



		Autumn Term		Spring Term		Summer Term	
	Over Arching Theme	I am a Warrior	Euro Road Trip	Early Human Life		Coasts Around the World	
	Possible Texts	<ul style="list-style-type: none"> What the Romans did for us (Alison Hawes) A British Boy AD 84 (Jim Eldridge) 	<ul style="list-style-type: none"> Travel guides and brochures. Google maps and Earth 	<ul style="list-style-type: none"> Stone Age Boy (Satoshi Kitamura) Ug: Boy Genius of the Stone Age (Raymond Briggs) The Secrets of Stonehenge (Mick Manning + Brita Granstrom) The First Drawing (Mordicai Gerstein) Stone Age to Iron Age (Clare Hibbert) Skara Brae (Dawn Finch) 	<ul style="list-style-type: none"> Travel guides and brochures. Google maps and Earth 		
	Class reads	<ul style="list-style-type: none"> Julius Zebra (Gary Northfield) 	<ul style="list-style-type: none"> Around the World in 80 Days (Jules Verne) Madeline (Ludwig Bemelmans) The Boy who Biked the World (Alistair Humphreys) 	<ul style="list-style-type: none"> Stig of the Dump (Clive King) 	<ul style="list-style-type: none"> Enid Blyton-Famous 5 Flotsam David Wiesner 		
Science & Technology	Science	<ul style="list-style-type: none"> Light <p>How do we see? How does light travel? What is a reflection? How are shadows formed? Do shadows change? Why is the sun harmful to our eyes and what can we do to protect our eyes from the sun?</p>	<ul style="list-style-type: none"> Forces and Magnets <p>Compare how things move on different surfaces. Notice that some forces need physical contact to work but magnetic forces can work at a distance. Observe how magnets attract or repel each other and attract some objects/materials and not others.</p>	<ul style="list-style-type: none"> Rocks and Soils <p>Compare and group rocks based on their appearance and simple physical processes. Describe simply how fossils are formed. Recognise that soils are made from rocks and organic matter.</p> <p>Study Mary Anning</p>	<ul style="list-style-type: none"> Plants <p>Identify and describe the functions of 4 main parts of a flowering plant. Explore the requirements for life and growth of plants. Investigate how water is transported in plants. Explore the life cycle of a flowering plant including pollination, seed formation and seed dispersal.</p>	<ul style="list-style-type: none"> Excite and Ignite <p>Bubble Magic- exploring ingredients to make the best bubbles.</p> <p>Which ingredients make the biggest bubbles? Strongest bubbles? Long lasting bubbles?</p>	<ul style="list-style-type: none"> Animals incl. humans <p>Explore that humans and other animals cannot make their own food-they get nutrition from the food that they eat. Describe the different types of nutrition needed for good health and where that nutrition can come from. Identify that humans and some other</p>



			Group materials based on whether they are magnetic or not. Name some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel based on which poles are facing.				animals have skeletons and muscles for support, protection and movement.
	ICT	Word Processing – cutting/pasting text and pictures (Word/ Publisher) Cut, paste, pictures, online pictures	Simple Movie Making – Sports presenter Camera man, Director, actor/presenter credits	Researching – copy and paste Specific search Copy/paste Simplify - change	Scratch – animal crossing the road Variables, control, movement, program	Email Network, IP address, domain, router	Catch up – Research copy and paste and Scratch coding from Spring term.
	DT	Leavers and linkages – Dancing Santa/Snowman/Reindeer		'Stone Age' cooking. Cooking with seasonal produce that grows and can be gathered.		Shell structures-design, plan and make a treasure box fit for the purpose of collecting beach 'treasures'.	Eid Fusion festival-work with FoRP and host a party for families. Catch up on a cooking unit.
Global & Cultural	History	THE ROMANS When did the Romans and the Celts live? How did the Romans and Celts live their daily life? How did their lives compare to ours today? Why did the Romans come to Britain? Did the Romans and Celts fight in the same way? What did the Romans bring to Britain?		THE STONE AGE How did people in the Stone Age live their daily lives? How do their lives compare with ours? How did life change during the course of the Stone Age? What does pre-historic mean and how have we learned about how pre-historic people lived? C-Understand where the time studied fits on a time line and demonstrate awareness that the past can be divided into different periods of time. C-Sequence several events or artefacts			



	<p>C- Use some dates and historical terms when ordering events and objects. C-Explore trends and changes over time. K-Compare periods studied with our life today K- Identify reasons for and results of people's actions HI- Identify and give reasons for different ways in which the past is represented HI- Distinguish between different sources – compare different versions of the same story HI- Look at representations of the period – museum, paintings HE- Use a range of sources to find out about a period. HE- Observe small details – artefacts, pictures HE- Select and record information relevant to the Romans. O- Discuss some historical events, issues connections and changes. O- Select and organise historical information to present in a range of ways.</p> <p><u>Vocabulary</u> - AD, BC, era, period, archaeologist, secondary evidence,</p>		<p>K-Understand why people may have wanted to do something HI- Recognise that our knowledge of the past is constructed from different sources of evidence. HI- Recognise that different versions of past events may exist. HI- Describe some of the ways the past can be represented. HE- Begin to use books and the internet for research. HE- Use sources to answer historically valid questions. O- Use historical terms and vocabulary linked to chronology. O- Communicate their knowledge through writing, drawing, model making or role play</p> <p><u>Vocabulary</u> - Stone Age, Bronze Age, Iron age nomad, peasants, empire, emperor, revolt, legacy, significance, conquest, revolt, victory, Neolithic, hunter gatherer, tools, Stonehenge</p>	
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	<p>Geography</p>		<p>Euro road trip: Italy, Rome-Swiss Alps-Paris, France-Amsterdam, Netherlands-Finland, Lapland.</p> <p>Links to the topic of Euro Road Trip. Children will travel around the major countries and cities of Europe. To help children realise there are a variety of different and interesting areas away for the local community and that their cultures and ways of life may be different but equally as important as ours.</p> <p>Describe where UK is in the world (KS1 recap) Name the 4 countries of the UK (KS1 recap). Name and locate different countries in Europe. Recognise physical and human characteristics. Recognise contrasting settlements and different human environments. (village/city)</p>		<p>Coasts Around the World: The North Sea, The Coral Sea, The Mediterranean Sea, The Caribbean Sea and The Southern Ocean.</p> <p>To name and locate the world's oceans (Y2 recap).</p> <p>Locate hot and cold areas of the world in relation to the Equator, the North and South Poles and the northern and southern hemispheres.</p> <p>To recognise and name physical features of the coast.</p> <p>To use maps, atlases and globes as well as digital technology to explore places and features.</p> <p>To identify land use and trade links through ports.</p> <p>To use field work to observe and record the physical and human features of a local coastal area and also the land use and trade links.</p>



			<p>Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles</p> <p>I can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p>				
	RE	Why did monks copy the Gospels by hand?	Why is Christmas a Winter festival?	Believing and belonging.	Why is Easter a Spring festival?	Ramadan and Eid al-Fitr / What is a mosque for? Guru Nanak: an extraordinary life (year 2 topic)	
	French	<p>Bonjour</p> <ul style="list-style-type: none"> - Greetings. - Asking/saying your name. - Naming musical instruments. - Counting to 10. 		<p>En Classe</p> <ul style="list-style-type: none"> - Colours - Classroom objects - Classroom instructions - Saying your age 		<p>Mon Corps</p> <ul style="list-style-type: none"> - Body parts - Describing yourself - Days of the week - Character descriptions - Catch up on classroom objects and instructions 	
Well Being	PSCHE	Recognising feelings in others & understanding body language Responding to different viewpoints Resolving conflict Types of relationships	Resisting pressure from others Taking responsibility for behaviour Learning styles Planning to reach a goal	Differences: male and female Mental & Emotional Health Family differences Gender roles at home and school Responsibility	Why People Smoke Physical effects of smoking No Smoking Being physically active	Staying safe – done during lockdown. Catch up on spring 1 content. Our community in the media Organisations which help our community Rubbish and recycling	Ways to pay Lending and borrowing Earning money Jobs Other people’s lives around the world



	PE	Dance + Netball	Gymnastics + Football	Tennis + Fitness	Orienteering, shelter building and netball	Cricket + Volleyball One off shelter building Offer netball club as catch up.	Athletics + Kwik Cricket One off orienteering
	Online Safety						
Expressive & Performing Arts	Art	Clay roman pots (sculpture). Developing moulding and joining techniques.		Sketching techniques: fruits and other 'gathered' foods.		Artist study-Hokusai Water colour painting based on 'The Wave'	
	Music	<ul style="list-style-type: none"> Pop music 60s-see supporting doc. Pulse, notes, rests, keeping in time (graphic notation) Vocab: ostinato, pulse, tempo, notes, rests	<ul style="list-style-type: none"> British folk music-see supporting doc. Perform song with ostinato. Vocab: ostinato, pulse, tempo, notes, rests, pitch	<ul style="list-style-type: none"> Orchestral music-see supporting doc. Introduce reading music notation. Vocab: timbre, crotchet, minim, semibreve, bar line, notes, rests, beats	<ul style="list-style-type: none"> Listen to African drumming music-see supporting doc. Perform Y3 Charanga unit. Vocab: timbre, crotchet, minim, semibreve, bar line, notes, rests, beats, djembe, dundun, dynamic	<ul style="list-style-type: none"> Listen to music of choice-consolidate skills and vocab learnt. Catch up with drumming music Arguing opinions: Orchestral music should be appreciated and listened to more than what it is. Do you agree or disagree and why? Compose and perform own rhythmic composition using notation and performance skill learnt throughout the year. Catch up with performance skills by performing instrumentals competitions Vocab: Recap of all vocab learnt so far, piano, forte, crescendo, diminuendo, dynamic, rhythm, pulse, timbre, unison.	
Making Learning Real	Experimental Learning Outdoors (trip out/ visitors in)	Segedunum Clay work		Shelter building-trip (Hardwick Park) Stone age visitor TVMS African Drumming Workshop		Complete a community project (eg helping tidy the town, helping plant trees, showing care to the vulnerable...) Working with FoRP to create banners for Eid Fusion Festival. Trip to coast	
	Outdoor Learning Opportunities within school	Shadow investigations	Year group music performances for families	Outdoor Cooking		Host an Eid Festival for parents and families. Prepare and cook food to eat. Have a year group bubble eid and prepare food to eat.	

Year 3 Curriculum Overview

