

Year 3 Curriculum Overview 2019-20

| | Autumn 1 7 weeks | Autumn 2 8 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 1 6 weeks |
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| Cornerstones Topic | Tribal Tales | Scrumdiddlyumptious | Gods and Mortals | Mighty Metals | Flow | Predator |
| Memorable Experiences/ Hook | Geologist coming to school. Stone Age experience | Visit to a supermarket/ warehouse to understand the journey of food. | Visit from a 'Greek God' for a Greek Day. Museum trip Greek Day | Visit to a playground to look at how the equipment works. | River Trip to Bradshaw Brook. | Visit to a zoo. |
| English -types of writing | Novel as a theme - Story based on a Stone Age adventure. Character and setting writing. Non Chronological reports. | Character and setting writing. Persuasive writing - advertising. Instructions | Narrative - Fables. Orally retell fables Character profiles. | Novel as a theme Letter Writing (letters of apology/ letters from Iron Man to the world.) | Explanation text. Poetry around rivers. Explanation text. Character descriptions. | Persuasive writing - balanced argument. Character and setting writing. Adventure Narrative |
| Books | Stone Age Boy (Satoshi Kitamura) Stig of the Dump (Clive King) | Biscuit Bear (Mini Grey) Charlie and the Chocolate Factory (Roald Dahl) | Aesop's Fables Various Ancient Greek myths and legends. | The Tin Forest (Helen Ward) Iron Man (Ted Hughes) | River Story (Meredith Hooper) Poems about rivers Information leaflets and booklets about rivers. | Solomon and Mortimer (Catherine Rayner) Non-fiction predator books. |
| Maths | Place Value Addition Subtraction | Multiplication Division | Length Mass Volume | Money Time | Picture Graphs and Bar Graphs Fractions | Angles Lines and Shapes Perimeter |
| Science | Rocks, Soils and Fossils | Health: Right types and amounts of nutrition. Plants | Light and Astronomy | Magnets and Forces. Material Properties. | Rivers and Soils | Plants and Animals. Skeletons Food Chains |
| Observations | Seed dispersal | | | Signs of life in plants at | Flowers | Seeds. |

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| over time | Beacon Fell | | | Watson Road Park | | |
| Computing | Big Robots (CS) | We are Publishers (DL) | We love Games (CS) | Class Democracy (IT, DL) | Young Coders (CS, IT) | My First Program (CS, IT) |
| Geography | <p>Human geography from the Stone Age including: types of settlement and how people used the land.</p> <p>How people used distribution of natural resources including energy, food, minerals and water in order to survive.</p> | Food Miles and Fair Trade - Use maps, atlases, globes and digital computer mapping to locate where different items of food come from. | | | <p>Rivers.</p> <p>Name and locate counties and cities of the United Kingdom and other geographical regions and identifying their characteristics,</p> <p>Discovering key features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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, and digital technologies.</p> <p>Investigating how rivers are formed.</p> <p>Researching and presenting about a world river.</p> <p>Learning about and discovering leisure activities linked to rivers</p> | Habitats |
| History | <p>Prehistory Stone Age to the Iron Age.</p> <p>Changes in Britain from the Stone Age</p> | | <p>Ancient Greece.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the</p> | | | |

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| | to the Iron Age. | | western world. The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. | | | |
| Art | Neolithic art cave paintings. | Observational drawing of fruit and vegetables. Sculpture - Making imaginary fruits. | Greek pattern study. | Embossed patterns and pictures/ jewellery. | Landscape Painting. | Sketching birds of prey/predators. |
| DT | Clay pots (Beaker People). Iron-age jewellery. | Make a range of sweets for enterprise. Design and make packaging for presents. | Creating Ancient Greek pots from clay and artefacts/ masks from papier mache. | Design and make a wooden vehicle. | Create a model river. | Make a collage of a predator. Create a camouflage picture through collage. |
| Music | Charanga - Let Your Spirit Fly | Charanga - Reflect, Rewind and Replay Vegetable Orchestra Perform songs about food. | Charanga - Three Little Birds | Charanga - The Dragon Song Making wind chimes and a steel band. | Charanga - Bringing Us Together | Charanga - Glockenspiel Stage 1 |
| PE | Health and fitness. OAA | Striking and fielding. Cricket Sports day preparation. | Net and wall games. Tennis | Invasion games. Hockey | Invasion games. Basketball | Athletics |
| PSHE | Goals Confidence and ability Views and opinions E-Safety | Health and Hygiene Relationships and respect Personal Safety | Emotional Wellbeing E-Safety Financial understanding | Diversity Drugs and Alcohol awareness | Citizenship E-Safety Stranger Danger | Collaboration Relationships and feelings |
| Outdoor learning opportunities | Beacon Fell -Tribal theme Stone Age activities. | | Beach school | Beach School | | Year 3 Camp |
| RE | Islam - Who should we | Christianity God. | Hindu Dharma - Who should we follow? | Christianity - Jesus. | Buddhism - Who should we follow? | Christianity The Church. |

Key Question

follow?
Who has the X-Factor?

Who should we follow?
Who should we look up to?

What is expected.
What is expected of a person in following a religion or a belief?

Who should we follow?
What qualities make a good leader?

What can we learn from the lives of people who started a religion?

Who should we follow?
What makes a good leader?