Year 3 Curriculum Yearly Overview 2019-20

Teachers: Mr. Jenkins, Miss Drohan, Mrs.Wales, Mrs. Stockley.

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| Dates | Autumn 1 2019 | Autumn 2 2019 | Spring 1 | Spring 2 | Summer 1 | Summer 2 TBC |
| Overarching Theme | Where we are in space and time | How the world works | How we express ourselves | How we express ourselves | How we organise ourselves | How we share the planet |
| Central Idea | **We use artefacts to discover the secrets of Ancient Egypt.** | **What do fossils tell us about how dinosaurs lived?** | **People use the arts to express their identity** | **People use the arts to express their identity** | **We can see the impact of Ancient Greece in our everyday lives** | **Climate affects the way we live our lives** |
| Focus curriculum areas and key themes | History | Science | Arts, PSHE | Arts, PSHE | Geography and History | Geography |
| Lines of enquiry | Where is Egypt?  What was life like in Ancient Egypt?  What do artefacts tell us about Ancient Egyptian burials? | Why do dinosaurs come in all shapes and sizes?  What can we learn from studying their teeth?  How do we know that dinosaurs even existed?  Do dinosaurs exist now? | What are the Arts? | How can I express who I am through the arts? | How has ancient Greece shaped sport in the world?  What is democracy?  How has ancient Greece shaped our urban environment? | How is the climate different in the UK and the tropics?  How does climate affect the lives of the people who live there? |
| Art | Children will be developing their mastery of claywork by creating art inspired by Ancient Egypt: shabtis, amulets and necklaces.  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. | Pencil sketching- line making, different pencil hardnesses. Children will be introduced to their art sketchbooks to record their observations and use them to review and revisit ideas throughout the year. | Children will be learning about colour mixing and understanding fundamental painting techniques.  Pupils will be looking at how different colours express different moods and emotions. | Children will be learning about a great visual artist in history – Pablo Picasso | x | Children will be working to produce a whole class piece of artwork for the art auction at the Summer Fayre |
| Computing | Rodocodo coding software  Children will be using a learning game that teaches them the fundamentals of computer programming without complexity or jargon  .  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Children will be learning to use internet search engines to find safe and reliable sources of information to support their research in the theme. | Rodocodo coding software    Children will be using a learning game that teaches them the fundamentals of computer programming without complexity or jargon  .  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Children will be learning how MS Word can be used to publish a piece of writing. | Rodocodo coding software  Children will be using a learning game that teaches them the fundamentals of computer programming without complexity or jargon  .  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | x |
| Design Technology | Children will be learning to research, design, create and evaluate their own Shadufs using pulley systems. There will be an accent on cutting skills.  Develop, model and communicate their ideas through discussion and annotated sketches.  Select from and use a range of tools, equipment, materials and components to perform practical tasks accurately  Applytheir understanding of how to strengthen, stiffen and reinforce more complex structures  Investigate and analyse shadufs.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | Children will be making and baking gingerbread fossils for the Christmas fayre.  Children become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways. | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities | Children will be designing, making and promoting a range of hummus dips to sell at our ‘Greek Deli’.  **Design**  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  select from and use a wider range of tools and equipment to perform practical tasks accurately  DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate**  investigate and analyse a range of existing products.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Children will be cutting, slicing and peeling vegetables for their delicious hummus dips. | **Technical knowledge**  How key events and individuals in design and technology have helped shape the world. |
| Geography | To use maps, atlases, globes and digital/computer mapping to locate countries and continents of the world. | To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. | Although specific Geography curriculum skills and objectives are not taught during this time, the children will continue to be engaged in related activities where applicable. | Although specific Geography curriculum skills and objectives are not taught during this time, the children will continue to be engaged in related activities where applicable. | Although specific Geography curriculum skills and objectives are not taught during this time, the children will continue to be engaged in related activities where applicable. | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  To describe and understand key aspects of physical geography, including: **climate zones,**  To use the 8 points of a compass, 4 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  Angles and perimeter  To understand geographical similarities and differences through the study physical geography of a region of the **United Kingdom (Cornwall/ Penzance)**, a region in a European country, and a region in North or South America. |
| History | Children will be:     * learning about the achievements of the Ancient Egyptians. * studying Egyptian daily life through artefacts and sources |  | X | X | Children will be conducting a local history study of the General Cemetery.  Children will be conducting a study of Greek life, achievements and their influence on the western world/ Sheffield. | X |
| Maths (KPIs) | * Recognise the place value of each digit in a three digit number (Hundreds, tens, ones) * Find 10 or 100 more or less than a given number * Compare and order numbers to 1000 * Identify, represent and estimate numbers using different representation * Read and write numbers up to 1000 in numerals and in words * Addition and subtraction without and with renaming. * 5 x table | * Add and subtract numbers mentally, including: a 3-digit number and ones, a 3-digit number and tens, a 3-digit number and hundred * Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction. * 2 and 10 x tables | * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. * Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2 digit X 1 digit numbers, using mental and progressing to formal written methods. | * Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * Compare and order unit fractions, and fractions with the same | * Count up and down in tenths * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10 | * Recognise and show, using diagrams, equivalent fractions with small denominators. * Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7) |
| MFL | German- Basic Greetings | German | German | German | German | Spanish |
| Music | Although specific Music curriculum skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice. | Children will be playing and performing in ensemble contexts, using their voices with increasing accuracy, fluency, expression and control. | Pupils will be learning about different instruments of the orchestra through Peter and the Wolf. Pupils will be learning about pitch, timbre, tempo and dynamics.  They are learning how different musical instruments convey character, emotion and moods. | Children will be appreciating and learning to understand a wide range of music drawn from different traditions and from great composers and musicians  Children will develop an understanding of the history of music. | Although specific Music curriculum skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice | Y2 and Y3 will take part in a musical KS1/2 transition project. |
| PE | Baseline Assessment  Physical literacy  To develop flexibility, strength, technique, control and balance  To compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Gymnastics  To develop flexibility, strength, technique, control and balance  To compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Basketball and Physical Literacy  To use running, jumping, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | Dance and Physical Literacy | Gymnastics  To develop flexibility, strength, technique, control and balance.  To compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Cricket – Applying physical literacy skills. - Throwing, bowling, catching and strategy. | Athletics  To use running, jumping, throwing and catching in isolation and in combination  To compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| PSHCE | See whole school PSHCE syllabus  In class P4C assemblies | See whole school PSHCE syllabus  In class P4C assemblies | See whole school PSHCE syllabus  In class P4C assemblies | See whole school PSHCE syllabus  In class P4C assemblies | Relationship and sexual education  See whole school PSHCE syllabus  In class P4C assemblies | Relationship and sexual education  See whole school PSHCE syllabus  In class P4C assemblies  Sex and Relationship Education (SRE) |
| Reading | **Fiction**  -Whole class reading strategies  using the text “Miu and the  Pharaoh”.  – Focus reading groups  **Non-fiction**  -Instructional writing “How to  mummify a Pharaoh”.  - Daily Life of Ancient Egyptians. | **Non fiction**  Dinosaur information texts.  **Fiction**  Whole class reading strategies  using the text “Dinosaur Cove-Attack of the Lizard King”. | **Fiction**  Peter and the wolf  **Non-fiction**  Prokofiev | **Poetry**  Pie Corbett  **Non-fiction**  Arts in the community | **Fiction**  The Ice Palace  Ancient Greek myths  **Non-fiction**  A history of the Sheffield Flood 1864 | **Fiction**  The Ice Palace  **Non-fiction**  Climate and weather texts |
| RE | **Buddhism**  Children will be learning about the life of Prince Siddhartha, the Four Noble Truths and the Eightfold Path. | **Buddhism**  Learning about festivals within the Buddhist faith | **Prayer**  How do religious families live out their faith? | x | **Charities**  How do religions and beliefs respond to global issues? | **Buddhism**  Children will visit the Buddhist place of worship to |
| Science | **Animals and humans**  To describe the simple functions of the basic parts of the digestive system in humans.  **Forces**  Transference of energy in gears, **pulleys**, levers and springs- Shadufs. | **Animals and humans**  To identify the different types of teeth in humans and their simple functions  To construct and interpret a variety of food chains, identifying producers, predators and prey.  **Rocks**  To describe in simple terms how fossils are formed when things that have lived are trapped within rock  To recognise that soils are made from rocks and organic matter.  **Plants**  To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  To identify and name plants | **Light**  To recognise that they need light in order to see things and that dark is the absence of light.  To recognise that shadows are formed when the light from a light source is blocked by a solid object | X | X | **Rocks**  To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  **Materials**  Examine the properties of materials using various tests (for example, scratch tests)  **States of matter**  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  Children will be demonstrating and explaining how Igneous rock is formed through volcanic eruption) chocolate test) |
| Writing | **SPaG-**  Focus on accurate use of sentences, understanding of word class (noun, verb).  **Narrative stories** –  Children will be using accurate sentences to describe the day of a Nile crocodile.  **Instructions**  Children will be instructing their readers how to mummify a Pharaoh. | **Letter Writing-**Children will be learning to write an informal letter in response to a received letter.  **Non-chronological report**  Children will plan, write, edit and publish a dinosaur fact file using accurate sentences.  **Narrative**- Children will  imitate, innovate and invent a story based around a dinosaur egg. |  | **Poetry**  Children will imitate, innovate and invent a poem inspired by Pie Corbett  **Creative writing - stimulus**  Children will be exploring inference in writing by describing curious objects.  **Explanation text**  How is a rainbow formed? | **Writing and performing a play**  Ancient Greek myths  **Adventure stories**  Ancient Greek myths | **Recount writing**  Writing a pirate’s diary  **Non-fiction report**  Children will plan, write, edit and publish a school report. |
| Enrichment   * *(trips, experiences, visits, visitors, etc.)* | * Stunning start: * Trip to Weston Park Museum – mummification workshop * Fabulous finish - Pop up museum for parents and carers | * Stunning start: Visit to Dinosaur World, the “troubled “ theme park. * Fabulous finish: reopening of the upgraded Dinosaur World * Local field work geography trip- Birdwatching | * Arts exploration enrichment day * Visit to the Crucible theatre.   . | * Orchestra visit * Dance workshops ( line dancing, ballet and experimental) * Fabulous finish: Y3 arts themed class assemblies | * The Greek Deli | * Stunning start: Black Boot Bart and Pirate enrichment day TBC * Trip to Buddhist Centre TBC |
| Resources  *(artefacts, texts, art materials etc)* | -Non-fiction reference books  about Ancient Egypt  -Ancient Egyptian artefacts and  images for classrooms  -Balloons  -Clay and spray paint | Dinosaur nonfiction reference books  Fossils, ferns, rocks and minerals, plastic dinosaurs, shoeboxes.  Ingredients for gingerbread  Mini ovens | Peter and the wolf text | Non-fiction reference books | Non-fiction reference books |  |