

**Year 3 – 2019-20  
Curriculum Overview**

Subject	Term	Theme	Key Learning Outcomes	Activities
Science	T1	Sound/ Strings	<ul style="list-style-type: none"> <li>● To identify how sounds are made, associating some of them with something vibrating</li> <li>● To recognise that vibrations from sounds travel through a medium to the ear</li> <li>● To find patterns between the pitch of a sound and features of the object that produced it</li> <li>● To find patterns between the volume of sounds and the strength of the vibrations that produced it</li> <li>● To recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<ul style="list-style-type: none"> <li>● Play the violin and cello.</li> <li>● Discuss the pitch and volume.</li> <li>● Parts of the ear</li> <li>● Experimenting with instruments</li> </ul>
	T2	Scrumdiddlyumptious          Instruction writing	<ul style="list-style-type: none"> <li>● Identify that animals, including humans, need the right amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.</li> <li>● Gather, record and clarifying and presenting data in a variety of ways.</li> <li>● Plants: (or Science Week)               <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts</li> <li>- Explore the requirements of plants for life and growth (air, light, water, nutrients, soil and room for growth) and how they vary from plant to plant</li> <li>- Investigate the way in which water is transported within plants.</li> <li>- Explore the plants that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> </li> </ul> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>- predictions</li> </ul>	<ul style="list-style-type: none"> <li>● Food chains</li> <li>● Animal adaptations</li> <li>● Habitats- where animals live.</li> <li>● Food plate, food groups, sugar quantity (sugar gap).</li> </ul>       <ul style="list-style-type: none"> <li>● Plants dissection</li> <li>● Plants water experiment</li> <li>● Flowering plant experiment</li> </ul>



	T4	Predators	<ul style="list-style-type: none"> <li>● Identify that animals including humans need types and nutrition and they cannot make their own food they get nutrition from what they eat.</li> <li>● (link to science week: Rock) <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- Recognise that soils are made from rocks and organic matter.</li> </ul> </li> <li>● Identify that humans and some other animals have skeletons and muscles for support , protection and movements.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare human body to animal</li> <li>● Design the ultimate predator</li> <li>● rock sorting</li> <li>● look at fossils</li> <li>● Make human body moving, discuss bones.</li> <li>● Compare the human skeleton to animal skeleton.</li> </ul>
<b>History</b>	T1	Gods and Mortals	<ul style="list-style-type: none"> <li>● Ancient Greece- a study of Greeks life and achievements and their influence on the western world.</li> <li>● Chronological knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Timelines</li> <li>● Greek artefacts</li> <li>● Greek myths</li> </ul>
	T5	Tribal Tales	<ul style="list-style-type: none"> <li>● Changes in Britain from the Stone Age to Iron Age</li> <li>● Chronological knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Research life at each time e.g. homes, clothes, weapons and how it changed over time.</li> </ul>
<b>Geography</b>	T1	Gods and Mortals	<ul style="list-style-type: none"> <li>● Locate the world's countries, using maps</li> <li>● Name and locate countries and cities of the United Kingdom.</li> <li>● Describe and understand key aspects of physical geography.</li> <li>● Understand similarities and differences through study of UK and European country.</li> <li>● Use maps, atlases, globes.</li> <li>● Use the eight points on the compass, four figure grid reference.</li> </ul>	<ul style="list-style-type: none"> <li>● Map work and images comparing UK to Greece</li> <li>● Using a range of maps, atlases and a globe to locate, Greece and the towns and cities of Ancient Greece. They will be</li> </ul>

				making comparisons between the human and physical features.
	T2	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>• Human geography including land use food.</li> <li>• Physical geography climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Map work</li> <li>• Where are different foods grown typically?</li> </ul>
	T4	Predators	<ul style="list-style-type: none"> <li>• Identifying the position of latitude, longitude, Equator, Northern Hemisphere or Southern Hemispheres, Arctic Circle.</li> <li>• Physical geography climate zones</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps to find the climate zones</li> </ul>
	T5	Tribal Tales	<ul style="list-style-type: none"> <li>• Human geography including types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>• Look at roundhouses and villages</li> </ul>
<b>Art &amp; design</b>	T1	Gods and Mortals	<ul style="list-style-type: none"> <li>• To improve mastery of drawing patterns.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Vases patterns</li> </ul>
	T2	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>• To learn about great artists and craftsman.</li> <li>• To improve mastery of art and painting.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Artist Study</li> </ul>
	T3	Mighty Metals	<ul style="list-style-type: none"> <li>• To improve their mastery of art techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> </ul>
	T4	Predator	<ul style="list-style-type: none"> <li>• Silhouette art (tone watercolours)</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Silhouette</li> <li>• Watercolour paints</li> </ul>
	T5	Tribal Tales	<ul style="list-style-type: none"> <li>• Create and record their observations and use them to revisit and review ideas.</li> <li>• Improve mastery of art techniques (clay).</li> </ul>	<ul style="list-style-type: none"> <li>• Torcs clay</li> </ul>

<b>Music</b>	T2	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>● Compose and improvise music.</li> </ul>	<ul style="list-style-type: none"> <li>● Compose tunes rhythms using food words as rhythms. Create own score.</li> </ul>
	T1-2	Music entitlement Strings	<ul style="list-style-type: none"> <li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>● Listen with attention to detail and recall sounds with creasing aural memory.</li> <li>● Use and understand staff and musical notations.</li> <li>● Appreciate and understand a wide range of high quality live and recorded music draw from different transitions and from great composers and musicians.</li> <li>● Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly strings lessons</li> </ul>
	T4	Predators	<ul style="list-style-type: none"> <li>● Compose and improvise music</li> </ul>	<ul style="list-style-type: none"> <li>● Soundscape of habitats.</li> </ul>
<b>Design &amp; technology</b>	T2	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>● Investigate and analyse a range of existing products.</li> <li>● Prepare and cook a range of predominantly savoury dishes using a range of cooking techniques.</li> <li>● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>● Select from and use a range of ingredients.</li> <li>● Understand seasonality and know where and how a variety of ingredients are grow</li> <li>● Use research and develop design criteria to inform design.</li> <li>● Understand and apply the principles of a healthy and varied diet</li> </ul>	<ul style="list-style-type: none"> <li>● Cooking and designing food product</li> <li>● Looking at packaging</li> <li>●</li> </ul>
	T3	Might Metals	<ul style="list-style-type: none"> <li>● Use research and develop design criteria to inform design</li> <li>● Generate, develop, model and communicate their ideas</li> <li>● Select from and use a wider range of tools and equipment to perform practical to perform tasks.</li> <li>● Apply their understanding of how to strengthen, stiffen and reinforce more complex structure.</li> </ul>	<ul style="list-style-type: none"> <li>● Park equipment</li> <li>● Design an Iron Monster</li> <li>● Make an Iron Monster</li> </ul>

			<ul style="list-style-type: none"> <li>● Understand and use mechanical system in products (levers, linkages)</li> </ul>	
<b>Physical education</b>	T1	Gods and Mortals	<ul style="list-style-type: none"> <li>● Perform dance using a range of movements patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Greek Medusa Dance</li> </ul>
	All year		<ul style="list-style-type: none"> <li>● Use running, jumping, throwing and catching in isolation and in combination.</li> <li>● Play competitive games, modified where appropriate [e.g. hockey]</li> <li>● Develop flexibility, strength, technique, control and balance [e.g. athletic and gymnastics]</li> <li>● Perform dance using a range of movements patterns</li> <li>● Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>● Compare their performances with previous one and demonstrates improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>● Hockey coach</li> <li>● Gymnastic lessons</li> <li>● Dance: Salsa</li> <li>● Athletics</li> </ul>
<b>Computing</b>	T1	Internet Safety	<b>Keep It Private</b> <ul style="list-style-type: none"> <li>- To consider the choices you can make to keep safe online</li> <li>- To know to ask an adult for help</li> <li>- To understand the potential dangers of going online and how to avoid them</li> </ul>	
	T2	Internet Safety	<b>Believe It or Not</b> <ul style="list-style-type: none"> <li>- To consider the choices you can make to keep safe online</li> <li>- To know to ask an adult for help</li> <li>- To understand the potential dangers of going online and how to avoid them</li> </ul>	
	T3	Internet Safety	<b>Safer Internet Day ( Making Decisions)</b> <ul style="list-style-type: none"> <li>- To understand how actions can affect other people</li> <li>- To start making decision about their personal online behaviour</li> <li>- To know to ask an adult for help</li> </ul>	
	T4	Predators	<b>Design write and debug programs that accomplish specific goals, clouding stimulating physical systems</b>	

			Use sequence, selection, and repetition in programs, work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
	T4	My Online World	- To learn that the information they put online leaves a digital footprint or "trail." - To explore what information is appropriate to be put online. - To judge the nature of different types of digital footprints by following the information trails of two fictional animals	
	T5	Digital Citizens	<b>Use technology safely</b> - To compare and contrast their responsibilities to their offline and online communities - To reflect on the characteristics that make someone an upstanding citizen - To devise resolutions to digital dilemmas	
	T6	Tribal Tales  Online Friends	- To use search technologies effectively, appreciate how results are selected and are ranked and be discerning in evaluating digital content.  To understand how to show respect in social situations - To recognise the importance of tone in both face-to-face and online communications - To learn rules for writing clear and respectful emails by editing an email message.	Research Stone Age, Iron Age and Bronze Age
RE	T1	How can we make a difference in our world today?	To explore big questions. (Introduction to RE in Year Three). To name activities that everyone can take part in to make a difference. To know what it means to be a humanist. To be able to talk about the Golden Rule. To know that the Happy Human is a symbol of Humanism. To know the importance of relationships, exploration, and achieving goals for Humanists. To know how humanists value and celebrate human life. To be able to talk about humanist naming ceremonies. To know that there are no special Humanist festivals.	Range of speaking and listening activities, drama and role play

			To know that humanists focus on how human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society.	
	T2	How is Christmas celebrated around the world ?	<p>To reflect upon celebrations that are important to us. To consider how and why they make people feel the way they do.</p> <p>To know that for Christians Advent is a time of waiting. To recognise some of the ways in which Christians mark Advent.</p> <p>To know that the story of the birth of Jesus is of central importance in Christianity and understand some of the reasons why.</p> <p>To know that the gifts brought by the Wise Men had special significance. To consider the significance of the story of the visit of the Wise Men.</p> <p>To know how Christmas is celebrated by Christians around the world.</p> <p>To consider reasons why the symbol of light is so important in Christianity. To reflect upon what light can mean to us.</p> <p>To know that Jesus is considered to be the “Light of the World” to Christians. To consider what this title means. To reflect on kind, caring people who work for the good of others today. To link the symbolism of light at Christmas with Jesus.</p>	Range of speaking and listening activities, drama and role play
	T31	Jesus – an inspirational leader Why is Jesus important to Christians?	<p>To identify people who inspire us and why.</p> <p>To begin to understand why Jesus inspires Christians:</p> <p>To understand that some people are inspired by Jesus because of his life story.</p> <p>To understand that some people are inspired by Jesus because of his teachings.</p> <p>To understand that some people are inspired by Jesus because of his ability to make people happy.</p> <p>To understand that some people are inspired by Jesus because of his miracles.</p> <p>To understand that some people are inspired by Jesus because of his death and Resurrection.</p> <p>To identify ways in which Jesus is important to Christians today. To reflect upon who is important in their life.</p> <p>To create an image of Jesus for the 21st Century that might it be inspiring to others.</p>	Range of speaking and listening activities, drama and role play
	T4	Who is important to other people?	<p>To understand the importance of Lent to Christians.</p> <p>To learn about the events of palm Sunday.</p>	Range of speaking and listening activities, drama and role play



		Hinduism	<p>To know the significance of the Last Supper.</p> <p>To understand why Jesus was disappointed in his disciples. To consider the reasons why Jesus was crucified. To begin to understand why Christians believe in life after death. To reflect on what happens after death. To begin to understand the story of the Ascension and its meaning. To reflect on why Pentecost is important to Christians. To show understanding of why the Resurrection matters to Christians.</p>	
T5	How do people pray?	<p>To know what it means to be part of the Hindu community. To begin to understand what Hindus believe. To investigate and retell Hindu stories. To investigate Hindu celebrations/ festivals. To begin to understand what light means for Hindus. To investigate aspects of Hindu worship. Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. To begin to understand the importance of a Mandir for Hindus. To investigate what happens in a mandir. To identify the main features of a Mandir. To investigate what worshipers do when they enter the Mandir. To begin to understand how Hindus may worship at home. To consider how religious beliefs can impact on a person's way of life. To understand that music is an important aspect of Hindu worship. To identify books that are sacred within Hinduism.</p>	Range of speaking and listening activities, drama and role play	
T6	What are similarities between sacred writings?	<p>To identify important books for various religions. To be able to identify similarities and differences between religious books such as the Bible and the Torah. To understand that the different books all teach something about God and His relationship with humankind. To know that the Bible and the Torah are a collection of books. To know some of the ways that Jewish/ Christian people treat The Torah/ The Bible to show their respect. To know that Jews/ Christians read the Torah/ the Bible regularly, listen to its teachings and treat it with care.</p>	Range of speaking and listening activities, drama and role play	

			To understand the care that goes into making scrolls and that scribes hand write it.	
PSHE	T1	Being Me in my World	<ul style="list-style-type: none"> <li>● I recognise my worth and can identify positive things about myself and my achievements.</li> <li>● I can set personal goals</li> <li>● I know how to use my Jigsaw Journal</li> <li>● I value myself and know how to make someone else feel welcome and valued</li> <li>● I can face new challenges positively, make responsible choices and ask for help when I need it</li> <li>● I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I understand why rules are needed and how they relate to rights and responsibilities</li> <li>● I know how to make others feel valued</li> <li>● I understand that my actions affect myself and others and I care about other people's feelings</li> <li>● I understand that my behaviour brings rewards/consequences</li> <li>● I can make responsible choices and take action</li> <li>● I can work cooperatively in a group</li> <li>● I understand my actions affect others and try to see things from their points of view</li> <li>● I am choosing to follow the Learning Charter</li> </ul>	
	T2	Celebrating Difference	<ul style="list-style-type: none"> <li>● I understand that everybody's family is different and important to them</li> <li>● I appreciate my family/the people who care for me</li> <li>● I understand that differences and conflicts sometimes happen among family members</li> <li>● I know how to calm myself down and can use the 'Solve it together' technique</li> <li>● I know what it means to be a witness to bullying</li> <li>● I know some ways of helping to make someone who is bullied feel better</li> <li>● I know that witnesses can make the situation better or worse by what they do</li> <li>● I can problem-solve a bullying situation with others</li> <li>● I recognise that some words are used in hurtful ways</li> <li>● I try hard not to use hurtful words (e.g. gay, fat)</li> <li>● I can tell you about a time when my words affected someone's feelings and what the consequences were</li> <li>● I can give and receive compliments and know how this feels</li> </ul>	

	T3	Dreams and Goals	<ul style="list-style-type: none"> <li>● I can tell you about a person who has faced challenges and achieved success</li> <li>● I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</li> <li>● I can identify a dream/ambition that is important to me</li> <li>● I can imagine how I will feel when I achieve my dream/ambition</li> <li>● I enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>● I can break down a goal into a number of steps and know how others could help me to achieve it</li> <li>● I am motivated and enthusiastic about achieving our new challenge</li> <li>● I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</li> <li>● I can recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>● I can manage the feelings of frustration that may arise when obstacles occur</li> <li>● I can evaluate my own learning process and identify how it can be better next time</li> <li>● I am confident in sharing my success with others and can store my feelings in my internal treasure chest</li> </ul>
	T4	Healthy Me	<ul style="list-style-type: none"> <li>● I understand how exercise affects my body and know why my heart and lungs are such important organs</li> <li>● I can set myself a fitness challenge</li> <li>● I can tell you my knowledge and attitude towards drugs</li> <li>● I can identify how I feel towards drugs</li> <li>● I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</li> <li>● I can express how being anxious or scared feels</li> <li>● I understand that, like medicines, some household substances can be harmful if not used correctly</li> <li>● I can take responsibility for keeping myself and others safe at home</li> <li>● I understand how complex my body is and how important it is to take care of it</li> <li>● I respect my body and appreciate what it does for me</li> </ul>
	T5	Relationships	<ul style="list-style-type: none"> <li>● I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</li> <li>● I can describe how taking some responsibility in my family makes me feel</li> <li>● I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</li> <li>● I know how to negotiate in conflict situations to try to find a win-win solution</li> <li>● I know and can use some strategies for keeping myself safe</li> </ul>

			<ul style="list-style-type: none"> <li>● I know who to ask for help if I am worried or concerned</li> <li>● I can explain how some of the actions and work of people around the world help and influence my life</li> <li>● I can show an awareness of how this could affect my choices</li> <li>● I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>● I can empathise with children whose lives are different to mine and appreciate what I may learn from them</li> <li>● I know how to express my appreciation to my friends and family</li> <li>● I enjoy being part of a family and friendship groups</li> </ul>	
	T6	Changing Me	<ul style="list-style-type: none"> <li>● I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>● I can express how I feel when I see babies or baby animals</li> <li>● I understand how babies grow and develop in the mother's uterus</li> <li>● I understand what a baby needs to live and grow</li> <li>● I can express how I might feel if I had a new baby in my family</li> <li>● I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>● I can identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>● I recognise how I feel about these changes happening to me and know how to cope with those feelings</li> <li>● I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>● I can start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>● I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</li> <li>● I can identify what I am looking forward to when I am in Year 4</li> <li>● I can start to think about changes I will make when I am in Year 4 and know how to go about this</li> </ul>	
	Through out the year	Diversity Week	Rainbow Classes Anti-Bullying Week	
<b>MFL - French</b>	All Year		<ul style="list-style-type: none"> <li>● Listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	Learn songs, rhymes, phrases and keywords

			<ul style="list-style-type: none"> <li>● Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meanings of words.</li> <li>● Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help.</li> <li>● Speak in sentences using familiar vocabulary, phrases and basic language structure.</li> <li>● Develop accurate pronunciation and intonation so that others understand when they are reading aloud using familiar words and phrases.</li> <li>● Present ideas and intonation orally to a range of audiences</li> <li>● Read carefully and show understanding of words, phrases and simple writing</li> <li>● Appreciate stories, songs, poems and rhymes</li> <li>● Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>● Write phrases from memory and adapt these to create new sentences to express ideas clearly.</li> <li>● Describing people, places, things and actions orally and in writing.</li> <li>● Understand basic grammar appreciate the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are similar to English.</li> </ul>	<p>Extend vocabulary</p> <p>Conversations</p>
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Topic	Engage/Wow Event	Express/End of Topic
<b>Gods and Mortals</b>	Pandora's box??	Make vase picture
<b>Scrumdiddlyumptious</b>	Trip the Co Op	Cooking

<b>Mighty Metals</b>	Playground equipment	Make Iron Man head
<b>Predators</b>	Trip?	Assembly
<b>Tribal Tales</b>	Design a monument	Torcs