

Curriculum Overview

Year 3 2022-2023



	Autumn	Spring	Summer
Topic Name	Explorers	Super heroes	Stones and Bones
Science	Parts of Plants Light and Shadow	Magnets and Forces What Plants Need	Rocks and Soils Movement and Feeding
Computing	3.1 - We are programmers 3.2 - We are bug fixers	3.3 - We are presenters 3.4 - We are Vloggers	3.5 - We are communicators 3.6 - We are opinion pollsters (collate votes from debate)
Internet Safety	3.1 - We are Year3 rule writers 3.2 - We are digital friends	3.3 - We are internet detectives 3.4 - We are aware of our digital footprint	3.5 - We are netiquette experts 3.6 - We are avatar creators(superhero avatar)
History	Britain's settlement by Anglo-Saxon and Scots.	The achievements of the earliest civilisations: an overview of where and when the first civilisations appeared and an in-depth study of: Ancient Egypt.	Changes in Britain from the Stone Age to the Iron Age –discovery of iron/bronze.
Geography	<p><i>Locate the 7 continents.</i></p> <p><i>Locate the five oceans.</i></p> <p>Locate counties and cities of the UK.</p> <p>Identify within these:</p> <ul style="list-style-type: none"> -geographical regions -key topographical features (hills, mountains, coasts and rivers) - land-use patterns <p>Understand how these aspects have changed over time</p> <p>Describe and understand some key aspects of</p>	<p><i>Locate the 7 continents.</i></p> <p><i>Locate the five oceans.</i></p> <p>Use the eight points of a compass along with symbols and keys. –Baseline knowledge of North, East, South and West first before extending to 8. Further time may need to be spent on this due to missed learning in Year 2.</p> <p>Observe, measure, record and present human and physical features by creating sketch maps and plans.</p> <p>Name the eight compass points (North, North-</p>	<p>Describe the similarities and differences in human and physical geography of a <i>region of the UK</i>.</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles, using maps and atlases.</p> <p>Describe and understand some key aspects of physical geography:</p> <ul style="list-style-type: none"> • climate zones • biomes and vegetation belts • rivers

	physical geography: • mountains • volcanoes and earthquakes • Tsunamis <i>Name the 7 continents</i> <i>Name the five oceans</i>	East, East, South-East, South, South-West, West, North-West).	• the water cycles <i>Name the 7 continents</i> <i>Name the five oceans</i> Describe what the Equator is. Name counties and cities of the UK
Art	Painting Skills: Organise own work area and clear away Mix and match colours where appropriate Predict colour mixing results with increasing accuracy Increasing accuracy when mixing colours Experience of selecting complimentary colours, hues and tints Create background using a wash Working from observation or imagination Use computer art programmes with growing confidence Knowledge: To know that when you paint it can be effective to use different variations of colour. This is achieved by creating tints and shades. Tints are made by adding white to a colour and a shade is made by adding black paint to a colour. To know how to use a sketchbook to record observations, design, experiment, review and revisit ideas. Vocab: hues, tints, wash, complimentary/harmonising colours Artist: Georgia O'Keefe	3D Skills: Work safely – set out and clear away Prepare media eg wedge clay Shape, form model and join with more confidence (CAS) More intricate patterns and textures Produce larger, slab/ coil pots 'Wrap around' ware Range of experiences eg -Mobiles collages carving Knowledge: To know how to use clay and other malleable materials and practice joining techniques Vocab: intricate, shape form ware Artist: Alexander Calder	Textiles Skills: Applique. Work from observation Draw with thread Join fabrics and add texture Extend the number of different stitches Accurate cutting of fabric Knowledge: To know that a design is an opportunity to plan and explore your idea before creating your product. To compare the work of different artists. To know how to use inspiration from famous artists to replicate a piece of work Vocab: applique, texture, apply Artist: Adire
DT	Make a model of the island	Make articulated models.	Stone Age bread or oatcakes Extra activity to make stewed fruit

Music	<p>CHARANGA UNIT: LET YOUR SPIRIT FLY</p> <p>IMPROVISE: Bronze, Silver & Gold challenges using notes C & D</p> <p>COMPOSE: Create a 3(5) note set for a range of classroom instruments for the composing task</p> <p>MUSIC EXPRESS UNIT: Y3 SINGING FRENCH</p> <p>Musical Focus - Pitch</p>	<p>CHARANGA UNIT: THE DRAGON SONG</p> <p>IMPROVISE: Challenges 1,2,3 using notes G A B</p> <p>COMPOSE: Create a 3(5) note set for a range of classroom instruments for the composing task</p> <p>MUSIC EXPRESS UNIT: Y3 CHINA</p> <p>MUSICAL FOCUS: PITCH (Pentatonic Scale)</p>	<p>CHARANGA UNIT: BRINGING IT ALL TOGETHER</p> <p>IMPROVISE: Bronze, Silver and Gold (three) challenges per level using notes C & A</p> <p>COMPOSE: Create a 3(5) note set for a range of classroom instruments for the composing task</p> <p>MUSIC EXPRESS UNIT: Y3 ENVIRONMENT</p> <p>MUSICAL FOCUS: COMPOSITION</p>
PE	<p>Social (Real PE) Getset4PE Netball Cricket</p> <p>Personal (Real PE) Getset4PE Cricket Gymnastics</p>	<p>Creative (Real PE) Getset4PE Dance Dodgeball</p> <p>Physical (Real PE) Getset4PE Dodgeball OAA</p>	<p>Cognitive (Real PE) Getset4PE Fitness Athletics</p> <p>Health and fitness (Real PE) Getset4PE Athletics Rugby</p>
PSHE	<p>Beginning and Belonging MMR9 BB34 Family and Friends MMR11 FF34 Anti-bullying MMR12 AB34</p>	<p>Diversity and Communities Cit7 DC34 Relationships Education HSL13 SR3 Drug Education HSL15 DE34</p>	<p>Personal Safety HSL16 PS34 Managing Change MMR13 MC34</p>
Learning to learn	<p>Contender Communication</p> <p>Listening and responding to answers.</p>	<p>Contender Organisation</p> <p>What 'organisation' means and consequences of disorganisation.</p>	<p>Contender Communication</p> <p>Why being sensitive when communicating matters.</p>
RE	<p>Who are the Saints of God? (4wks)</p> <p>Harvest – Why is Harvest a time to give thanks?</p>	<p>Buddhism – Why is Buddha an inspiration to many? (7wks) - make links to Humanism – similarities and differences - very important as</p>	<p>Easter – Why is forgiveness important in the Easter story? (2wks)</p>

	<p>(2wks)</p> <p>The Church Year – Is Christmas a Festival of light or love? (4wks)</p> <p>Christmas – What special journeys are made in the Christmas story? (2wks)</p>	<p>missed Y1(Su1) & Y2(Sp2) Humanism units – look back at resources.</p> <p>The Church Year – Is Easter a festival of new life or sacrifice? (4wks)</p> <p>Islam (2 wks) What message did the prophet Muhammad (pbuh) bring? Keeping the 5 Pillars – What difference does it make? (Taken from Year2 – school closure)</p>	<p>How does the Khalsa influence the lives of Sikh families? (4wks) (from Y2 Sp – missed previously)</p> <p>Visit the Gudwara (Royce R)</p> <p>How do the stories from the Gurus and the concept of Seva (selflessness) affect Sikh children? (3wks) (from Y2 Sp – missed previously)</p> <p>Sikhs in Britain – What is it like to be a Sikh in Peterborough? (4wks)</p>
--	--	---	--