**Year 3 Curriculum Yearly Overview 2017-18**

**Teachers:** Mr Beauchamp, Mr Allen, Mr Jenkins, Mrs. Walton & Mrs Loong

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| **Dates** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2 &**  **Summer 1** | **Summer 2** |
| **Overarching Theme** | **How the world works** | **How we express ourselves** | **How we share the planet** | **How we organise ourselves** | **Where we are in time and place** |
| **Central Idea** | Animals are affected by changes in their environment | People use the arts to express their identity | The things we need and want are not always shared equally | Some communities are organised differently to others | How will future generations remember us? |
| **Focus curriculum areas and key themes** | Science | Arts, PSHE | Geography | History | Local Geography  Citizenship - We want to be remembered for being responsible and using sustainable resources. |
| **Writing** | Writing accurate sentences using capital letters, full stops and reading for sense.  Introducing ‘From the line’ cursive handwriting  Spelling High frequency words **Non chronological report -** Writing a Dinosaur fact file | **Adapting a familiar narrative – Peter and the wolf**  Poetry | Adventure stories - **Kassim and the Greedy pirate’s treasure**  **Recount writing – A pirate’s diary** | Instructions – How to mummify a king Narrative stories – **Howard Carter and the discovery of Tutankhamen**  **Persuasion – persuasive letter writing** HBJS Poetry competition | Writing a report about the year’s successes  Poetry – Limericks  Writing and performing a play  Explanations |
| **Reading** | Developing positive attitudes towards reading for pleasure  **Dino Cave adventure**  An introduction in to using the whole school reading strategies | Developing and using whole school reading strategies | **The Ice Palace - A book study** | **Miu - A non-fiction book study** | **Nonfiction book study** |
| **Art** | Designing and creating clay models, papier mache eggs, | Develop and share ideas in a sketchbook and in finished products.  Mixing colours and understanding fundamental painting techniques | Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities. | | Learn about a great Sheffield artist.  Study and reproduce iconic Sheffield architecture |
| **Computing** | **Rodocodo coding software**  Learning how to log on to a computer using a username and password  Logging on to the internet to use My maths  Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | | **We are publishers**  Children will create an e-book based on the Ice Palace | x | X |
| **Design Technology** | 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. | | | **Let’s grow our own food!**  Understanding seasonality, and knowing where and how a variety of ingredients are grown. | **Recycling DT project**  **Mini Grren house**  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.  Make • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.  • 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 their ideas and products against their own design criteria and consider the views of others to improve their work  • apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. |
| **Geography** | Describe, and understand key aspects of physical geography, specifically earthquakes, volcanoes and biomes (habitats). | X | Begin to use four points of the compass, use four-figure grid references and symbols and a key on basic maps. Identify the Northern/Southern hemisphere, the Equator on a map and the Tropics of Cancer/Capricorn on a map. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | X | Local field work study including transport and travel in local community?  Topography  Rivers of Sheffield  Pollution in our local area.  Children to present findings as plans and sketch maps.  Children to observe and measure physical features of the local area and record their observations |
| **History** | X | X | X | Comparative study of Ancient Greeks and Egyptians | x |
| **MFL** | 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. | Christmas cathedral singing festival  Orchestral instruments | 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. | | |
| **PE** | Physical literacy | Physical literacy | Gymnastics | Orienteering/ Rugby | Physical Literacy |
| **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 | See whole school PSHCE syllabus  In class P4C assemblies  Sex and Relationship Education (SRE) |
| **RE** | Prayer: How do religious families live out their faith? |  | Charities: How do religions and  beliefs respond to global issues? | How And Why Do You Become A Buddhist?  About this unit: This unit represents an introduction to Buddhism for pupils. There is a focus on the life of Prince Siddhartha, the ‘four sights’ and the Buddhist path – the Four Noble Truths and the Eightfold Path. |  |
| **Science** | Teeth, living things, food chains, fossils, rocks and soils | Light | x | Plants | Forces and magnets  Growing a plant |
| **Enrichment**  *(trips, experiences, visits, visitors, etc.)* | Dinosaur egg stunning start  Dinosaur Museum | Cathedral singing competition  Arts exploration stunning start | Black Boot Bart  Pirate enrichment day | * Mummification ceremonies * Visit to an Egyptian tomb * Greek Olympic day * Pop up museum - Who we are as an organised community * Trip to Weston Park Museum * Trip to Buddhist Centre | Local field work  Time capsule burial ceremony |
| **Resources**  *(artefacts, texts, art materials etc)* | Fossils  Dinosaur nonfiction reference books | Children’s photos and certificates related to their own experiences of the arts | nonfiction reference books | nonfiction reference books | nonfiction reference books |