

Year 3 Curriculum Overview

BIG questions are to promote effective lifelong learning inventory (ELLI) skills

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary Focus	Science	History	Science	DT	RE	Geography
Secondary focus	Geography/art	Science	Art/Music	Computing/PSHE/PE	History/ Geography/ science	DT/science
The BIG question:	How has the world adapted and formed?	How have relationships between the Tudors and the Stuart influenced our lives today?	Why is it important to work together?	How can I use technology to support communication and creativity?	Why is planning important for special journeys?	How can we plan ahead to protect biomes in UK and in France
Wow moments	Designing and painting rocks Bristol pebble drop art		Invite bee keeper in Bee bombs. Make and throw wild flower seeds bombs		Visitor to talk about a special journey/exhibition	Watch clips tour de France, Giro d'italia & vuelta espana BMX visitor.
Trips/ Bristol links	Severn Beach		Bristol museum		Visit religious building (Bristol Sikh temple (Gurudwaras)	Twin Town Bordeaux and other English twinned towns.
Celebration	Report to another class		Art exhibition		Debate within class	Chosen City day Design and display own jerseys exhibition.
High quality texts. power of reading & Pie Corbett, reading spine....	In to the forest Gregory cool	Hansel & Gretel (PC) The Ice palace Snow dragon	Cat tales: Ice cat (PC) Bees 2019 Y6 SATs reading paper on Bees	Meerkat mail (PC) The sheep pig (PC) The abominables (PC)	The Iron man (PC)	Bubble and squeak (PC) The Green ship
Linked enquiry texts/stimulus... topic books	The rock factory: A story about rocks and stones Ug Pebble in my pocket— Stone girl, bones girl This little pebble Volcanoes and earthquakes		Beetle boy (TB)		Shackleton's journey Non fiction texts—What makes a magnet.	
Science	What is inside the earth? Rocks The Water cycle *Inside the earth: layers crust, mantle, core; High temperatures	The human body: Cell systems and health <u>Cells</u> *All living things are made up of cells, too small to be seen without a microscope. o Cells make	Insects *Insects can be helpful and harmful to people: Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects; Harmful:		Forces and Magnets *Compare how things move on different surfaces * Notice that some forces need contact between two objects, but magnetic	Plants *Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

	<p>* Volcanoes and geysers</p> <p>*Rocks and minerals o Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary o Important minerals in the Earth (such as quartz, gold, sulphur, coal, diamond, iron ore)</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>*Most of the Earth's surface is covered by water</p> <p>*The water cycle o Evaporation and condensation o Water vapour in the air, humidity o Clouds: cirrus, cumulus, stratus o Precipitation, groundwater</p>	<p>up tissues. o Tissues make up organs. o Organs work in systems.</p> <p><u>The Digestive System:</u></p> <p>*Explore with children what happens to the food we eat by studying body parts and functions involved in taking in food and getting rid of waste. Children should become familiar with the following:</p> <p>*Salivary glands, taste buds</p> <p>*Teeth: incisors, canines, premolars and molars</p> <p>*Oesophagus, stomach, liver, small intestine, large intestine</p> <p><u>Taking care of your body:</u></p> <p><u>A healthy diet</u></p> <p>*The 'food pyramid'</p> <p>*Vitamins and minerals</p>	<p>destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting</p> <p>*Distinguishing characteristics - Exoskeleton, chitin - Six legs and three body parts: head, thorax and abdomen - Most but not all insects have wings</p> <p>*Life cycles: metamorphosis o Some insects look like miniature adults when born from eggs, and they moult to grow (for example: grasshopper, cricket) - Some insects go through distinct stages of egg, larva, pupa, adult (for example: butterflies, ants)</p> <p>*Social Insects - Most insects live solitary lives, but some are social (for example: ants, honeybees, termites, wasps) o Ants: colonies o Honeybees: workers, drones, queen bee</p>		<p>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>*Magnetism demonstrates that there are forces we cannot see that act upon objects.</p> <p>*Most magnets contain iron; Lodestones: naturally occurring magnets</p> <p>*Magnetic poles: north-seeking and south-seeking poles</p> <p>*Magnetic field (strongest at the poles) *Law of magnetic attraction: unlike poles attract, like poles repel. *The Earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole).</p> <p>*Orienteering: use of a magnetised needle in a compass, which will always point to the north</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>Biology</p>
History		<p>Period Study: Tudors (AD 1485-1603)</p> <p>Stuarts (AD 1603-1649)</p>			<p>Era Study: European explorers (AD 1400 – 1500)</p>	

<p>Geography</p>	<p>Locational knowledge of England</p> <ul style="list-style-type: none"> *Know the counties of region (South-west: Bristol, Somerset, North Somerset, South Gloucestershire, Gloucestershire, Devon, Dorset, Cornwall, Wiltshire) *Know significant cities within own region (South-west: Bristol, Exeter, Bath) *Identify characteristics of the region (famous landmarks both physical and human e.g. Cheddar Gorge, Somerset Levels, Avon Gorge, Clifton Suspension Bridge, Stonehenge, Bath Royal Crescent, Eden Project) 				<p>Locational knowledge of Europe</p> <ul style="list-style-type: none"> *Locate UK within Europe *Name countries within Europe (Western: France, Belgium, Germany, Netherlands / Northern: Norway, Finland, Sweden, Denmark / Sothern Europe: Portugal, Spain, Italy, Greece / Eastern Europe: Poland, Czechoslovakia, Bulgaria, Lithuania) *Reference European countries in relation to each other using the compass and state their location in Europe (Western, Northern, Southern, Eastern) including common references to regions (British Isles, Scandinavia/Nordic, Mediterranean, Western Europe and Europe) *Know the location of Russia in relation to Europe. 	<p>Contrasting study: England and the Mediterranean (France)</p> <ul style="list-style-type: none"> *Know location of Mediterranean countries (France, Italy, Greece, Spain) * Identify the country/countries location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Meridian mean time. *Know geographical similarities and differences through the study of physical geography: Physical: <ul style="list-style-type: none"> *Biomes; A biome is a large naturally occurring community of flora and fauna occupying a major habitat that formed in response to a shared physical climate. The Mediterranean biome is known as Mediterranean and is characterised as hot dry summers, mild and rainy winters with woodlands and shrubs. England temperate biome is characterised as mild climate with seasonal variation receiving heavy rainfall with mixed woodland. *Vegetation belt: A vegetation belts is an area with distinctive plant types. There are 5
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						<p>types of vegetation belt: forest, grassland, tundra, desert, and ice sheet. The vegetation belt in the England is typically temperate broadleaf forest. The vegetation belt in the Mediterranean is typically shrubs and grassland.</p> <p>* Climate zones are divisions of the Earth's climates into general climate zones according to average temperatures and average rainfall. The three major climate zones on the Earth are the polar, temperate, and tropical zones. The Mediterranean and the England are in a temperate climate zone and experience seasonal change (autumn, winter, spring, summer).</p> <p>*Topography is the arrangement of the physical and human features of an area. The topography of the Mediterranean is varied: high mountains, rocky shores, scrubland, coastal wetlands, sandy beaches and islands. The topography of the England is varied: mountains and hilly landscapes, rolling valleys, varied coastal types (e.g. cliffs, pebble</p>
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						<p>or sandy beaches, coastal wetlands),</p> <p>*Know geographical similarities and differences through the study of human geography: - Identify the different land use patterns within each area using maps and images (recreational, transport, agricultural, residential and commercial) and understand that aspects have changed over time.</p> <p>- Identify economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Geography skills, techniques & application</p>	<p>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>* use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>*use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>					
<p>DT</p>				<p>Generate, develop and model, communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams</p> <p>Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities</p>		<p>Understand seasonality and know where and how a variety of ingredients is grown, reared, caught and processed.</p> <p>Find out which fruit and vegetables are grown in countries/continents studied in Geography</p> <p>DT (Food)</p> <p>Follow instructions/recipes. Make healthy eating choices</p>

						Join and combine a range of ingredients.
Art	Mix colour with control and use complimentary colour for effect? (Look at the colour wheel) Use different ways of applying colour? (scrape, thick and wash) Copy other artists work with more accuracy of colour mixing? (Paul Klee) Make copies of artists work using similar media focussing on tonal contrast? (using pastels to print) Create movement in my work and use the art vocabulary of horizontal, vertical, diagonal and angular to describe it?		Begin to recognise the diagonal (oblique) as a way of creating the illusion of 3d space? (Edward Hopper) Show an awareness of the shapes I observe when drawing? Draw the same object from different points of view? (Picasso - cubism) Compare representational shape and abstract shape in art? (Cezanne versus Mondrian) Explore tessellating and symmetrical shapes? (MC Escher)			Use natural forms to create regular or irregular patterns? (Mosaic, Andy Goldsworthy) Use paint to create a sense of texture? (brushstrokes, colour on colour, adding sand) Collect a range of textured surfaces and put textures together in abstract designs?
Music	Learning an Instrument – Violin	Winter Concert Learning an Instrument – Violin	Singing and Performing - Pitch	'Water' - Graphic Scores	Trains – Reading and Notating Rhythm	Summer Showcase
Computing	Continue to program ProBots, start to include procedures. Also use Probotix Software. Introduce Stick Pivot, develop and extend. E-Safety KS2 Lesson 1and 2					
Microsoft computing	Using PowerPoint. Insert title using WordArt Insert video or voice clip on how to make a circuit Add slide animations Present PowerPoint to another class/assembly			Create an information leaflet on "Healthy me?" using PowerPoint. Insert title using WordArt Insert text boxes/diagrams Print and stick and share with another class		Use internet to research artworks and artist Insert title using WordArt Insert images of artworks from google Add textboxes
R.E.	Unit 1—What is important to me? Festival: Diwali		Unit 4—What does it mean to belong to a religion? (Christianity) Festival: Holi		Unit 5—Why are some journeys and places special? (Pilgrimages)	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
French	On y va (All abroad)		L'argent de poche (Pocket money)		Raconte-moi une hostoire (Tell me a story)	
Real PE	Unit 1 – Personal	Unit 2 – Social	Unit 3 – Cognitive	Unit 4 – Creative	Unit 5 – Physical	Unit 6 – Health and Fitness