

Year 3

Curriculum Overview -2018- 2019

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TITLES: | Stones and bones | Mirror Mirror | City Life | Dig Deep! | Around the world | |
| Literacy | Discussion texts Recounts Poetry Historical stories | Stories with familiar settings Fantasy writing- behind/ through the mirror Fairy tales with a twist. Snow White and the seven... Sausages, monsters, dinosaurs etc. | Persuasive writing- why visit and holiday brochures Diaries Factual writing- information text | Instructions Explanation texts- introduction to archaeology- medieval excavation. | Emails and letters- penpals around the world Recounts Diaries- eating space food, mission to the moon. | |
| Texts | Stig of the dump Ug - Raymond Briggs Horrible Histories; The Savage Stone Age - Terry Deary Stone Age boy - Satoshi Kitamura Stick and Stone Age; Cartoon History - Jaqui Bailey | Book: The True Story of the 3 Little Pigs by Jon Scieszka Jack and the Beanstalk- true version/ Jim and the beanstalk | Monsters from the city | Book: Dilly the Dinosaur by Tony Bradman | If You Decide To Go To The Moon by Faith McNulty, My mouth is a volcano - Julia Cask Vacation under the volcano - Mary Pope Osborne | |
| Numeracy - thematic links | Measuring Proportion, linked to Science and the skeleton Time | Reflections Symmetry | Telling the time- times around the world Population of cities | Measuring dinosaurs Dinosaur proportion Counting teeth | Measurements- distances Flight times Currency around the world Change given | |
| Science | Switched on Science - Food and our Bodies Obj: To find out about healthy and balanced diets. To describe the basic parts of the skeletal system. To look at joints, and how bones and muscles help us move. Skills: To gather, record and present data in different ways. To make systematic and careful observations. To explain and | Switched on Science - Mirror Mirror Obj: To describe the reflections when light is reflected from surfaces. To describe how shadows are formed. Skills: To record observations and make sense of them. To carry out a fair test. | Switched on Science - Opposites Attract Obj: To observe the forces that magnets produce. To name materials that magnets attract. To explain what a magnetic pole is and what it can do. Skills: Report and present findings from enquiries. To use prediction | Switched on Science - Earth Rocks Obj: To explore different rocks and their properties. To recognise that soil comes from rock. To find out how fossil are formed. Skills: To collect and record data from observations and tests. Carry out fair tests. Questioning- | Switched on Science - we are Astronauts Obj: To observe and draw the moon. To make a model rocket and explain how it works. To identify which foods are best to take to space and explain why. Skills: Designing and building. To explain | Switched on Science - How does your garden grow? Obj: To identify and describe the functions of the different parts of a flowering plant. To investigate how water is transported within plants. To explore the life cycle of plants. Skills: To set up simple practical enquiries. To |

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| | describe. | | skills. | suggest improvements or new questions. | thoughts and findings. Use vocabulary to describe. | ask relevant questions. Use scientific enquiry. To record findings using drawings and diagrams. |
| ICT | <p>We are programmers Learning Expectation: In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p> | <p>We are bug fixers Learning Expectation: In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p> | <p>We are Presenters Learning Expectation: Do your children love watching sport or other performances on TV? This unit gives them a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p> | <p>We are networkers Learning Expectation: . In this unit, the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (C:) tools for testing network connections.</p> | <p>We are communicators Learning Expectation: This unit allows the children to learn about a number of e-safety matters in a positive way. They will work with a partner in another class, learning how to use email and video conferencing safely.</p> | <p>We are Opinion Pollsters Learning Expectation: In this unit, the children create their own opinion poll, seek responses, and then analyse the results.</p> |
| History | <p>History- Stone Age era. Mammoths, cave men, drawings and communication. Weapons.</p> | | <p>Compare Newport Pagnell over time -local study A study over time tracing how several aspects of national history are reflected in the locality</p> | <p>The world when the dinosaurs existed. Chronology development</p> | <p>A non-European society that provides contrasts with British history</p> | |
| Geography | | <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>Geography: Name and locate the cities of the UK Identify physical and human features of the locality Use the 8</p> | <p>Make plans and maps using symbols and keys Use four figure grid references</p> | <p>Compare and contrast human and physical features of countries/cities/places around the world locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> | |

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| | | | points of a compass Recognise there are similarities and differences between places | | | |
| Art - skills teaching through theme | Cave paintings Hand spatters Woolly mammoths | Symmetry art Tessellation Splodge symmetry | Hundertwasser /city landscape silhouettes | Fossil printing | Study of iconic around the world artists and look carefully at their style. Appreciate and develop your own taste and preferences in art. | |
| DT | Making shelters and weapons | | Design and make a replica of an iconic building or bridge for a new city | | | |
| Food Tech | | Symmetrical cookies- baking | | | Variety of foods from around the world. | |
| RE | To explore the ritual of communion and other ways of belonging to the church | To understand the significance of light as a symbol of belief | To explore the impact Jewish/Hindu beliefs have on the life of a child. | To explore the connections between Easter and Passover, particularly the Last Supper | To explore the life of Jesus from the perspective of his authority | To explore how Jesus taught truths through story |
| PSHE | SEAL - New Beginnings QCA - Pupil Voice | SEAL - Getting on and Falling out Firework safety | SEAL relationships QCA - Keeping Ourselves healthy | SEAL - Going for Goals QCA- keeping ourselves and others safe | SEAL - Relationships QCA - Special People (Sex Relationships & Education Unit 1) Financial Capability | SEAL - Changes Fundraising - caring for others (India) Financial capability - cost of living in India and Newport Pagnell |
| MFL | Numbers 1-10 Introductions Age Family | Numbers 11-20 Classroom equipment | Numbers 21-31 Birthdays Months | French fairytales | Body parts Comparisons | Numbers 1-40 Café vocabulary Paying and money |
| Music | Exploring Recorders with the MK Music Hub To sing in tune. (Lv 3 performing strand) Perform rhythmic parts using a limited number of notes. (Lv 3 performing strand) Improves own work by talking about how it was supposed to sound - redrafting. (Lv3 appraising strand) | | | | | |

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| | Improvise repeated patterns. (Lv3 composing) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (NCT) | | |
| PE | Gymnastics | Dance | Netball |
| | Handy ball ~ Badminton | Hockey | Athletics |