

YEAR 3 CURRICULUM OVERVIEW
TOUR AROUND BRITAIN, ANCIENT BRITAIN, FROM FIELD TO FORK

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH <i>see detailed English curriculum map</i>	KEY TEXT: Lila and the Secret of Rain	KEY TEXT: Into the Forest	KEY TEXT: Ice Palace	KEY TEXT: It was a dark and stormy night	KEY TEXT: The True Story of the Three Little Pigs	KEY TEXT: How to Train Your Dragon
HISTORY	Stone Age to Iron Age <i>Changes in Britain from the Stone Age to the Iron Age</i>		Windrush <i>A local history study</i>			
GEOGRAPHY		The Country We Live In <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i>	Windrush e.g. Look at the geography of the journey from Caribbean to UK to London to Notting Hill (zoom in). Map work to include- gradient on ordnance surveys of hills, map the route of Notting Hill Carnival <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</i> <i>8 compass points</i>		Climate Zones of the World e.g. Include animals that link to the areas <i>Describe and understand key aspects of physical geography – climate zones and biomes</i>	Rivers of the World e.g. Choose countries with significant characters and important rivers <i>Locate World Countries on maps – including key characteristics Describe and understand key aspects of physical geography – rivers</i>
RE	A new start	Christmas: festivals	Gifts and giving	Passover and Purim	Religious symbols and artefacts	Special people
ART			Caribbean Art e.g. Create paintings	Carnival Art e.g. sculpture -		Gaudi, Dali – Surrealism (Literacy)

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			<p>inspired by Caribbean art/artists/scenes</p> <p><i>To create sketch books to record observations and use them to review and revisit ideas</i></p>	<p>headdresses</p> <p><i>To improve mastery of art and design techniques</i></p>	<p>link to Imaginary Worlds/Geog Link to Aut 2)</p> <p><i>Learn about great artists, architects and designers in history</i></p>
DT	<p>Moving Monsters/ Pop Up books (Literacy/Science link)</p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities</i></p> <p><i>Understand and use mechanical systems in their products e.g. pulleys, levers and linkages</i></p>	<p>Food and agriculture (Science/Geog link)</p> <p><i>Understand seasonality and know where and how a variety of ingredients are grown, caught, reared and processed</i></p> <p><i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>Understand and apply the principles of a healthy and varied diet</i></p>			<p>Advertising (Literacy link)</p> <p>e.g. Look at products/packaging and decide how/why they appeal to consumers. Design and make eye catching packaging of their products featured in adverts</p> <p><i>Investigate and analyse a range of existing products</i></p> <p><i>Use research and develop design criteria to inform the design of ...appealing products ...aimed at individuals or groups</i></p>

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COMPUTING	Coding	Blogging and creating a presentation Databases	Manipulating music	Safe searching	Trial and error game Game creation	Computer terminology Stop frame animation
PE	Invasion games	Gymnastics	Invasion games	Net and wall games	Gymnastics	Athletics
SCIENCE See Science Programmes of Study for objectives and non-statutory guidance	Forces and Magnets (DT link)	Animals, including humans (DT link)	Rocks	Plants	Plants Light	Light
SCIENCE Related methods, processes and skills (Statutory)	<p>These skills are incorporated across the units and year</p> <ul style="list-style-type: none"> ▪ Asking relevant questions and using different types of scientific enquiries to answer them ▪ Setting up simple practical enquiries, comparative and fair tests ▪ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ Recording findings using simple scientific language, drawings labelled diagrams, keys, bar charts and tables ▪ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ Identifying differences, similarities or changes related to simple scientific ideas and processes ▪ Using straightforward scientific evidence to answer questions or to support their findings 					