 Year 3 Curriculum Overview

Academic year 2018 / 2019

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|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Theme** | **There’s no place like home** | **Healthy Humans** | | **Rock and roll** | **The Iron Man** | **How does your garden grow?** | **What the Romans did for us?** | |
| **Visits, visitors, Experience** | Experience: Walk through the neighbourhood and identify some of the physical and human features identified on the maps | Visit: Tesco ‘Farm to fork’ Trail  Experience: Plan an outdoor event for another class to inform them about healthy lifestyles  Picnic: devise a healthy, balanced picnic | | Visitors: Rocks to schools workshop for rocks, fossils and soils  <http://www.rockstoschools>**.**  co.uk/workshops.html | Experience: Make a pop-up book or picture with moving parts | Experience: Grow a sunflower, observe the life cycle of a butterfly | Visit to Ribchester Museum  Experience: to create a mosaic tile using clay and broken tiles | |
| **Literacy** | Fables  Recount: diaries | Poems with a structure  Persuasion: Letters | | Story as theme  Discussion | Novel as a theme  Recount: biography | Mystery / Adventure / Fantasy Stories  Explanations | Play scripts  Non chronological reports | |
| **Readers** | Aesop’s Fables by Michael Rosen. Tortoise and Hare  YouTube clip. | Snake Glides by Keith Bosley, The Raindrop by John Travers Moore | | Oogo the Cave Boy by Christy Davies, Stone Girl,  Bone Girl by Laurence Anholt, Fossil Girl by  Catherine Brighton | The Iron Man by Ted Hughes | The Magic Faraway Tree by Enid Blyton | Romans on the Rampage by Jeremy Strong, Play Time by  Julia Donaldson | |
| **RE** | **Family and Community** | **Mary, Mother of God** | | **Sacrament of Reconciliation** | **Celebrating the Mass** | **Celebrating Easter and** | **Pentecost** | |
| **Science** | Stand alone topic: Skeletons  Animals and movement | Identify that animals, get nutrition from what they eat. An adequate and varied diet is beneficial to health. Regular and varied exercise is beneficial to health. | | 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. Recognise how soils are made | Forces – non contact forces  Compare how things move on different surfaces. Explore the forces exerted by magnets. | Plants – functions of parts of plants. Group work:  Produce a fact book including information on roots, stems, leaves, flowers, pollinators, seeds, seed dispersal and plant growth. The books must be scientifically correct. | Stand alone topic: Light, shadows and reflections | |
| **Computing** | 3S  Images, video and animation skills  Make a presentation: There’s no place like home  Programming: Create programs to achieve specific goals. Debug programs use logical reasoning to detect and correct errors  E. safety | 3P  Images, video and animation skills  Make a presentation: There’s no place like home  Programming: Create programs to achieve specific goals. Debug programs use logical reasoning to detect and correct errors  E. safety – linked to Anti bullying week | | Digital Literacy – digital research skills  Online safety skills | Programming skills: Explore and experiment with the use of inputs and outputs. Give examples of their use. |  | Electronic communication skills - Use a range of digital tools, investigate different styles of language, layout and format. Understand that computer networks can be used. | |
| **History** | Place maps into chronological order. Be able to describe some of the main events, people and periods understanding expansion and change in the local area |  | | Study and compare Hunter-gatherers and early farmers  Learn about Stonehenge  Compare and contrast with other ‘buildings’. |  |  | The learning focuses on the settlement in Britain by Romans, and the impact on British life and society. | |
| **Geography** | To investigate their local area using maps, aerial photos and satellite imagery. They should learn where they are in the world and describe a range of physical and human features of their locality. |  | | To investigate earthquakes and volcanoes and how they affect the landscape and human activity. They should learn that the earth is constantly moving and changing, inside and on the surface resulting in physical features |  |  | The Lake District  The children will study key aspects of human and physical geography in the Lake District. They will consider geographical similarities and differences between the Lake District and other regions of the world or the UK, including their own locality. | |
| **Art** |  | Explore the work of artist: *Claes Oldenburg*  Drawing and Painting  3D - clay or papier mache or textile | | Explore the work of printmakers such as  *Eric Gill and Japanese printmakers*  Drawing and Painting  Printing – colour blocks with two colour overlays | Explore the role of book illustrators who bring visual impact to a text. *Laura Carlin’s illustration of the Iron Man on the website.*  Drawing and Painting | Observational drawing of flowers and plants. Drawing using journals, Painting, Textiles, 3D work focusing on artists: *Haley Harmen, Elizabeth Berrien, and Teresa Leung* | Explore the role of artists in Roman times. Study Frescoes and mosaics.  Drawing and Painting  Digital , graphics package | |
| **DT** |  | Food Technology: Plan and make a Healthy, balanced picnic | |  | Card Engineering: Mechanical systems – Levers and Linkages  Make a pop-up book or picture with moving parts | Structures (A Product, for a Stated Purpose and a Stated User) e.g. miniature windowsill pots, containers for known purpose |  | |
| **Music**  **Various skills linked to:** |  | Learn basic music notation to enable them to compose a simple chant | | Rock and roll music | Music of Marvel Studios. Investigate the impact of music on film trailers and films. Then compose their own music or special effects to a trailer of their choice. |  | Italian songs, the Pines of Rome by Ottorino Respighi | |
| **Spanish** | Meeting and greeting(3P) | Numbers 1-30 | | Saying your name and how you feel, saying your age | Food and opinions | Colours, School supplies (nouns and gender) | Shapes | |
| **PE** | Gymnastics, Dance (3S)  Swimming (3P) | | | Swimming (3S)  3P- Gymnastics |  | Swimming (3S)  3P - Dance | Net and ball, Invasion games linked to Romans, athletics |
| **PHSE** | New beginnings  Understand about budgeting and the cost of bringing up a child. Explore the role of parents in making a home and recognise the love shown by parents for their children | Getting on and falling out (SEAL)  Anti-bullying week  Say no to bullying (SEAL) | | |  | Going for Goals (SEAL) | Good to be me (SEAL) |
| **BLP** | Imagining (unicorn) | | Managing Distractions (Ant) | |  | Listening and empathy (Dog) | Making Connections (Spider) |