

Year 3

Curriculum Overview -2017- 2018

| Subject                   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---------------------------|---|--|---|---|---|--|
| TITLES:                   | Stones and bones  | Mirror Mirror  | City Life   | Dig Deep!   | Around the world  |  |
| Literacy                  | Discussion texts<br>Recounts<br>Poetry<br>Historical stories  | Stories with familiar settings<br>Fantasy writing- behind/ through the mirror<br>Fairy tales with a twist.<br>Snow White and the seven...<br>Sausages, monsters, dinosaurs etc.  | Persuasive writing- why visit and holiday brochures<br>Diaries<br>Factual writing- information text   | Instructions<br>Explanation texts- introduction to archaeology- medieval excavation.  | Emails and letters- penpals around the world<br>Recounts<br>Diaries- eating space food, mission to the moon.  |  |
| Texts                     | Stig of the dump<br><br>Ug - Raymond Briggs<br>Horrible Histories;<br>The Savage Stone Age - Terry Deary<br>Stone Age boy - Satoshi Kitamura<br>Stick and Stone Age; Cartoon History - Jaqui Bailey   | Book: The True Story of the 3 Little Pigs by Jon Scieszka  | Monsters from the city  | Book: Dilly the Dinosaur by Tony Bradman  | If You Decide To Go To The Moon by Faith McNulty,<br><br>My mouth is a volcano - Julia Cask<br>Vacation under the volcano - Mary Pope Osborne   |  |
| Numeracy - thematic links | Measuring Proportion, linked to Science and the skeleton<br><br>Time  | Reflections<br><br>Symmetry  | Telling the time- times around the world<br>Population of cities  | Measuring dinosaurs<br>Dinosaur proportion<br>Counting teeth  | Measurements- distances<br>Flight times<br>Currency around the world<br>Change given  |  |
| Science                   | Switched on Science - Food and our Bodies<br><br>Obj: To find out about healthy and balanced diets.<br><br>To describe the basic parts of the skeletal system.<br><br>To look at joints, and how bones and muscles help us move.<br><br>Skills: To gather, record and present data in different ways. To make systematic and careful observations. To explain and | Switched on Science - Mirror Mirror<br><br>Obj: To describe the reflections when light is reflected from surfaces. To describe how shadows are formed.<br><br>Skills: To record observations and make sense of them. To carry out a fair test. | Switched on Science - Opposites Attract<br>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.<br><br>Skills: Report and present findings from enquiries. To use prediction | Switched on Science - Earth Rocks<br>Obj: To explore different rocks and their properties. To recognise that soil comes from rock. To find out how fossil are formed.<br><br>Skills: To collect and record data from observations and tests. Carry out fair tests. Questioning- | Switched on Science - we are Astronauts<br><br>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.<br><br>Skills: Designing and building. To explain | Switched on Science - How does your garden grow?<br><br>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.<br><br>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</p> <p><u>Learning Expectation:</u><br/>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</p> <p><u>Learning Expectation:</u><br/>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</p> <p><u>Learning Expectation:</u><br/>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</p> <p><u>Learning Expectation:</u><br/>. 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</p> <p><u>Learning Expectation:</u><br/>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</p> <p><u>Learning Expectation:</u><br/>In this unit, the children create their own opinion poll, seek responses, and then analyse the results.</p> |
| History   | <p>History- Stone Age era.<br/>Mammoths, cave men, drawings and communication.<br/>Weapons.</p>   |  | <p>Compare Newport Pagnell over time -local study<br/>A study over time tracing how several aspects of national history are reflected in the locality</p>   | <p>The world when the dinosaurs existed.<br/>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,</p>  | <p>Geography:<br/>Name and locate the cities of the UK<br/><br/>Identify physical and human</p>   | <p>Make plans and maps using symbols and keys<br/><br/>Use four figure grid references</p>   | <p>Compare and contrast human and physical features of countries/cities/places around the world<br/><br/>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>           |   |

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|                                     |  | food, minerals and water                                      | features of the locality<br><br>Use the 8 points of a compass<br><br>Recognise there are similarities and differences between places |  | environmental regions, key physical and human characteristics, countries, and major cities  |   |
| Art - skills teaching through theme | Cave paintings<br>Hand spatters<br>Woolly mammoths                           | Symmetry art<br>Tessellation<br>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<br>QCA - Pupil Voice                                   | SEAL - Getting on and Falling out<br>Firework safety          | SEAL relationships<br>QCA - Keeping Ourselves healthy  | SEAL - Going for Goals<br>QCA- keeping ourselves and others safe                     | SEAL - Relationships<br>QCA - Special People (Sex Relationships & Education Unit 1)<br><br>Financial Capability                           | SEAL - Changes<br>Fundraising - caring for others (India)<br>Financial capability - cost of living in India and Newport Pagnell |
| MFL                                 | Numbers 1-10<br>Introductions<br>Age<br>Family                               | Numbers 11-20<br>Classroom equipment                          | Numbers 21-31<br>Birthdays<br>Months   | French fairytales  | Body parts<br><br>Comparisons   | Numbers 1-40<br>Café vocabulary<br>Paying and money   |
| Music                               | Exploring the composers Handel and   |   | Exploring Recorders with the   | Exploring the composers  |   |   |

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|    | Mozart                 | <p>MK Music Hub</p> <p>To sing in tune. (Lv 3 performing strand)</p> <p>Perform rhythmic parts using a limited number of notes. (Lv 3 performing strand)</p> <p>Improves own work by talking about how it was supposed to sound - redrafting. (Lv3 appraising strand)</p> <p>Improvise repeated patterns. (Lv3 composing)</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (NCT)</p> | Beethoven and Strauss |
| PE | Gymnastics             | Dance  | Netball               |
|    | Handy ball ~ Badminton | Hockey   | Athletics             |