






Year 3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History 	Pre-historic Britain How do we know about pre-historic Britain Which animals lived during the Ice Age? What were the different periods of the Stone Age? What was life like in a Stone Age settlement? How did the Bronze Age change how people lived? Who were the Celts and what was life like for them?		Shang Dynasty How do we know about the Shang Dynasty? How did the Shang Dynasty begin? What was life like for people in the Shang Dynasty? What did the Shang people believe? Who was General Fu Hao? How did the Shang Dynasty end?		Ancient Greece How was Greece organised? What was the Golden Age of Ancient Greece? What did the Greeks believe? Who were the great Ancient Greek Philosophers? Who won the Peloponnesian Wars? Why was Alexander so great?	
Geography 		Villages, Towns and Cities Distribution of the world's population Differences between towns, cities and villages Good and bad locations for a settlement		Water, Weather and Climate Children will learn where the Earth's water is found, how water moves and what the water cycle is. They will learn about the difference between weather and climate and how to read a weather forecast. They will make links to science, the sun and seasons. Finally, they will learn about climate change, the importance of the atmosphere and how the Earth's climate is changing.		Food and Farming Different types of farming - impact of climate and seasons on farming (building on work in KS1 on weather). Where is land farmed in UK out Journey of food from 'farm to fork'. Farming in different parts of the world - thinking about similarities and difference to farming in the UK. They will begin to develop an awareness of the impact of water shortages on farming around the world and will be introduced to the concept of trade, including fair trade.
Science 	Rocks and Fossils Pupils will explore different kinds of rocks including those in the local environment. Pupils will work scientifically by: observing rocks and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils will explore different soils and identify similarities and differences between them	Animals, including Humans Pupils will continue to learn about the importance of nutrition and will be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils will work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will research different food groups and how they keep us healthy and design meals based on what they find out	Forces and Magnets Pupils will observe that magnetic forces can act without direct contact. They will explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils will work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces; gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this.	Light In this unit pupils will explore what happens when light reflects off a mirror or other reflective surfaces. They will learn about why it is important to protect their eyes from bright lights. They will look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Pupils will work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. They should use this knowledge to design and make shadow puppets and create a short performance using changing shadow sizes.		Plants Pupils will be introduced to the relationship between structure and function: the idea that every part has a job to do. They will explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.. Pupils will work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They will observe how water is transported in plants
Reading 						
Writing 						
Art/DT	Art- Prehistoric Art Learning about how and why art was created thousands of years ago, making	DT - Structures	Art - Formal Aspects of Art	DT – Mechanical Systems – Pneumatic toys Explore pneumatics	Art – Craft	DT -Food : Eating seasonally Where in the world do fruit and veg grow?

	<p>homemade paints from natural materials and replicating painting techniques from the past .</p> <p>Using charcoal Prehistoric Palette Painting on Cave Walls Hands on a Cave Wall</p>	<p>Children learn about the features of a castle, design and make one using recycled materials Nets and Structures</p>	<p>Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark</p>	<p>Design and make a pneumatic toy</p>	<p>Creating mood boards as inspiration Learning to tie-dye, weaving and sewing to create a range of effects using fabric.</p>	<p>British Seasonal Foods Rainbow foods – health benefits Making tarts</p>
<p>R.E.</p> 	<p>What does it mean to be a Christian in Britain today?</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p>		<p>Why is the Bible important for Christians today? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.</p>	<p>Why are festivals important to religious communities (Y4 build further on this unit) This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam.</p>	<p>What do different people believe about God? This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</p>	<p>Why do people pray? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p>
<p>PSHE</p> 	<p>Keeping Safe/Staying Safe Who can I talk to – Support Networks Staying Safe Leaning out of Windows</p>	<p>Keeping/Staying Healthy, Feelings and Emotions Medicine Grief</p>	<p>Being Responsible Stealing</p>	<p>Our world/The Working World Looking after our world</p>	<p>Relationships/Growing and Changing Computer Safety Touch Making Friends online</p>	<p>Hazard Watch/World Without Judgement Is it safe to play with</p>
<p>French</p>	<p>French Greetings Pupils learn how to introduce themselves, use appropriate greetings to say hello, goodbye and goodnight and to ask and answer the question, ‘how are you feeling?’</p>	<p>French Adjectives of colour, size and shape Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun Learning in the style of French Artist, Matisse</p>	<p>French Playground Games- numbers, age and time Counting in French How old are you in French? Reading French numbers</p>	<p>In a French Classroom Imperative mood- learning common classroom instructions Naming common classroom items and understanding that every French noun is either ‘masculine’ or ‘feminine’ Indefinite article – un or une</p>	<p>French Transport Introduce children to transport vocabulary Use aller and prepositions to express going to a place using a mode of transport Learn that many countries in the world speak French</p>	<p>Circle of Life Habitats, food chains and life cycles Animal nouns and sounds Learn to use the correct form of the definite article in relation to animal nouns Use plural direct article – les – and build noun-verb-noun sentences</p>
<p>Computing</p> 	<p>Emailing Pupils learn how to send emails, including attachments and how to be responsible digital citizens.</p>	<p>Networks and the Internet To understand how computers communicate, children learn about networks and the internet, and how they are used to share information.</p>	<p>Programming: Scratch Using Scratch, with its block-based approach to coding, pupils learn to tell stories and create simple games.</p>	<p>Journey inside a computer Children learn about the different parts of a computer and develop their understanding of how they follow instructions</p>	<p>Databases Developing their understanding of data and databases, children play with and create their own Top Trumps cards, learning how to interpret information by ordering and filtering</p>	<p>Digital Literacy Developing their video skills, pupils create a book trailer, storyboarding their trailers before then filming and editing their videos, adding effects such as transitions, music, voice and text.</p>
<p>P.E</p> 						
<p>Maths</p> 	<p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p>		<p>Number: Multiplication and Division Measurement: money Statistics Measurement: Length and Perimeter Number: Fractions</p>		<p>Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity</p>	