|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 – Curriculum Overview 2020 | | | | | | | |
| **Autumn 1:**  ‘Post-Covid Lockdown Curriculum Conversations’ – during the first 3-4 weeks of return to school, the children’s well-being, knowledge and personal experiences during the period of lockdown will be covered through the following sequence of ‘conversations’.  PAST:   * What is our understanding of Covid-19 and why Britain went into lockdown? * Why did Britain go into lockdown? * What happened locally and nationally as a result of Covid-19? How did this make us feel? * What/who did I miss out on during lockdown? * What was/is the impact of Covid-19 on people’s lives in the UK? * What was my life like in lockdown? What were some of the benefits of time spent in lockdown, personally and beyond?   PRESENT:   * Our new normal – what is it like and how do we feel about it?   FUTURE:   * Will everything return to ‘normal’? Should everything go back to the way it was? Consider the positive and negative impact. * What do I want to achieve in the future? | | | | | | | |
| **Subject** | **Autumn 1**  **Tomb Raiders** | **Autumn 2**  **Roman Rule** | **Spring 1**  **China** | **Spring 2**  **Britain from the Air** | **Summer 1**  **Wonder Women** | **Summer 2**  **Going for Gold** | **Outdoor Learning** |
| Vocabulary | Egyptians, pyramid, hieroglyphics, ancient, tomb, mummy, River Nile, Egypt, Tutanknamun, Pharoah, Giza, mummification, agriculture, death mask, canopic jar, afterlife, sphinx, scarab beetle, desert, plough, sickle, coffin, flat bread, artefact, archaeology, | Invaders, AD/BC, Italy, immigration, emigration, settling, refugee, Britain, Empire, Scandinavia, Europe, artefacts, Roman Baths, villas, mosaic, tesserae, emperors, worship, gladiator, soldiers, army, catapult, chariot | Continent, Asia, Shang Dynasty, Emperor, Oracle bones, priest, artefact, archaeology, civilisation, dragon, terracotta army, economy, cuisine, Lion dance, endangered species, Giant Panda, Zhongguo/Middle Kingdom, Beijing, The Great Wall, The Forbidden City, The Tempe of Heaven, The Potala Palace, Yellow River | Victorians, landscape, aerial photograph, landmarks, buildings, monuments, bird’s-eye view, ordnance Survey, symbols, locality, settlement, co-ordinates, orienteering, compass, industrial Revolution, invention, invention, The Crystal Palace, The Great Exhibition, factories, transport, places of worship. | Women’s rights, suffragettes, campaign, lobby, protest, militant, gender, equality, imprisonment, hunger strike, achievement, legacy, ambition, athlete, world record, stereotype, Emeline Pankhurst, Emily Davidson, Gertrude Ederle, Wilma Rudolf, Jane Guthrie, Clare Balding | Olympic games, international, logo, mascot, fair play, sportsmanship, Jesse Owens, Sara Attar, Kathy Freeman, national anthem, medal, rank, Tokyo, stadium, ceremony, team, training, currency, Baron de Coubertin, bud, event, | See end of document… |
| Black History Links: | *Use of foreign slaves in Ancient Egypt.*  *Who are ‘Black lives Matter’ and what do they stand for?* | *How were black people treated in Roman times?* | *China’s desire ad pursuit of ‘whiteness’.* |  | *Alice Dearing, Mae Jemison, Rosa Parkes, Wilma Rudolf, Wangari Maathai* | *Usain Bolt, Caster Semenya, Tessa Sanderson, Denise Lewis,* |  |
| 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   **Experiments-**  **Research:**  Hook- Robinso Cruso needs to be able to crack coconuts on the island as easily as possible. He has a selection of rocks and wants to find the hardest. Can you help him?  **Identifying and classifying:**  Jade thinks that all rocks are waterproof. Is she correct?  Stan thinks that all rocks are hard. Is he correct?  **Pattern seeking:**  Todd thinks that all sedimentary rocks have rough surfaces because they are made from sand. Eddie disagrees and thinks that there are some smooth sedimentary rocks. Who is right? | **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  **Experiments-**  **Comparative and fair testing:**  Hook- A new streetlamp has just been put up outside Mrs Mills bedroom and she can’t sleep, can you find a new material to make her curtains out of to help her?  Or Harry wants to find the best material for making sunglasses, can you help him?  **Comparative and fair testing:**  Lucy says you need a big object to make a big shadow to block out the light, Is she correct? | **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?  **Experiments-**  **Identifying and classifying:**  Hook- The Lego figures have all fallen into the desert. They can only be rescued with a magnet. Which Lego figures will be able to be saved? Each figure made from or has a different metal attached to them.  **Pattern Seeking:**  Hook- George says that all metals are magnetic, Is he correct? | | **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  **Experiments-**  **Observing over time:**  Hook- Mr Jones says that food colouring in in the water of flowers will show how water moves up the stem. Jason wonders if different flowers will show this in the same way. | **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  **Experiments-**  **Identifying and classifying:**  Hook- Use videos of different animals to group and classify them in different ways. Look at animals with and without skeletons and compare their movements. | **-**Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  -Identify differences, similarities or changes related to simple scientific ideas and processes.  -Recognise that soils are made from rocks and organic matter.  -Ask relevant questions and use different types of scientific enquiries to answer them.  -Use straightforward scientific evidence to answer questions or to support their findings.  -Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions drawn. |
| History | * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. * Recognise some similarities and differences between time periods * Make connections between different sources of information about the past * Select and record information * Communicate their knowledge and understanding orally and in writing. | * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise some similarities and differences between time periods * Select and record information   Communicate their knowledge and understanding orally and in writing. | * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. * Identify some of the different ways the past, is represented * Make connections between different sources of information about the past * Select and record information * Communicate their knowledge and understanding orally and in writing. | * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise some similarities and differences between time periods * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes * Show knowledge and understanding of main events, people and periods, placing them in different time periods | * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Identify some of the different ways the past, is represented * Make connections between different sources of information about the past * Show knowledge and understanding of main events, people and periods, placing them in different time periods * Select and record information * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes | * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes * Show knowledge and understanding of main events, people and periods, placing them in different time periods. | * To study the Victorians in British history to extend pupils’ chronological knowledge. * To recognise a significant turning point in British History. * To understand the differences between a Victorian and present-day child. * To acknowledge how Victoria shaped this nation and the impact that Beatrix potter had within it. * -To comprehend how Victorian influenced and were influenced by the wider world. * To understand historical concepts such as continuity and change. |
| Geography | * Describe where places are and begin to say why they are like they are * Use secondary sources (e.g. aerial photos, texts, stories) * Use atlases, maps and globes and a range and say which they should use * Know key topics graphical features including hills, mountains, coasts and rivers * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. * Locate the geographical time zones of the world. | * Use secondary sources (e.g. aerial photos, texts, stories) * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. * Identify and describe what places are like and how their differences affect the people living there. | * Describe where places are and begin to say why they are like they are * Use atlases, maps and globes and a range and say which they should use * Know key topics graphical features including hills, mountains, coasts and rivers * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries. * Identify and describe what places are like and how their differences affect the people living there. * Locate the geographical time zones of the world. | * Recognise Key geographical features of the UK and how some of these aspects have changed over time. * Use secondary sources (e.g. aerial photos, texts, stories) * Use fieldwork to observe, measure, record and present human and physical features including sketches. * Know key topics graphical features including hills, mountains, coasts and rivers | * Describe where places are and begin to say why they are like they are   - Locate the worlds countries using maps. | * Use secondary sources (e.g. aerial photos, texts, stories) * Use fieldwork to observe, measure, record and present human and physical features including sketches. | * Use fieldwork to observe human and physical features in the local area, using maps and plans. * Locate the world’s countries using maps * Use maps, atlases, globes and digital mapping to locate countries. * Use maps to focus on Europe (countries and major cities) * Name and locate the counties and cities in the UK. |
| 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 | **Using tools:**  -using a bow saw  -using a folding saw  -using a bill hook  -using a sheath knife  -using secateurs to cut twigs  -using loppers to cu branches  -using a palm drill to make small holes ion wood and remove pith  -using a hand drill to make larger holes in wood |
| Art/DT | **Painting** –  -use inspiration from famous artists to replicate a piece of work.  -use varied brush techniques to create shapes, textures, patterns and lines  -mix primary and secondary colours effectively using correct language  -mix tints and shades  -create different textures and effects with paint  -use key vocabulary to demonstrate knowledge e.g. abstract, background, foreground, emotion, warm, tone.  -use inspiration from famous artists to replicate a piece of work. | **Collage** –  -Reflect upon their work inspired by a famous artist and development of their skills  -select colours and materials to create effect, giving reasons for their choices, refine their work as they go to ensure precision  -learn and practise a variety of techniques e.g. overlapping tessellation, mosaic and montage  -use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.  . | **DT – Monsters/Dragon with moving parts.**  -explore what materials products are made from and explain reasons for this.  -select from a range of materials and components according to their functional and aesthetic qualities.  -use a wider range of materials and components including textiles, mechanical and electrical components.  -cut, shape and score materials with some degree of accuracy.  -select and use appropriate finishing techniques to improve the appearance of a product  -explain how mechanical systems work including how levers and linkages create movement  -use mechanical systems in their products.  -evaluate their products against their original design criteria. | **DT – Planes/Parachutes/ Propellers**  -explore what materials products are made from and explain reasons for this.  -use their knowledge of a broad range of existing products to help generate their ideas.  -when designing, explore different initial ideas before coming up with a final design  -test out ideas using prototypes  -with growing confidence, measure and mark out to the nearest cm and millimetre.  -assemble, join and combine materials and components with some degree of accuracy.  -consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product.  -understand that materials have both functional properties and aesthetic qualities. | **DT – Costume/clothing design**  identify the design features of their products that will appeal to intended customers;  -design innovative and appealing products that have a clear purpose and are aimed at a specific user;  -when designing, explore different initial ideas before coming up with a final design.  -Apply their knowledge of how to stiffen, strengthen and reinforce more complex structures in order to create more useful characteristics of a product.  -evaluate their products against their original design criteria.  -join textiles with an appropriate sewing technique  -demonstrate how to measure, cut, shape and join fabric with some accuracy top make a simple product | **Printing –**  -Express an opinion on the work of famous artists and refer to techniques and effects  -select appropriate materials, giving reasons  -use a variety of technique e.g. printing, dyeing, weaving and stitching to create different textural effects  -use key vocabulary: pattern, line, colour, texture, thread, needle, shape, stuffing, applique, fabric, textiles, decoration | **Art**  -To use sketch books to record their observations and use them to review and revisit ideas.  -To improve their mastery of art and design techniques, including drawing and painting with a range of materials  -To learn about great artists in history.  DT  Use and research design criteria to inform design of innovative, functional and appealing products, fit for purpose and aimed at specific individuals or groups.  -Generate and develop, model and communicate ideas through discussion and sketches.  -Select from and use a wide range of materials and components including construction materials, according to the function and aesthetic qualities.  -Investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Apply their understanding of how to stiffen, strengthen and reinforce more complex structures. |
| RE  Subject to change due to implementation of new syllabus. | 1**3. 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? | 1**4. 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? | 1**7. 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? | -Describe, explain and analyse beliefs and practices, recognising the diversity that exists withi9n and between communities and amongst individuals.  -Appreciate and appraise varied dimensions of religion or a world view.  -Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. |
| MfL | **Greetings**  -Respond to single words and short phrases spoken in classroom commands.  -Respond to familiar questions with a rehearsed response.  -Pronounce words accurately based on an oral model.  -Can repeat and say words and short simple phrases.  -Recognise written vocabulary/single words.  -Copy simple words.  -Copy simple phrases. | **Alphabet**  -Respond to single words and short phrases spoken in classroom commands.  -Respond to familiar questions with a rehearsed response.  -Pronounce words accurately based on an oral model.  -Can repeat and say words and short simple phrases.  -Recognise written vocabulary/single words.  -Read and show understanding of short written phrases.  -Read and understand a simple story or song using known language.  -Copy simple words.  -Copy simple phrases. | **Numbers 1-10**  -Respond to single words and short phrases spoken in classroom commands.  -Respond to familiar questions with a rehearsed response.  -Pronounce words accurately based on an oral model.  -Can repeat and say words and short simple phrases.  -Listen and respond to simple rhymes, stories and songs.  -Read and show understanding of short written phrases.  -Read and understand a simple story or song using known language.  -Copy simple words.  -Copy simple phrases.  -Begin to write simple words and/or phrases from memory. | **Colours**  -Respond to single words and short phrases spoken in classroom commands.  -Respond to familiar questions with a rehearsed response.  -Pronounce words accurately based on an oral model.  -Can repeat and say words and short simple phrases.  -Recognise written vocabulary/single words.  -Read and show understanding of short written phrases.  -Read and understand a simple story or song using known language.  -Begin to write simple words and/or phrases from memory. | **Animals**  -Respond to single words and short phrases spoken in classroom commands.  -Respond to familiar questions with a rehearsed response.  -Pronounce words accurately based on an oral model.  -Can repeat and say words and short simple phrases.  -Listen and respond to simple rhymes, stories and songs.  -Recognise written vocabulary/single words.  -Begin to write simple words and/or phrases from memory. | **Revise and consolidate**  -Read and show understanding of short written phrases  -Begin to write simple words and/or phrases from memory.  -Pronounce words accurately based on an oral model.  -Respond to familiar questions with a rehearsed response.  -Can repeat and say words and short simple phrases. | -Listen attentively to spoken language and show understanding by joining in and responding.  -Explore the patterns and sounds of language through song.  -Engage in conversations; ask and answer familiar questions.  -Speak in sentences, using familiar vocabulary, phrases and basic language structures.  -Present ideas and information orally. |

**Outdoor Learning continued…**

|  |  |  |
| --- | --- | --- |
| **Maths:**  -Draw and make 2D shapes using modelling materials  -identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  -Measure and compare lengths.  -Recognise 3D shapes in different orientations and describe them.  -Compare lengths and measure the perimeter of some 2D shapes. | **English:**  -Draft and write by composing and rehearsing sentences orally, progressively building and varied and rich vocabulary and an increasing range of sentence structures.  -Listen to and discuss a wide range of poetry.  -Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.  -Retrieve and record information from non-fiction books and articles.  -Draft and write narratives, creating settings, characters and plots.  -Identify how language, structure and presentation contribute to meaning.  -Listen to and discuss a wide range of poetry. | **Outdoor vocabulary:**  **Scientific:** rocks, fossils, soils,. grains, crystals, erosion, rock cycle  Grouping, sorting, classifying, observations, fair test, predictions  **Geography:** physical and human features, aerial view, symbols, key, control point, control marker, European countries and capital cities, latitude, longitude, equator, tropics of cancer and Capricorn, Arctic and Antarctic Circles  **History:** Queen Victoria, blackboard, slate, hopscotch, women’s roles, laundry, invention of ‘blue-black ink’, railway, bridges, brass, steel, Peter Rabbit, camomile, velvet, Herdwick sheep, L:ake District  **Art and design:** primary and secondary colours, shade, tone, blending, shading, limited palette, rough, smooth, jagged, symmetrical, dabbing, sketch, outline, illustrator, form, composition, protruding, composition, placement, spatial organisation, aesthetically pleasing, arrangement, viewfinder  **DT:** structure, stable, function, purpose, crossbar, cross brace, ladder, decorative elements, safety, strength, strengthening, attractive, flexible, rigid, peg, dowel, secateurs, loppers, saw, diagonal/square/floor/ladder lashing, half-lap joint  **RE:** God, creator, judge, saviour, Allah, Muslim, Islamic, pray, rosary, Holy Spirit Holy Trinity, love, belief, evidence, perception,. tranquillity  **Music:** percussion, orchestra, conduct/conductor, beat, rhythm, dynamics, crescendo/diminuendo, tempo, compose, composition, presto/lendo, soundscape, accelerando/ritardando, pulse, texture/timbre |
| **Maths vocab:**  Horizontal, vertical, perpendicular, parallel, 2D shape, 3D shape, greater/less than 90dgrees, same orientation, different orientation | **English vocab:**  Haiku, descriptive language, composition, non-fiction, fiction, comprehension, syllables, rhythm, structure, kennings poetry, interactive guide, sight, sound, touch, hearing, place, values, themes, sensory |