This will lead to learning about why Romans settled in Britain.</p>	<p>How different were the beliefs in Ancient Egypt?</p> <p>Building on previous learning of how toys have changed and developing knowledge of events beyond living memory children will learn about who the Ancient Egyptians were and what they believed in and how historians find out about them. This will lead to learning about why people invaded and settled in Britain.</p>	<p>How have children's lives changed?</p> <p>Building on previous learning of how explorers changed the world and what the Monarchy is children will investigate the changes in children's lives through time, children will learn how children's spare time, health and work have changed. They will explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact. This will lead to learning about if the Vikings were raiders, traders, or settlers.</p>
Geography	<p>Why do people live near volcanoes?</p> <p>Building on previous learning of identifying hot and cold places and locating where they live on a map children will learn how the Earth is constructed and about tectonic plates and their boundaries. Children will learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. This will lead to learning about rainforests in the future.</p>	<p>Who lives in Antarctica?</p> <p>Building on previous learning of weather in the UK and the major characteristics of the UK children will learn about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They will explore the physical features of a polar region and how humans have adapted to working there, considering that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far. This will lead to learning about where food comes from in the future.</p>	<p>Are all settlements the same?</p> <p>Building on previous learning of what life is like in a different country and what life is like living on the coast children will explore different types of settlements, land use, and the difference between urban and rural. They describe the different human and physical features in their local area and how it has changed over time. They will make land use comparisons with India to find key similarities and differences between these contrasting areas. This will lead to learning about rivers and how they are formed.</p>

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Science		Animals: Movement and nutrition Building on previous knowledge of life cycles and health. Children will learn how animals can be grouped based on the presence of a skeleton. Children will also learn about the support a skeleton provides to humans. Children will learn about nutrition and understand that humans cannot make their own food. Children will also be able to describe the diets of different animals.		Forces and space: Forces and magnets Children will learn about contact and non-contact forces. They will understand that forces are a result of contact between two surfaces, but some forces can act at a distance (e.g. magnetism). Children will have knowledge of magnetic materials, including iron and nickel, and how they react to a magnet and each other.		Materials: Rocks and soil Children will learn to know that rocks can be grouped based on their appearance or properties, (e.g. colour, texture, hardness, permeability.)		Energy: Light and shadows Children will learn how light travels from a source (e.g. the Sun, light bulbs and torches). They will know that light is needed to see things and that dark is the absence of light. They will understand the dangers of sunlight and how they can protect their eyes.		Plants: Plant reproduction Building on previous knowledge of plant growth. Children will learn to understand the functions of the basic parts of a plant and the relationship between structure and function. Children will understand the growth needs of plants such as water, light, air, nutrients/fertiliser and a suitable temperature.		Making connections	
English		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Text The Cobbler of Krakow and Smok the Dragon	Text How to trap a dragon	Text The King of Fishes	Text Should aquariums and zoos be allowed?	Text Staying Out	Text An adventure that went wrong	Text A Close Call	Text Persuading a bully to change their ways.	Text The Stone Trolls	Text The Truth about Trolls	Text Adventure at Sandy Cove	Text
		Story Pattern Defeating the monster	Text Type Instructions	Story Pattern Wishing tale	Text Type Discussion	Story Pattern Suspense story	Text Type Recount	Story Pattern Warning story	Text Type Persuasion	Story Pattern Change story	Text Type Information report	Story Pattern Finding tale	Text Type Revisit whatever is needed most
	Focus Action		Focus Setting		Focus Opening and ending		Focus Character and dialogue		Focus Description		Focus Action and setting		

	Autumn		Spring		Summer	
Maths	Place value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Fractions Mass and capacity		Fractions Money Time Shape Statistics	
Computing	<p>Computing systems and networks: What is a computer?</p> <p>Children will be exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.</p>	<p>Programming 1: Algorithms and debugging</p> <p>Developing their understanding of instructions, children will develop their understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.</p>	<p>Computing systems and networks 2: Word processing</p> <p>This unit teaches children about word processing and how to stay safe online as well developing touch typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.</p>	<p>Programming 2: ScratchJr</p> <p>This unit explores what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke</p>	<p>Creating media: Stop motion</p> <p>The learning this half term enables children to storyboard and use simple animation creation using either tablet devices or devices with cameras.</p>	<p>Data handling: International Space Station</p> <p>Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays, and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on Earth.</p>
Online Safety	<p>Safer Internet Day</p> <ul style="list-style-type: none"> • Differentiate between fact, opinion and belief online. • Explain how to deal with upsetting online content. • Recognise that digital devices communicate with each other to share personal information. • Explain what social media platforms are used for. • Recognise why social media platforms are age-restricted. 					

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Art	<p>Drawing: tell a story</p> <p>Building on line making, children use storybook illustration as a stimulus to develop their mark-making to explore a wider range of tools such as charcoal to create different types of lines in preparation for learning about texture and shading when drawing.</p>		<p>Painting and mixed media: life in color</p> <p>Building on printing with colours, children will develop colour mixing skills, learn about the work of artist Romare Bearden and create textured papers using paint. Children will compose collages inspired by their exploration of colour and texture in the world around them. This is in preparation for using natural materials and homemade paints on different surfaces.</p>		<p>Sculpture and 3D: clay houses</p> <p>Based on their experience of making paper sculptures, children explore the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. This is in preparation for learning about shapes and negative spaces to use 2D shapes to create 3D forms.</p>	
Design & Technology	<p>Textiles: pouches</p> <p>Building on joining fabrics, children will sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Preparing and cutting fabric, they will make a pouch from a template. Children will join two pieces of fabric together using a running stitch, and will decorate their pouch using the material provided. This is in preparation for using cross stitch and appliqué in Year 3.</p>		<p>Food: a balanced diet</p> <p>Building on learning about fruits and vegetables, children will learn the main food groups and identify foods that belong to each group. They will describe the taste, texture and smell of given goods. Considering flavour combinations, children will think of four different wrap ideas. They will then construct a wrap that meets the design brief. This is in preparation for learning about eating seasonal and local food.</p>		<p>Structures: Baby Bear's Chair</p> <p>Building on their understanding of a windmill structure, children will identify man-made and natural structures and also stable and unstable shapes. They will contribute to discussions, explaining how their ideas would be suitable. Children will then produce a model that supports a teddy, using the appropriate materials and construction techniques in preparation for learning about structures with additional features such as cladding.</p>	
Religious Education	<p>Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity</p>	<p>Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity</p>	<p>Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity</p>	<p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism</p>	<p>Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism</p>

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Music	<p>West African call and response song (Theme: Animals)</p> <p>Children will use instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p>	<p>Orchestral Instruments</p> <p>This unit introduces children to the instruments of the orchestra and practice identifying these within a piece of music, learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p>Musical Me</p> <p>We will learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion and use letter notation to write a melody.</p>	<p>Dynamics, Timbre, Tempo and Motifs</p> <p>Developing our knowledge and understanding of dynamics, timbre, tempo and instruments, we will learn to compose and play motifs.</p>	<p>British Songs and Sound</p> <p>This unit creates sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Myths and Legends</p> <p>Children will develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>
PSHE	<p>Family and Relationships</p> <p>Building on learning what family and friendships are, children will learn that families are composed of different people who offer each other care and support. They learn how other people show their feelings and use manners in preparation for learning about respecting differences, friendship conflicts and bullying</p>	<p>Health and Wellbeing</p> <p>Building on learning about simple hygiene and sun safety, children learn the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset in preparation for working on resilience and healthy diaries.</p>	<p>Safety and Changing Body</p> <p>Building on learning about adults and how to get help, children develop understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy in preparation for learning about cyberbullying and keep safe when out and about.</p>	<p>Citizenship</p> <p>Building on learning about rules in school, children learn about rules outside school, caring for the school and local environment, exploring the roles people have within the local community, learning how school council works and giving an opinion in preparation for learning about rights, democracy and charity.</p>	<p>Economic Wellbeing</p> <p>Building on learning about saving and spending, children learn where money comes from, how to look after money and why we use banks and building societies in preparation for thinking about jobs, careers and wages.</p>	<p>Transition</p> <p>A lesson to help them with their transition to Year 3, and the changes that may come with this move.</p>
Anti-bullying	<p>Anti-bullying week:</p> <ul style="list-style-type: none"> • Give a definition of 'bullying'. • Identify how, where and when there is hurtful teasing and bullying can happen (including online) 					

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French	<p>French greetings</p> <p>French adjectives of colour, size and shape</p>		<p>French playground games – number and age</p> <p>In a French classroom</p>		<p>French transport</p> <p>A circle of life in French</p>	
PE	<p>Send and Return</p> <p>Building on their prior learning of hitting a ball and throwing a bean bag with accuracy, children will learn to rally with a partner in preparation for serving and describing some of the rules of tennis.</p>	<p>Gymnastics</p> <p>Building on their prior learning to sequence 3 elements, children will describe and explain how performers can transition and link elements. They will learn to perform with control and consistency basic actions in a simple sequence of 4 elements in preparation for sequencing a range of elements in Year 3.</p>	<p>Gymnastics</p> <p>Building on their prior learning to use apparatus safely to perform simple spins and jumps, children will learn to perform arches, jumps and supports to link 10 elements in preparation for sequencing a range of elements in Year 3.</p>	<p>Hit Catch Run</p> <p>Building on sending and receiving skills, this unit will focus on hitting skills with a variety of bats, practicing hitting/bowling skills and hit and run to score points in games.</p>	<p>Run Jump Throw</p> <p>Building on learning simple jumps and throws, children will learn to improve their leg speed and power and arm power in preparation for combing running, jumping and throwing.</p>	<p>Hit Catch Run</p> <p>Building on prior learning to throw and catch a ball, children will learn about the role of a wicketkeeper and backstop in preparation for implementing the basic rules of a cricket game.</p>
	<p>Attack and Defend</p> <p>Building on their prior learning to control a football or basketball, children will learn to move skillfully with a ball, bouncing and running in preparation for keeping possession in Year 3.</p>	<p>Dance</p> <p>Building on performing a dance with a clear beginning, middle and end, children will learn to perform dance moves with emotion and in different formations in preparation for performing with props in Year 3.</p>	<p>Dance</p> <p>Building on performing in time and in canon, children will choreograph solo dances in preparation for partner dances in Year 3.</p>	<p>Send and Return</p> <p>Building on their prior knowledge of being and to send a ball over a net, children will learn to hit a ball using different shots in preparation for playing short games of tennis in Year 3.</p>	<p>Attack Defend Shoot</p> <p>Building on aiming at targets, children will learn to pass and throw balls between teammates in preparation for simple team games.</p>	<p>Run Jump Throw</p> <p>Building on learning start and stop positions, children will learn to improve their breathing whilst running over longer distances in preparation for combing running with jumping and throwing.</p>