Year 3 Curriculum Yearly Overview 2020-21

Teachers:Mr. Jenkins, Mrs. Stockley, Mrs. Ismay, Mrs. Maycock and Mrs.Walton.

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| Dates | Autumn 1 2019 | Autumn 2  | Spring 1 | Spring 2  | Summer 1  | Summer 2 |
| Overarching Theme | Transdisciplinary theme: **Where we are in space and time** Key Concepts**: Perspective, form, function** | How the world works**Causation, change, reflection** | How we share the planet | How we express ourselves**Causation, connection, responsibility, reflection** | How we organise ourselves**Connection, function, change** | How we express ourselves**Perspective, causation, form** |
| Central Idea | **We use artefacts to discover the secrets of Ancient Egypt.**  | **We use fossils to inform us about how dinosaurs lived.** | **Our lives are affected by the way the Earth behaves.** | **We can use the arts to express our identity.** | **We know how people in prehistoric times lived by what they left behind.** | **Character and mood can be shown through the arts.** |
| Focus curriculum areas and key themes  | History, DT | Science | Geography  | Art, science, PSHCE, DT | History | Art, Music, Dance, drama |
| Lines of enquiry | What is an artefact?What was life like in Ancient Egypt?What do artefacts tell us? | Why are there different types of teeth?How are fossils made?Why are there different fossils around the world? | What causes earthquakes?How do volcanoes erupt?What are tsunamis?What impact do such things have on our lives? | What is ‘identity’?How do people express their identity? | When was the Stone Age?How did people manage their lives in the Stone Age?How do we know about their lives?How did their lives change? | What are the Arts?How is a story shown through music?How can art represent mood and emotion?What makes a good performer? |
| Art | Children will develop their mastery of clay by creating art inspired by Ancient Egypt: shabtis and amulets. | Children will be introduced to their art sketchbooks to record their observations and use them to review and revisit ideas throughout the year.Sketch books close observational drawing- dinosaur eyes. |  | Portrait collage using photographs. | Using found materials to make “cave paintings”. | Children will be learning about colour mixing and understanding fundamental watercolour painting techniques.Pupils will be looking at how different colours express different moods and emotions.Hot/cold, contrasting/complementary |
| Computing | Word Processing. |  Rodocodo coding software Children will be using a learning game that teaches them the fundamentals of computer programming without complexity or jargonBranch diagram |  | Rodocodo | Word processing | Word Processing. |
| Design Technology | Children will be learning to research, design, create and evaluate their own Shadufs using pulley/lever systems with a focus on cutting, joining, strengthening and stiffening. | 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; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] |  | Use of levers and linkages to make shadow puppets.DT2/1.1a    **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 groupsDT2/1.1b    generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design**DT2/1.2    Make**DT2/1.2a    select from and use a wider range of tools and equipment to perform practical tasks accuratelyDT2/1.2b    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**DT2/1.3    Evaluate**DT2/1.3a    investigate and analyse a range of existing productsDT2/1.3b    evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**Technology**DT2/1.4a    apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  |  |
| Geography | 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, biomes and vegetation belts.**To 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. | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedTo describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes and earthquakes**, and the water cycle.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  |  |  |  |
| History  | What would my life be like if I lived in Ancient Egypt?How do I know this is an Egyptian artefact?What kind of roles did people have in Ancient Egypt?What sort of people were there in Ancient Egypt. |  |  |  | Understanding the chronology of the Human race- timelines.How the people of the Stone Age lived, how their lives changed with the discovery of metals and how we know about this. |  |
| Maths (KPIs) | * 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
 | * Recognise the place value of each digit in a three digit number (Hundreds, tens, ones)
* 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 columnar addition and subtraction.
 | * 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
 | * 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 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)
 | * 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.
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| MFL | German | German | German | German | Spanish | German |
| Music | Children will learn to use and understand staff and other musical notationsTo identify and perform rhythm and pitch.To perform with increasing control in an ensemble context (Gift of the Nile).- may not be possible due to Covid. | Dinosaur song.Children will be playing and performing in ensemble contexts, using their voices with increasing accuracy, fluency, expression and control. |  | Singing skills, performance part of a choirParticipation in the Sheffield Music Hub’s Singing Festival.Visit to City Hall to watch the Halle Orchestra. |  | 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. |
| PE  | Physical literacyTo develop flexibility, strength, technique, control and balanceTo compare their performances with previous ones and demonstrate improvement to achieve their personal best.Basketball | . Physical literacyTo develop flexibility, strength, technique, control and balanceTo compare their performances with previous ones and demonstrate improvement to achieve their personal best.Sports Hall Athletics. | GymnasticsTo 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. | Hockey and Physical Literacy | Dance. Physical literacyTo develop flexibility, strength, technique, control and balanceTo compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Dance |
| PSHCE | See whole school PSHCE syllabus In class P4C assemblies | See whole school PSHCE syllabus In class P4C assembliesMary Anning- a female innovator | See whole school PSHCE syllabus In class P4C assemblies | Focus identitySee whole school PSHCE syllabus In class P4C assemblies | See whole school PSHCE syllabus In class P4C assemblies Sex and Relationship Education (SRE) | See whole school PSHCE syllabus In class P4C assemblies |
| Reading | **Fiction****Whole class reading**.2 X Weekly focus on the class novel studying summarising and prediction.3 x weekly focus on chosen excerpts focusing on vocabulary, inference, explanation and retrieval.**Independent reading**Daily using colour-coded books.**Class Novel**Daily |  **Fiction**Book Study- Dinosaur Cove- Attack of the Lizard King**Whole class reading**.2 X Weekly focus on the class novel studying summarising and prediction.3 x weekly focus on chosen excerpts focusing on vocabulary, inference, explanation and retrieval.**Independent reading**Daily using colour-coded books.**Class Novel**Daily | **Fiction****Non-fiction**PompeiiA Pebble in my Pocket | **Fiction**The Ice PalaceI am Henry Finch**Non-fiction**Newspaper reports-fairy tales | **Fiction**Ugg: Stone Age Boy**Non-fiction**Texts about the Stone Age  | **Fiction**The Ice Palace**Non-fiction**Wolves |
| 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 | **Charities**How do religions and beliefs respond to global issues? | **Prayer**How do religious families live out their faith? |  |  |
| Science | **Animals and humans**To describe the simple functions of the basic parts of the digestive system in humans**Forces**Transference of energy in pulleys and levers linked to DT.  | **Animals and humans**To identify the different types of teeth in humans and their simple functionsTo construct and interpret a variety of food chains, identifying producers, predators and prey.To identify and name animals. To describe in simple terms how fossils are formed when things that have lived are trapped within rock | **Rocks**To know that there are different sorts of rocks. And each has specific characteristics.To investigate the properties of types of rocks.To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties**States of matter**Observe that some materials change state when they are heated or cooledChildren will be demonstrating and explaining how Igneous rock is formed through volcanic eruption) chocolate test) | **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 | **Plants**To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowersTo identify and name plants **Materials**Examine the properties of materials using various tests (for example, scratch tests)To recognise that soils are made from rocks and organic matter. |  |
| Writing | **SPAG Focus** Focus on accuracy in sentence writing.1. Makes sense.
2. Starts with a capital letter.
3. Ends with a stop.
4. Is a finished idea.

**Narrative.**Telling the story of Miu and his adventures.**Instructions**Children will be instructing their readers how to mummify a Pharaoh. | **SPAG Focus** Focus on accuracy in sentence writing.1. Makes sense.
2. Starts with a capital letter.
3. Ends with a stop.
4. Is a finished idea.

Narrative based on finding a dinosaur egg**Non-chronological report** Children will plan, write, edit and publish a dinosaur fact file using accurate sentences. | **Writing and performing a play** A day in Pompeii | **Poetry** Children will imitate, innovate and invent a poem inspired by Pie Corbett**Newspaper reports**The Ice Palace | Instructional writing.- Stone Age recipes | **Adapting a familiar narrative** Peter and the wolf. Children will be learning to imitate, innovate and invent their own variations of this classic tale. |
| Enrichment* *(trips, experiences, visits, visitors, etc.)*
 | * Stunning start: Visit to an Egyptian tomb- Covid restrictions make this unlikely
* Trip to Weston Park Museum – mummification workshop – Covid restrictions make this unlikely. Possible virtual experience?
* In-class mummification ceremonies
* Fabulous finish - Pop up museum for parents and carers- Covid restrictions make this a possibility rather than a definite. Possibly a video?
 | * Stunning Start- archaeological dig.
* Fabulous finish: Dinosaur World reopens
* Local field work geography trip- Bird Watching
 | Visit from University Professor explaining about Extreme Earth. | * Orchestra visit
* Singing festival
* Fabulous finish: Y3 arts themed class assemblies
 | * Stunning Start-Stone Age morning- hunting/gathering activities
 | * Stunning Start-

Wolf exploration enrichment day* Visit to the Lantern theatre.

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| Resources*(artefacts, texts, art materials etc)* | Non-fiction reference books about Ancient EgyptAncient Egyptian artefacts and images for classrooms | Dinosaur nonfiction reference books Fossils, ferns, rocks and minerals | Non-fiction reference booksChocolate | Non-fiction reference booksFairy tale newspaper reportsTorches, batteries | Found materials | Peter and the wolf filmInstrumentsPaints, brushes, watercolour paperAcetates, Torches, batteriesIce PalaceClass Reader- House With Chicken LegsFantasia |