
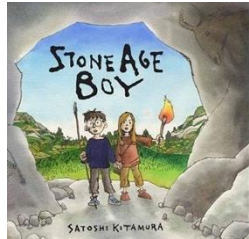





Curriculum Overview – Year 3

Topic 1 Autumn 1	Topic 2 Autumn 2	Topic 3 Spring 1	Topic 4 Spring 2	Topic 5 Summer 1 and 2
<p style="text-align: center;">Our place in the World</p> 	<p style="text-align: center;">The Stone Age</p> 	<p style="text-align: center;">The Iron Age</p> 	<p style="text-align: center;">The importance of Rainforests</p> 	<p style="text-align: center;">The impact of Romans on Britain</p> 
<p>We are...geographers</p>	<p>We are...archaeologists</p>	<p>We are...creators</p>	<p>We are... rainforest rangers</p>	<p>We are...historians</p>
<p>Parental engagement: A presentation including virtual map/s to be shared with families via website/social media</p>	<p>Parental engagement: Invite parents to a gallery viewing (display DT posters/ diary entries)</p>	<p>Parental engagement:</p>	<p>Parental engagement: Shared stories – invite parents in to listen to their child's diary writing ('The Great Kapok Tree').</p>	<p>Parental engagement: Parent assembly</p>
<p>Community links: Walk to the Hoe area to look at the local features</p>	<p>Community links:</p>	<p>Community links: The Box (artefacts/visit)</p>	<p>Community links: Visit to the Eden Project- Rainforest Rangers workshop</p>	<p>Community links: Adrian Chapman – local historical storyteller (Roman Soldier) Life Centre Swimming Programme (1 wk)</p>

History		<p>Chronological understanding</p> <p>Place events, places and artefacts from period studied on a timeline.</p> <p>Develop an increasingly secure chronological knowledge by sequencing and grouping a range of images related to the Stone Age, Bronze Age and Iron Age into the correct time periods.</p> <p>Begin to use accurate words and phrases to describe events in the past.</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>Describe everyday lives of people in time studied (including houses and settlements, culture, some beliefs and attitudes).</p> <p>Compare life in the period of history studied to our lives today.</p>	<p>Chronological understanding</p> <p>Place events, places and artefacts from period studied on a timeline.</p> <p>Develop an increasingly secure chronological knowledge by sequencing and grouping a range of images related to the Stone Age, Bronze Age and Iron Age into the correct time periods.</p> <p>Begin to use accurate words and phrases to describe events in the past.</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>Describe everyday lives of people in time studied (including houses and settlements, culture, some beliefs and attitudes).</p> <p>Compare life in the period of history studied to our lives today.</p> <p>Use evidence to find out how life many have</p>		<p>Chronological understanding</p> <p>Develop an increasingly secure chronological knowledge by linking their time line of pre-history (Stone Age, Bronze Age and Iron Age) with the key events in Roman Britain.</p> <p>Begin to use accurate words and phrases to describe events in the past.</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>Describe everyday lives of people in time studied (including houses and settlements, culture, some beliefs and attitudes and differences between the rich and poor).</p> <p>Compare life in the period of history studied to our lives today.</p> <p>Historical Terms</p>

		<p>Use evidence to find out how life many have changed during a time period.</p> <p>Suggest reasons for why there were differences between periods.</p> <p>Historical Terms</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms such as BC/AD, prehistory, Paleolithic, Mesolithic and Neolithic.</p> <p>Interpretation of History</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Describe some relevant causes for, and effects of, some of the</p>	<p>changed during a time period.</p> <p>Suggest reasons for why there were differences between periods.</p> <p>Historical Terms</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms such as BC/AD, prehistory, Paleolithic, Mesolithic and Neolithic.</p> <p>Interpretation of History</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Stone Age, Bronze Age and Iron Age.</p>		<p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms such as empire and civilisation.</p> <p>Interpretation of History</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Describe some relevant causes for, and effects of, some of the key events and developments covered.</p> <p>Historical enquiry</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details in artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use textbooks and websites for research.</p>
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		<p>key events and developments covered, e.g. reasons why changes took place during the Stone Age, Bronze Age and Iron Age.</p> <p>Historical enquiry</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details in artefacts and pictures.</p> <p>Ask and answer questions about the past and suggest where we might find answers to questions considering a range of sources.</p> <p>Organisation and communication</p> <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama and models.</p>	<p>Historical enquiry</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details in artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use textbooks and websites for research.</p> <p>Ask and answer questions about the past and suggest where we might find answers to questions considering a range of sources.</p> <p>Organisation and communication</p> <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama and models.</p> <p>Start to present ideas based on their own research about a studied period.</p>		<p>Ask and answer questions about the past and suggest where we might find answers to questions considering a range of sources.</p> <p>Organisation and communication</p> <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama and models.</p> <p>Start to present ideas based on their own research about a studied period.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p> <p>Location & Place Knowledge Recall locational knowledge from previous learning. Name & locate COUNTIES & different cities of the UK and the human and physical characteristics.</p> <p>Name and locate several countries in Europe.</p> <p>Recognise there are similarities & differences between places</p> <p>Identify capital cities of Europe & discuss the purposes of a capital city & form opinions of how this affects population size.</p> <p>Human & Physical Geography Describe & understand key aspects of: physical geography & Human geography</p> <p>Geographical skills and fieldwork</p>			<p>Location & Place Knowledge</p> <p>Locate North & South America -(rainforests).</p> <p>Human & Physical Geography Describe & understand key aspects of: physical geography & Human geography Discuss and reason about changes in landscape, including deforestation and global warming.</p> <p>Identify & Compare Climate and rainfall in different months in the Amazon rainforest.</p> <p>Explain why rainforests are so wet & humid.</p> <p>Discuss how the rainforests are linked to trade & the Environmental impact.</p> <p>Reach reasoned and informed conclusions and discuss consequences. Empathy for those affected by deforestation, animals & humans.</p>	<p>Add – Traffic survey of local area and the impact of pollution.</p>
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<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference, some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps symbols & keys, plans and graphs, and digital technologies.</p> <p>Communicate findings.</p>			<p>Geographical skills and fieldwork</p> <p>Begin to use fieldwork to observe and record the human and physical features in the local area.</p> <p>Communicate findings. Possible Field Studies: Plymbridge Woods & The Eden Project - Observe, question & record features of the Eden Project Use orienteering activities to consolidate symbols and their use in their own mapping work?</p>	
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Art	<p>These objectives are repeatedly taught throughout the units. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and developing work (ongoing)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>			
	<p>Disney (PPA) Drawing Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>		<p>Georgia O'Keeffe Painting Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Annotate work in sketchbook.</p>	<p>Dragon's Eye Clay Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Plan, design and make models.</p> <p>Annotate work in sketchbook.</p>

DT	<p>Food and Nutrition (covered in Science)</p> <p>Start to understand seasonality; able to match foods to their growing season.</p> <p>Explain that a healthy diet is made up of a variety and balance of different food and drink.</p> <p>Explain how food and drink are needed for active/healthy bodies.</p> <p>Identify ways to cook safely and give examples of good hygiene practice for cooking.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes.</p> <p>Plan and cook a variety of dishes, using their knowledge of the Eatwell Guide.</p>	<p>Design: Moving Stone Age Pop-up Posters</p> <p>Begin to research others' needs/ideas.</p> <p>Show that design meets a range of requirements/ criteria.</p> <p>Be able to describe the purpose of the product.</p> <p>Follow a given design criteria.</p> <p>Have at least one idea about how to create the product.</p> <p>Describe and explain design using an accurately labelled sketch and annotations.</p> <p>Make design decisions with some independence.</p> <p>Explain how the product will work.</p> <p>Make a prototype/model.</p> <p>Make</p>	<p>Pneumatics</p> <p>Design and create a monster. The mouth opens using a tube and syringe.</p>	<p>Design: Rainforest Puppets felt/ sewing (PPA)</p> <p>Begin to research others' needs/ideas.</p> <p>Show that design meets a range of requirements/ criteria.</p> <p>Be able to describe the purpose of the product.</p> <p>Follow a given design criteria.</p> <p>Have at least one idea about how to create the product.</p> <p>Create a plan which shows order, equipment and tools required.</p> <p>Describe and explain design using an accurately labelled sketch and annotations.</p> <p>Make design decisions with some independence.</p> <p>Explain how the product will work.</p> <p>Make</p>	<p>Design: Mosaics Extra DT</p> <p>Begin to research others' needs/ideas.</p> <p>Show that design meets a range of requirements/ criteria.</p> <p>Be able to describe the purpose of the product.</p> <p>Follow a given design criteria.</p> <p>Have at least one idea about how to create the product.</p> <p>Create a plan which shows order, equipment and tools required.</p> <p>Describe and explain design using an accurately labelled sketch and annotations.</p> <p>Make design decisions with some independence.</p> <p>Make a prototype/model.</p> <p>Begin to use computer/ICT to show design.</p>
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	<p>Prepare ingredients using appropriate cooking utensils.</p> <p>Measure and weigh ingredients to the nearest gram and millilitre.</p> <p>Use a range of techniques with growing confidence, such as peeling, chopping, slicing mashing, whisking, mixing, spreading, grating, kneading and baking.</p> <p>Use interesting ideas to make their product look attractive.</p>	<p>Select suitable tools/equipment and explain choices.</p> <p>Begin to use tools/equipment accurately.</p> <p>Select appropriate materials, fit for purpose.</p> <p>Begin to measure, mark out, cut and shape materials/components with some accuracy.</p> <p>Begin to assemble, join and combine materials and components with some accuracy.</p> <p>Evaluate</p> <p>Look at design criteria while designing and making.</p> <p>Use design criteria to evaluate the finished product.</p> <p>Say what I would change to make design/product better.</p>		<p>Select suitable tools/equipment and explain choices.</p> <p>Begin to use tools/equipment accurately.</p> <p>Select appropriate materials, fit for purpose.</p> <p>Follow a plan in order.</p> <p>Consider how good the product will be.</p> <p>Begin to measure, mark out, cut and shape materials/components with some accuracy.</p> <p>Begin to assemble, join and combine materials and components with some accuracy.</p> <p>Begin to apply a range of finishing techniques with some accuracy.</p> <p>Evaluate</p> <p>Look at design criteria while designing and making.</p>	<p>Make</p> <p>Select suitable tools/equipment and explain choices.</p> <p>Begin to use tools/equipment accurately.</p> <p>Select appropriate materials, fit for purpose.</p> <p>Follow a plan in order.</p> <p>Consider how good the product will be.</p> <p>Begin to measure, mark out, cut and shape materials/components with some accuracy.</p> <p>Begin to assemble, join and combine materials and components with some accuracy.</p> <p>Begin to apply a range of finishing techniques with some accuracy.</p> <p>Evaluate</p>
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		<p>Technical Knowledge</p> <p><u>Materials and Structures</u> Use appropriate materials.</p> <p>Work accurately to make cuts and holes.</p> <p>Join materials using different methods.</p> <p>Begin to make strong/stiff/stable structures.</p> <p>Select appropriate tools / techniques.</p> <p>Make alterations to the product, when required, to improve the quality and effectiveness.</p> <p><u>Mechanisms</u> Begin to try new/different ideas.</p> <p>Use simple lever and linkages to create movement.</p>		<p>Use design criteria to evaluate the finished product.</p> <p>Say what I would change to make design/product better.</p> <p>Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, whether they are fit for purpose.</p> <p>Begin to understand by whom, when and where products were designed.</p> <p>Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products.</p> <p>Technical Knowledge</p> <p><u>Materials and Structures</u> Use appropriate materials.</p> <p>Work accurately to make cuts and holes.</p>	<p>Look at design criteria while designing and making.</p> <p>Use design criteria to evaluate the finished product.</p> <p>Say what I would change to make design/product better.</p> <p>Begin to understand by whom, when and where products were designed.</p> <p>Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products.</p> <p>Technical Knowledge</p> <p><u>Materials and Structures</u> Use appropriate materials.</p> <p>Work accurately to make cuts and holes.</p> <p>Join materials using different methods.</p> <p>Begin to make strong/stiff/stable structures.</p>
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				<p>Join materials using different methods.</p> <p>Begin to make strong/stiff/stable structures.</p> <p>Select appropriate tools / techniques.</p> <p>Make alterations to the product, when required, to improve the quality and effectiveness.</p> <p><u>Textiles</u> Join textiles in a variety of ways.</p> <p>Choose textiles considering appearance and functionality.</p> <p>Understand that a simple fabric shape can be used to make a 3D textiles project.</p>	<p>Select appropriate tools / techniques.</p> <p>Make alterations to the product, when required, to improve the quality and effectiveness.</p> <p><u>Electrical Systems</u> <i>(NB: consider where & how this will fit in?)</i></p> <p>1. Use a simple circuit in a product.</p> <p>2. Learn how to program a computer to control a product.</p>
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Science	<p><u>Rocks</u> <i>(NB: to include aspects of working scientifically as appropriate to unit).</i></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><u>Animals inc Humans</u> <i>(NB: to include aspects of working scientifically as appropriate to unit).</i></p> <p>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.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Forces & Magnets</u> <i>(NB: to include aspects of working scientifically as appropriate to unit).</i></p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Plants</u> <i>(NB: to include aspects of working scientifically as appropriate to unit).</i></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>Light</u> <i>(NB: to include aspects of working scientifically as appropriate to unit).</i></p> <p>Notice that light is reflected from surfaces.</p> <p>Find patterns that determine the size of shadows.</p>
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<p style="text-align: center;">RSHE</p>	<p>HEALTH & WELLBEING, with a focus on the school values – Bravery and Self-belief</p> <p>Explore their personal strengths and achievements.</p> <p>Become confident with a range of feelings vocabulary; begin to understand how to manage and reframe setbacks; recognise common challenges to everyday life and understand how to apply strategies to manage this, including asking for help; be able to discuss what affects feelings and some of the different ways we can choose to express feelings.</p>	<p>HEALTH & WELLBEING, with a focus on the school values – Bravery and Self-belief (covered in Science)</p> <p>Be able to make good health choices and understand the need for good habits and routines, including what is meant by a healthy, balanced diet and the need for regular exercise.</p> <p>Learn how to identify risks and hazards, including how to predict, manage and assess risk and consider aspects of safety/ rules in the local environment and unfamiliar places.</p> <p><i>Crossing the road safely activity with LS – crossing patrol @ LVPS (Nov 2021)</i></p> <p>A2 W1-7 (Weds am) ACT - 'Embracing Our Differences' Project</p>	<p>RELATIONSHIPS, with a focus on the school values – Resilience and Collaboration</p> <p>Learn about what makes a family; features of family life; different types of family and relationships, including families living apart.</p> <p>Understand safe relationships by considering personal boundaries and privacy, safely responding to others and the impact of hurtful behaviour, including bullying – face to face and online.</p> <p>Recognise respectful behaviour and the importance of self-respect; courtesy and being polite to others.</p>	<p>LIVING IN THE WIDER WORLD, with a focus on the school values – Communication and Responsibility</p> <p>Learn about the value of rules and laws; rights, consequences; freedoms and responsibilities, as well as Human Rights.</p>	<p>LIVING IN THE WIDER WORLD, with a focus on the school values – Communication and Responsibility</p> <p>Learn how the internet is used and how to assess information online to make safe, reliable choices from search results.</p> <p>Learn about different jobs and skills; job stereotypes; setting personal goals</p>
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<p style="text-align: center;">Music</p>	<p>Singing and performing * Children will be able to sing in tune with an awareness of expression. * They will control their voice when singing with the ability to listen and respond to the voices of others. *They will be assertive in their performance of notes on a range of instruments. They will be able to continue their rhythm pattern alongside a different rhythm pattern and a steady beat. They will be immediate in their use of silence at the beginning and end of a performance.</p>		<p>Listening and appraising Children will improve their work explaining how it has improved. * They will use musical words (the IDMs of music) to describe a piece of music and compositions. * Children will use musical words to describe what they like and dislike. * Children will recognise and understand the musical features and historical background of the work of at least one famous composer.</p>		<p>Composing and Improvising Children will be able to use different musical dimensions in their composition. * They will create repeated patterns (ostinatos) with different instruments * They will compose melodies and songs using a specific range of notes. * They will create simple accompaniments for tunes(drones) * They will combine different sounds to create a specific mood or feeling *They will begin to build different tempos into their compositions.</p>
<p style="text-align: center;">PE</p>	<p>Gymnastics (indoor – with SL from LCA) Outdoor games: Basketball Life Centre Swimming (x 1 week)</p>	<p>ACT/ Embracing Our Differences Project – Multi Skills (indoor) Outdoor games: Football</p>	<p>Gymnastics (indoor – continuing with SL from LCA) Outdoor games: Netball</p>	<p>Indoor Athletics Outdoor games: rounders/hockey</p>	<p>Indoor Athletics Outdoor games: Tennis</p>

Computing	We are Vloggers		<p>Computer Science</p> <p>(3.1) We are programmers – Programming an animation</p> <p>Further develop debugging skills through explicit teaching of common issues through dedicated debugging lessons.</p> <p>Practical application of debugging through the creation of simple animations using basic programming languages such as Scratch.</p>		<p>Digital literacy</p> <p>(3.6) We are opinion pollsters – Collecting and analysing data</p> <p>(link to Geography LOs, can we begin this unit with a traffic survey to cover the relevant KS2 geography objectives?)</p> <p>Becoming more critical of and evaluating images and other online content for appropriateness in their work.</p> <p>Designing and evaluating and adapting content to ensure it meets the needs of the audience.</p> <p>Begin to consider personal consent in online material.</p>
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RE	<p>L2.1 What do Christians learn from the Creation Story?</p>	<p>L2.2 What is it like to follow God?</p>	<p>L2.9 (Spring 1) How do festivals and worship show what matters to a Muslim?</p> <p>L2.10 (Spring 2) How do festivals and family life show what matters to Jewish people?</p>	<p>L2.4 What kind of world did Jesus want?</p>	<p>L2.12 How and why do people try to make the world a better place?</p>
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