Year 3 Curriculum Overview

	Discovery	Global	Wellbeing
Science	**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	-	**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.
	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 an opaque object - find patterns in the way that the size of shadows change.	**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. **Forces and Magnets** - Pupils should be taught to: 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. -	
History	**Year A** Local study – A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Ironstone Mining. Exploration of our locality and beyond	**Year A** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt Technology Achievement	**Year A** Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon Art and Culture Leisure and Entertainment
	Year B Changes in Britain from the Stone Age to the Iron Age. Iron Age hill forts – tribal kingdoms, farming and culture. Exploration of our locality and beyond.	**Year B** The Roman Empire and its impact on Britain. Technology – roads, buildings, Guisborough Helmet.	**Year B** The Roman Empire and its impact on Britain. British Resistance - for example – Boudica. Resilience.
Geography	**Year A** **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Comparing North Yorkshire to an area in North America – National Parks.**	Year A **Locational Knowledge:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **European Country or countries.**	**Year A**

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	Geographical skills and fieldwork: 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. Use the eight points of a compass, four 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	**Human and physical geography:** describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes.	
	Year B	**Year B** **Human and physical geography:** describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. **Locational knowledge:** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night. Hot and Cold	**Year B**
Design Technology	**Year A** **Mechanisms: Moving Miracles** - understand and use mechanical systems in their products [for example, **gears, pulleys**, cams, levers and linkages] **Structure: Christmas Decorations** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**Year A** **Electrical systems: Iron Man's Eyes** - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] **Mechanisms: Shaduf Levers** understand and use mechanical systems in their products [for example, gears, pulleys, cams, **levers** and linkages]	**Year A** **Cooking and Nutrition: Seasonal Ingredients/Brainy Breakfast Bars** - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
	Year B **Year 3 and 4** **Structures: Stone Age Houses** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**Year B**	**Year B** **Cooking and Nutrition: Soups** - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Art	**Year A** **Drawing** - Experiment with the potential of various pencils - Draw both the positive and negative shapes - Initial sketches as a preparation for painting - Identify and draw the effect of light - Scale and proportion - Accurate drawings of whole people including proportion and placement **Form** - Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors	**Year A** **Form** - Shape, form, model and construct (malleable and rigid materials) - Plan and develop - Understanding of different adhesives and methods of construction - Aesthetics **Colour** - Observe colours - Suitable equipment for the task **Egyptian jewellery, masks and art**	**Year A** **Colour** - Colour mixing and matching tint, tone, shade - Make colour wheels - Introduce different types of brushes - Close observation - Work on a variety of scales **Printing** - Mono-printing - Colour mixing through overlapping colour prints **Plants, Georgia O'Keefe, Anglo Saxon Art and Culture, Illuminated letters**

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	- Analyse and interpret natural and manmade forms of construction **Ironstone Mining Sculpture** **Planning Project – Anthony Gormley, Alberto Giacometti**		
	Year B **Drawing** - Close observation - Accurate drawings of people – particularly faces - Work on a variety of scales - Computer generated drawings **Texture** - Use smaller eyed needles and finer threads - weaving - Tie dying, batik - Use a wider variety of stitches - Observation and design of textural art – - Experimenting with creating mood, feeling, movement - Compare different fabrics **Portraits, Colour to reflect mood, portraits in limited pallet warm/cool - Picasso, Stone Age baskets and clothing**	**Year B** **Colour** - Colour to reflect mood - Techniques- apply colour using dotting, scratching, splashing **Pattern** - Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces **Printing** - Relief and impressed printing - Recording textures/patterns **The Breakfast Table**	**Year B** **Pattern** - Explore environmental and manmade patterns Tessellation **Printing** - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - Modify and adapt print **Romans, clay pots**
Computing	**Digital Literacy – Internet behaviour / Safety** Pupils should be taught to: • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact *Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge.* *Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication.*	**ICT – Use apps including net based to create digital content** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data *Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject Presentations: Pupils learn to write and deliver a presentation on a given subject Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation' Sound and video: Pupils record and edit media to create a short sequence Working with data: Pupils learn to search, sort and graph information.*	**Computer Science – Espresso / Scratch** Pupils should be taught to: • design write and debug programs that accomplish specific goals,…..solve problems by decomposing them in smaller parts • use sequence, selection and repetition in programs • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon Extension - Pupils create a simple game using a graphical language such as Kodu or Scratch*

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Music (Charanga Music Units)	**Let Your Spirit Fly – Year 3, Unit 1** 1 — Listen & Appraise: Let Your Spirit Fly (RnB) Structure: Introduction, verse, chorus. Instruments / voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. 2 — Musical Activities using glocks and/or Recorder Warm-up games play and copy back using up to 2 notes — C + D. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes — C, D + E. improvise using up to 3 notes — C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. 3 — Perform & Share Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations - Instrumental performances - Compositions **Glockenspiel Stage 1 – Year 3, Unit 2** 1 — Musical Activities using glocks. Learn to play and read the notes C, D, E + F. Learn to play these tunes: Easy E, Strictly D, Play Your Music, Drive, Dee Cee's Blues, What's Up, D-E-F-initely, Roundabout, March of the Golden Guards, Portsmouth. Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. 2 — Perform & Share Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations. Instrumental performances - Compositions	**Three Little Birds – Year 3, Unit 3** 1 — Listen & Appraise: Three Little Birds (Reggae). Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Instruments / voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals. Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. 2 — Musical Activities using glocks and/or Recorders Warm-up games play and copy back using up to 2 notes — C + D. Singing in unison. 'Play instrumental parts with the song Three Little by ear and/or from notation using the Birds easy or medium part. You will be using up to 3 notes — C, D + E. Improvise using up to 3 notes — C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. 3 — Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations - Instrumental performances - Compositions **The Dragon Song – Year 3, Unit 4** 1 — Listen and Appraise: The Dragon Song Themes: Kindness, respect, friendship, acceptance and happiness. Instruments / voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story? 2 — Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes — G + A. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes — G, A + B. Which part did you play? Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale) 3 — Perform & Share Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations - Instrumental performances – Compositions	**Bringing Us Together – Year 3, Unit 5** 1 — Listen and Appraise: Bringing Us Together (Disco) Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Instruments /voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story? 2 — Musical Activities using glocks and or recorders Warm-up games play and copy back using up to 3 notes — C + A. Singing in 2 parts. Play instrumental parts with the song 'by ear andlor from notation using the Bringing Us easy or medium part. You will be using up Together to 3 notes — C, A + G. Improvise using up to 2 notes — C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale) 3 — Perform & Share Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations - Instrumental performances - Compositions
RE	What do Hindus believe about God? (Belief) How and why do Hindus worship at home and in the Mandir? (Worship, Impact of Faith) **Christmas** Why is Advent important to Christians? (Worship, Teachings/ Authority, Belief)	What do miracles tell us about who Jesus was? (Belief, Teachings/Authority) **Easter** What do Christians remember on Palm Sunday? (Belief, Teachings/ Authority, Worship,)	Why are holy books important? (Belief, Teachings/ Authority, Worship) How do Jesus' parables help Christians live their lives? (Teachings/ Authority, Impact of Faith)