

## Year 3 Curriculum

Autumn	Spring	Summer
A study of an aspect in British history that extends chronological knowledge – The Legacy of Greek Culture on later periods of British history including today	Changes in Britain from Stone Age to Iron Age	Extend Knowledge and understanding beyond the local area to include the United Kingdom and a region in a European Country (France)
<b>As historians we will....</b>		
<p><b>Know and understand:</b> How to create a timeline. What BC and AD are. How to draw comparisons.</p>	<p><b>Know and understand:</b> What pre-history is and be able to order the pre-history era's. The difference between Stone Age, Bronze Age and Iron Age and why they were named this. How to research using primary and secondary sources.</p>	<p><b>Know and understand:</b> A local history study</p>
<ul style="list-style-type: none"> <li>• have some awareness of the different periods of the past.</li> <li>• identify some of the differences and similarities between the periods.</li> <li>• begin to make deductions from sources that go beyond simple observations.</li> <li>• identify some of the different ways in which the past is represented.</li> <li>• have knowledge and understanding of some of the main events, people and changes from the past</li> </ul>	<ul style="list-style-type: none"> <li>• have some awareness of the different periods of the past.</li> <li>• identify some of the differences and similarities between the periods.</li> <li>• be aware that there are different types of historical sources.</li> <li>• begin to make deductions from sources that go beyond simple observations.</li> <li>• identify some of the different ways in which the past is represented</li> <li>• have knowledge and understanding of some of the</li> </ul>	<ul style="list-style-type: none"> <li>• be aware that there are different types of historical sources.</li> <li>• make simple deductions</li> <li>• have knowledge and understanding of some of the main events, people and changes from the past</li> <li>• begin to give a few reasons for and results of the main events and changes</li> <li>• describe and explain simple concepts such as cause and effect</li> <li>• ask relevant questions</li> <li>• write work that makes sense and uses Y3 conjunctions</li> </ul>

<ul style="list-style-type: none"> <li>begin to give a few reasons for and results of the main events and changes</li> <li>ask relevant questions</li> <li>begin to use simple historical language to communicate ideas</li> <li>write work that makes sense and uses Y3 conjunctions</li> </ul> <p><b><i>This topic has links to English, mathematics and geography.</i></b></p>	<p>main events, people and changes from the past</p> <ul style="list-style-type: none"> <li>begin to give a few reasons for and results of the main events and changes</li> <li>describe and explain simple concepts such as cause and effect</li> <li>ask relevant questions</li> <li>begin to use simple historical language to communicate ideas</li> <li>write work that makes sense and uses Y3 conjunctions</li> </ul> <p><b><i>This topic has links to English, mathematics and geography.</i></b></p>	<p><b><i>This topic has links to English, mathematics and geography.</i></b></p>
<p><b>As geographers we will....</b></p>		
<p><b>Know and understand:</b>  How to locate Europe and Greece on a map.  How to use a map to find capital cities and understand what they are.  The location of rivers, seas and oceans and the difference between these.  What trade means.</p>	<p><b>Know and understand:</b>  About crops and agriculture.  How to locate Stone Henge on a map of the UK and develop an understanding of why it was built.</p>	<p><b>Know and understand:</b>  Local Area  Fieldwork with the local area.  How to use maps, globes and atlases.</p>
<ul style="list-style-type: none"> <li>observe and describe physical and human features of the local area and other places.</li> <li>begin to compare features to another place beyond the local area.</li> </ul>	<ul style="list-style-type: none"> <li>know about the local area. Describe simply where places are beyond the local area.</li> <li>observe and describe physical and human features of the local area and other places.</li> </ul>	<ul style="list-style-type: none"> <li>know about the local area.</li> <li>describe simply where places are beyond the local area.</li> <li>observe and describe physical and human features of the local area and other places.</li> </ul>

<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital / computer mapping to locate countries and describe their features.</li> </ul> <p><b><i>This is linked to history topic.</i></b></p>	<ul style="list-style-type: none"> <li>• begin to compare features to another place beyond the local area.</li> <li>• use maps, atlases, globes and digital / computer mapping to locate countries and describe their features</li> </ul> <p><b><i>This is linked to history topic.</i></b></p>	<ul style="list-style-type: none"> <li>• begin to compare features to another place beyond the local area</li> <li>• use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• learn eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe and record the human and physical features in the local area using a range of methods</li> </ul> <p><b><i>This topic is linked to English and mathematics.</i></b></p>
<p><b>As artists we will ....</b></p>		
<p><b>Know and understand:</b> Why art was used in Ancient Greece. That Athens was creative, while Sparta was not, and to understand why.</p>	<p><b>Know and understand:</b> About Iron Age art. How paint was created in the Iron Age and what and why they painted things.</p>	<p><b>Know and understand:</b> Picasso 3D modelling</p>
<ul style="list-style-type: none"> <li>• use line, tone and shade to represent things seen, remembered or imagined.</li> </ul>	<ul style="list-style-type: none"> <li>• use line, tone and shade to represent things seen, remembered or imagined.</li> </ul>	<ul style="list-style-type: none"> <li>• recreate 2D images in a 3D piece.</li> </ul>

<ul style="list-style-type: none"> <li>• develop awareness of contrasts in texture and colour</li> <li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>• match the tool to the material</li> <li>• develop skills in stitching, cutting and joining</li> <li>• experiment with paste resist</li> </ul>	<ul style="list-style-type: none"> <li>• develop awareness of contrasts in texture and colour</li> <li>• draw familiar things from different viewpoints</li> <li>• represent things observed, remembered or imagined using colour/tools</li> <li>• introduce different types of brushes for specific purposes</li> <li>• use stimuli to create simple 2D and 3D images using a variety of tools and materials</li> <li>• create printing blocks using a relief or impressed method</li> <li>• create repeating patterns</li> <li>• create repeating patterns</li> <li>• print with two colour overlays</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with creating mood, feeling and movement and areas of interest</li> <li>• draw familiar things from different viewpoints</li> <li>• represent things observed, remembered or imagined using colour/tools</li> <li>• introduce different types of brushes for specific purposes</li> <li>• use stimuli to create simple 2D and 3D images using a variety of tools and materials</li> <li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>• match the tool to the material Develop skills in stitching, cutting and joining</li> <li>• experiment with paste resist</li> </ul>
<b>As designers we will ....</b>		
<p><b>Know and understand:</b> How to plan, adapt and evaluate designs Food Technology.</p>	<p><b>Know and understand:</b> What a Cornyx is and how it was built. To plan, build and evaluate based on this knowledge.</p>	<p><b>Know and understand:</b> Textiles</p>

<ul style="list-style-type: none"> <li>• use a stimuli to create simple 2D images using a variety of tools and materials</li> <li>• demonstrate hygienic food preparation and storage</li> <li>• know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate</li> </ul> <p><b><i>This topic links with science.</i></b></p>	<ul style="list-style-type: none"> <li>• use a stimuli to create simple 2D images using a variety of tools and materials</li> <li>• identify a purpose and establish criteria for a successful product</li> <li>• explore, develop and communicate design proposals by modelling ideas</li> <li>• make drawings with labels when designing</li> <li>• measure, tape or pin, cut and join fabric with some accuracy</li> <li>• use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>	<ul style="list-style-type: none"> <li>• generate ideas for an item, considering its purpose and the user.</li> <li>• plan the order of our work before starting.</li> <li>• select tools and techniques for making their product.</li> <li>• measure, mark out, cut, score and assemble components with more accuracy</li> <li>• work safely and accurately with a range of simple tools</li> <li>• think about their ideas as the make progress and be willing to change if this helps them to improve their work</li> <li>• evaluate their product against original design criteria, e.g. how well it meets its intended purpose</li> <li>• disassemble and evaluate familiar products</li> </ul>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>As musicians we will ....</b>		
<b>Controlling Sounds through Singing and Playing</b> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> </ul>	<b>Controlling Sounds through Singing and Playing</b> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> </ul>	<b>Controlling Sounds through Singing and Playing</b> <ul style="list-style-type: none"> <li>• sing in tune and with expression</li> <li>• perform rhythmically simple parts that use small range of notes</li> </ul>

- practice, rehearse and present performances with an awareness of audience

**Creating and Developing Musical Ideas**

- perform rhythmically simple parts that use a short range of notes

**Responding and Reviewing**

- recognise and explore ways sound can be combined and used expressively
- make improvements to own work, and comment on the effect

**Learning, and Applying Knowledge and Understanding**

- listen to and recall repeated patterns

- practice, rehearse and present performances with an awareness of audience

**Creating and Developing Musical Ideas**

- perform rhythmically simple parts that use a short range of notes
- join several layers of sound and understand the effect

**Responding and Reviewing**

- recognise and explore ways sound can be combined and used expressively
- explore and explain ideas and feelings about music using movement, dance and expressive and musical language
- make improvements to own work, and comment on the effect

**Learning, and Applying Knowledge and Understanding**

- listen to and recall repeated patterns
- understand how different musical elements are combined and used expressively

- practice, rehearse and present performances with an awareness of audience

**Creating and Developing Musical Ideas**

- perform rhythmically simple parts that use a short range of notes
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**Learning, and Applying Knowledge and Understanding**

- listen to and recall repeated patterns
- understand how different musical elements are combined and used expressively

	<ul style="list-style-type: none"> <li>• use established notation to represent music, including chords, pitch etc</li> <li>• listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it</li> </ul>	<ul style="list-style-type: none"> <li>• use established notation to represent music, including chords, pitch etc</li> <li>• listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they, as audience, respond to it</li> </ul>
<b>During P.E. we will develop ....</b>		
<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• traveling whilst bouncing a ball showing control</li> <li>• using a range of skills to help them keep possession and control of the ball</li> <li>• performing the basic skills needed for the games with control and consistency</li> <li>• in pairs, making up a game and playing a simple rallying game</li> <li>• using a range of skills to keep possession and make progress towards a goal, on our own and with others</li> <li>• choosing good places to stand when receiving, and give reasons for our choice</li> <li>• choosing and using throwing skills to make the game hard for our opponents</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• improving the quality of our actions, body shapes and balance</li> <li>• selecting appropriate actions and consolidating simple ideas</li> <li>• knowing the importance of strength</li> <li>• evaluating our work and the quality of our performance</li> <li>• recognising how our work can be improved</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• using a range of skills to help us keep possession and control of the ball</li> <li>• performing the basic skills needed for the games with control and consistency</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>• using a range of skills to help us keep control of the ball</li> <li>• performing the basic skills needed for the games with control and consistency</li> <li>• in pairs, making up a game and playing a simple rallying game</li> <li>• choosing good places to stand when receiving, and giving reasons for our choice</li> <li>• choosing and using throwing and batting skills to make the game hard for our opponents</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• developing the range and consistency of our skills in athletic activities</li> </ul>

**Dance**

- improvising freely, on our own or with a partner
- translating ideas into a dance
- creating and linking phrases using a simple dance structure
- performing dances with an awareness of rhythm on our own or in a group

- in pairs, making up a game and playing a simple rallying game
- choosing good places to stand when receiving, and giving reasons for our choice
- choosing and using batting or throwing skills to make the game hard for our opponents

- developing ability to choose and use tactics and strategies for a given activity.
- knowing and measuring the short term effects exercise has on the body.
- describing how the body reacts to different types of activity.
- describing and evaluating our performance and recognising where improvements can be made

**Swimming**

- working with confidence in the water
- exploring and using skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water
- remembering, repeating and linking skills
- knowing how to choose and use skills for different swimming tasks eg using arms to stay balanced, knowing what to push against the water to move in a particular direction



		<ul style="list-style-type: none"> <li>• improving the control and coordination of our bodies in the water</li> <li>• knowing that being active is fun and good for us</li> <li>• recognising what our bodies feel like during different activities</li> <li>• watching, copying and describing what we and others have done and using the information to improve our work</li> </ul>
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**During Computing we will ....**

<p><b>Photography British Artists.</b></p> <ul style="list-style-type: none"> <li>• IT – be learning how to save our work using a shared folder with class codes and initials.</li> <li>• IT – be learning how to use the computer to create an imitation of an artist’s work.</li> <li>• DL – be learning to use the internet to research our artist and images of their work. - <i>This has links to art</i></li> </ul> <p><b>Programming 101. Tynker</b></p>	<p><b>Animation France folklore.</b></p> <ul style="list-style-type: none"> <li>• DL– be learning how animations are made and how this is used in the movie industry.</li> <li>• IT - be learning how animation works by animating characters to create a story.</li> <li>• IT – be using French folklore to recreate a story using computing and animation. - <i>This topic links with geography and English.</i></li> </ul> <p><b>Podcasting Stone age – Iron Age.</b></p>	<p><b>Presentation Monet.</b></p> <ul style="list-style-type: none"> <li>• DL – be discussing how presentations can be used in and around the world of work and not only in schools</li> <li>• DL – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• DL - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
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<ul style="list-style-type: none"> <li>• CS – understand what an algorithm is; how it can be used to program characters and backgrounds</li> <li>• CS - create and debug simple algorithms. Learn to use loops and conditionals to make their codes simpler</li> <li>• CS - use logic to try and predict what a simple algorithm will do.</li> </ul>	<ul style="list-style-type: none"> <li>• DL – be learning about how podcasting came about and how this has developed the radio industry</li> <li>• DL – be using the internet to research our topic and create a short script</li> <li>• IT – learning how the radio industry has moved forward using technology. - <b><i>This has links with history, music and English.</i></b></li> </ul>	<p>- <b><i>This has links to art and history</i></b></p> <p><b>Garageband</b></p> <ul style="list-style-type: none"> <li>• CS - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• CS - select, use and combine a variety of software on a range of digital devices to design a piece of music</li> <li>• DL - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p>- <b><i>This links with Music and SMSC</i></b></p>
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**During PSHE we will begin to know and understand...**

<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• what is meant by a healthy lifestyle</li> <li>• how to maintain physical, mental and emotional health and wellbeing</li> <li>• how to manage risks to physical and emotional health and wellbeing</li> <li>• ways of keeping physically and emotionally safe</li> <li>• about managing change, including transition and loss</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts</li> <li>• how to recognise and manage emotions within a range of relationships</li> <li>• how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• how to respond to risky or negative relationships and ask for help</li> </ul>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• about respect for self and others and the importance of responsible behaviours and actions</li> <li>• about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• about different groups and communities</li> <li>• to respect equality and to be a productive member of a diverse community</li> <li>• about the importance of respecting and protecting the environment</li> </ul>
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<ul style="list-style-type: none"> <li>• how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• how to respond in an emergency</li> <li>• to identify different influences on health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• how to respect equality and diversity in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• how money plays an important part in people's lives</li> <li>• a basic understanding of enterprise.</li> </ul>
<b>During R.E. we will begin to know and understand....</b>		
<ul style="list-style-type: none"> <li>• Christian faith Stories</li> <li>• Hindu Faith Stories</li> <li>• Islamic Faith Stories</li> <li>• Sikhism Faith Stories</li> <li>• Jewish Faith Stories</li> <li>• Looking at themes in stories</li> </ul> <p><b><i>These topics link with English.</i></b></p>	<ul style="list-style-type: none"> <li>• Sign and Symbol Hunt</li> <li>• Symbols in Faith</li> <li>• Symbols in Places of Worship</li> <li>• Symbols in Stories</li> <li>• Symbolic Words</li> <li>• A Symbol of Belief</li> </ul> <p><b><i>These topics link with English.</i></b></p>	<ul style="list-style-type: none"> <li>• What is special to you</li> <li>• What makes someone inspirational</li> <li>• Jesus is considered inspirational by Christians</li> <li>• Inspirational figures from different faiths</li> </ul> <p><b><i>These topics link with English.</i></b></p>

Autumn	Spring	Summer
<b>As scientists we will ...</b>		
<p><b>Health and Movement:</b></p> <ul style="list-style-type: none"> <li>• identify that humans get the nutrition they need from what they eat</li> <li>• identify that a balanced diet is needed in order to stay healthy</li> <li>• investigate which foods different animals eat</li> <li>• carry out an investigation to find out what pets eat</li> <li>• explore human and animal skeletons</li> <li>• find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported</li> <li>• find out what muscles are and how skeletal muscles help us to move</li> </ul>	<p><b>Forces and Magnets:</b></p> <ul style="list-style-type: none"> <li>• explore what forces are and notice that some forces need contact between two objects</li> <li>• compare how things move on different surfaces</li> <li>• explore how magnetic forces work</li> <li>• be able to identify magnetic materials</li> <li>• investigate uses for magnets</li> </ul> <p><b>Light and Shadow</b></p> <ul style="list-style-type: none"> <li>• recognise that we need light in order to see</li> <li>• explore the Sun as a light source and identify the difference between night and day</li> <li>• investigate what shadows are and why they are formed</li> <li>• investigate how shadows behave</li> <li>• investigate how the size of shadows change throughout the day</li> <li>• explore how light is reflected from surfaces</li> </ul>	<p><b>How Plants Grow:</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of the roots of flowering plants</li> <li>• investigate the way in which water is transported within plants</li> <li>• identify and describe the functions of leaves in flowering plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including <b>pollination, seed formation</b> and seed dispersal</li> <li>• explore some of the ways in which flowering plants disperse their seeds</li> <li>• understand the structure of seeds and their importance as a food source</li> </ul> <p><b>Rocks Fossils and Soils:</b></p> <ul style="list-style-type: none"> <li>• be able to identify naturally occurring rocks and explore their uses</li> <li>• be able to group rocks according to their characteristics</li> <li>• be able to plan, carry out and evaluate experiments to compare rocks</li> <li>• identify rocks that are used for particular purposes</li> <li>• explore soil and how it is formed</li> </ul>

		<ul style="list-style-type: none"><li>• explore what fossils are and how they are formed</li><li>• be able to identify fossilised remains</li></ul>
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