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| Year 3 – Curriculum Overview 1:2 | | | | | | |
| Subject | Autumn 1  Meet the Flintstones | Autumn 2  Leisure and local economy | Spring 1  Extreme Survival | Spring 2  Crime and Punishment | Summer 1  The Worlds Kitchen | Summer 2  Reign over us |
| Vocabulary | Stone Age, Rocks, Sedimentary, Igneous, Metamorphic, Slate, Limestone, Fossils, Pre-historic, Neanderthal, Cave Man, Flint, Fire, Weapon, Hunting, Gathering, Survival, Cave Drawings, Sabre-tooth tiger, Mammoth, Mastadon, Woolly Rhino, Skara Brae, Arrows, Axes | Parks, Leisure Centre, Zoo, Cinemas, Restaurant, Shopping centre, Entertainment centres, Fitness, Economy, Business, Shops. Chain makers, Stourbridge glass, Titanic anchor, Netherton, Dudley, Transport, Public Services, Colleges, Museums, Archives, Dudley Castle | Sahara Deserts, Siberia, Greenland, Temperature, Tropical, Adaptation, Time Zone, Seals, Blubber, Yurts, Bedouin, Camels, Cacti, Sandstorm, Altitude, Humidity, Sea level, Lizards, Gecko’s, Sand dunes, Hot springs, Geysers, | Police, Law, Court, Prison, Justice, solicitor, History, Guillotine, Judge, Chambers, Judicial Robes. Bail, dock, Witness, Jury, Dungeons, Ball and Chain, Dick Turpin. Robin Hood, Thieves, Parole, Custody, Remand. Community Service, Juvenile, Torture, Tower of London. | Cuisine, Utensils, Recipe, Spices, Herbs. Ingredients, Kitchen, Chef, Restaurant, Waiters, Asian, Chinese, Lebanese, Greek, Traditional, Balanced Diet, Halal, Vegan. Vegetarian, Origins, Food groups, Drinks, Lassi, Sangria, hygiene, safety, advertisements | Royalty, King, Queen, King Harold, William the Conqueror, Palace, Monarch, Tudors, Stewarts, Roses, Magna Carta, Henry VIII, United Kingdom, Commonwealth, Queen Victoria I, Queen Elizabeth I, King George, King Charles, Empire, Heir, Throne |
| Science | **Rocks**   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock  * Recognise that soils are made from rocks and organic matter | **Plants**   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * Investigate the way in which water is transported within plants * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Animals, including humans**   * Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * Identify that humans and some other animals have skeletons and muscles for support, protection and movement | **Light**   * Recognise that they need light in order to see things and that dark is the absence of light  * Notice that light is reflected from surfaces * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes * Recognise that shadows are formed when the light from a light source is blocked by a solid object  * Find patterns in the way that the size of shadows change | **Forces and magnets**   * Compare how things move on different surfaces * Notice that some forces need contact between two objects, but magnetic forces can act at a distance * Observe how magnets attract or repel each other and attract some materials and not others * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * Describe magnets as having two poles * Predict whether two magnets will attract or repel each other, depending on which poles are facing       Depth: Forces and Magnets  Question: Assess if the size and shape of the magnet affects the strength of the magnet? | |
| History | * Changes in Britain from Stone Age to Iron Age * Bronze Age Religion technology * Show developing understanding of placing events and objects in chronological order | * Select and combine Information from different sources to answer questions from the past * Identify differences between lives at different times.  * Recognise that their own lives are different from the lives of people in the past * Significant historical events, people and places in their own locality | * Identify and talk about similarities and differences between old and new * Beginning to communicate what they have learned in a variety of ways | * Find out about the past using a range of sources of information. (stories, pictures, photographs, artefacts, historic buildings, visits to museums and galleries and ICT based sources) * Describe the characteristics of old and new objects | * Identify and talk about similarities and differences between old and new * Beginning to communicate what they have learned in a variety of ways | * Show knowledge and understanding of main events, people and periods, placing them in different time periods * Use time related vocabulary. (before, after, long time ago, past) |
| Geography | * Describe and compare the human features and physical features of an environment offering simple explanations * Collect and record evidence and explain them with support * Ask and respond to geographical questions giving a simple reason | * Use appropriate geographical knowledge and vocabulary * Locate places that they are studying * Ask and respond to geographical questions giving a simple reason for the answer | * Use 8 points of a compass and symbols * Describe and compare human and physical features * Use atlases, maps and globes and a range and begin to say which they should use. | * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans * Compare one place with another | * Describe and understand key aspects of physical and human geography * Locate major cities in the world * Locate the geographical zones of the world and understand the significance | * Name and locate countries and cities of the UK * To recognise key geographical features of the countries of the UK and understand how these aspects have changed over time |
| ICT | **Computer Science**   * Design and write a programme that accomplishes a specific goal * Design and write a programme that stimulates a physical system * Use repetition commands * Debugging * Introduce Variables   Coding Unit 3.1 (Purple mash) | **Digital Literacy**   * Enter Data * Solve an investigation * Present results in a graphic form * Answer questions using the data set   Graphing Unit 3.8 (Purple mash) | **Digital Literacy**   * Understanding how to behave online. * Logging on and sending emails. * Blogging   Email Unit 3.5 (Purple mash) | **Information Technology**   * Presenting Info * Use Word/PP * Research * Create and edit * Change font size * Insert extracts * Add animation | **Digital Literacy**   * Let’s be safe * E safety revision * Making a leaflet * Editing and evaluating   Online safety Unit 3.2 (Purple mash) | **Information Technology**   * Branching databases * Use yes/No questions * Complete a branching database * Create a branching database on the monarchy   Branching Database Unit 3.6 (Purple mash) |
| Music | -know the dynamics of music including pulse, rhythm, tempo, dynamics.  -explore the link between sound and symbol.  -create their own responses, melodies and rhythms and record them in some way.  -Consider that words mean something. | * Sing and learn about vocal health. * Work as part of an ensemble * Explore the links between sound and symbols. * Sing in two parts. * Use musical language. * Follow a leader/conductor.   -Convey meaning when singing. | * Sing in two parts. * Explore reggae genre. * Recognise the style of reggae. * Recognise instruments in pieces of music. * Perform to each other and audiences. * Develop an understanding of the history of music. | * Find the pulse. * Recognise instruments in pieces of music. * Sing in two parts. * Improvise in response to pieces of music. * Decide what to perform. * Understand the purpose of songs and its context. | * .know, identify and discuss the dimensions of music. * Explore the link between sound and symbol. * Record own notations. * Compose music with consideration of the dimensions. * Perform as part of a group. * Appreciate a range of music styles. | * More consistently use musical language. * Identify music style and instruments played. * Find the pulse and express what it means. * Continue to realise/understand how pulse, rhythm and pitch fit together. * Use voices expressively. |
| PE | Multi – Skills   * Participate in small sided games and begin to develop simple tactics for attack and defence * To improve the way, they co-ordinate and control their bodies when using a range of equipment | Gym/Dance   * To explore a range of basic movement to a range of different stimuli (music) * Perform and link basic movements to create phrases of dances | Health Related Fitness   * Understand cardiovascular fitness and benefits of exercise for healthy lifestyle * Explore various means of improving cardiovascular fitness such as step class, aerobic dance or fitness circuits | Team Games – 1nvasion Games   * Develop further skills for invasion games * Recognise and describe tactics of attack and defence. * Understand how movement cam aid the keeping of possession * Recognise and explain good quality performances | Team Games – Striking and Fielding   * Develop further skills for invasion games * Recognise how to use space to be an effective player in manipulating fielders or an opponent * Recognise and explain good quality performances | Athletics   * Use running, jumping and throwing both singularly and in combination * Know what a personal best is and how it can improve over time |
| Art/DT | Art (linked to neolithic ancient pottery)  -Plan, design and make models from observation or imagination  -Join clay adequately and construct a simple base for extending and modelling other shapes  -Create surface patterns and textures in a malleable material | DT (Design a play park)  - work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment  - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas  - select materials and components suitable for the task  - assemble, join and combine materials and components with some accuracy  - identify the strengths and areas for development in their ideas and products | DT (shelter design)  -say how they will make their products suitable for their intended users  -model ideas by exploring materials, components and construction kits and by making templates and mockups  -select from a range of materials and components according to their characteristics  -how freestanding structures can be made stronger, stiffer and more stable  -make simple judgements about their products and ideas against design criteria  -explore what materials products are made from | Art (courtroom art)  -Can control a pencil with increasing confidence.  -Can draw whole sketches.  -Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form).  -Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).  -Can confidently work from observation. | DT (food tech)  -that all food comes from plants or animals  -that food has to be farmed, grown elsewhere (e.g. home) or caught  -how to name and sort foods into the five groups in The Eatwell Plate  -how to prepare simple dishes safely and hygienically, without using a heat source  -how to use techniques such as cutting, peeling and grating | Art (collage)  -Can use ripping as a technique for collage  -Can use visual and other information for their work  -Can create sketch books to record their observations and use them to review and revisit ideas  - Can use paint and equipment correctly.  - Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes  - Can predict colour mixing results with increasing accuracy – colour wheel   |
| RE | 13. What did Jesus teach? Introduce the idea of Jesus teaching by his own example and through parables. The lost sheep, the prodigal son, the unforgiving servant. What do these stories tell us? Can people change and so deserve forgiveness? | 14. Can we treat animals just as we like? Do animals belong to us? Can we treat them in any way we feel like? How do you treat animals? St Francis and the wolf? What message does this story have? | 15. How can Christianity influence the lives of people? Explore the life and work of Mother Teresa of Calcutta. How did Christianity inspire her work? Explore the life and work of Martin L King. How did Christianity inspire his work? | 15. Is there a heaven? Discuss and examine their own beliefs about eternal life. Dealing with loss ‘I’ll always love you’, ‘Badger’s parting gift’, ‘The water bugs and the dragon fly. Explore the Easter message that life does not continue but that we are changed and live a new, more glorious life | . 16. Who was Buddha? Who was Siddattha Gotama? The Buddhist way of life and beliefs. Buddhist symbols. Read the story ‘The Buddha and the wounded Swan’.  What can we learn from the story? | 17. What rules should we live by? Why do we have rules? What rule are really important? Where do rules come from? Moses and the Ten Commandments. The Golden Rule. We shall not lie? Why is it wrong to lie? |