Year 3 Curriculum Yearly Overview 2021-22

Teachers:Mr. Jenkins-Green, Mrs. Stockley, Mrs. Ismay, Mrs. Bowen.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Dates | Autumn 1 2021 | Autumn 2 2021 | Spring 1 2022 | Spring 2 2022 | Summer 1 2022 | Summer 2 2022 |
| Overarching Theme | Who we are | How the world works | Transdisciplinary theme: **Where we are in space and time** | How we express ourselves | How we share the planet | How we organise ourselves |
| Central Idea | We Must Understand Ourselves before We Can Understand Others. | **We use fossils to inform us about how dinosaurs lived.** | **We use artefacts to discover the secrets of Ancient Egypt.** | **Character and mood can be shown through the arts.** | **Our lives are affected by the way the Earth behaves.** | **We know how people in prehistoric times lived by what they left behind.** |
| Focus curriculum areas and key themes | Art, PSHCE, | Science, geography | History, DT | Art, Music, Dance, drama | Geography | History |
| Lines of enquiry | * What makes me special? * Where do I belong? * How can I be responsible? | * Why are there different types of teeth? * How are fossils made? * What can we learn from fossils? | What is an artefact?  What was life like in Ancient Egypt?  What do artefacts tell us? | What are the Arts?  How is a story shown through music?  How can art represent mood and emotion?  What makes a good performer? | What causes earthquakes?  How do volcanoes erupt?  What are tsunamis?  What impact do such things have on our lives? | 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? |
| Art | Portrait collage using photographs. |  |  | 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 |  | Using found materials to make “cave paintings”. |
| Computing | Word processing | Rodocodo coding software  Children will be using a learning game that teaches them the fundamentals of computer programming without complexity or jargon  Branch diagram | Word Processing  . | Rodocodo  . | Word processing | Rodocodo |
| 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. | 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 groups  DT2/1.1b    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 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  **DT2/1.3    Evaluate**  DT2/1.3a    investigate and analyse a range of existing products  DT2/1.3b    evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **Technology** |  |  |
| Geography |  | To describe and understand key aspects of physical geography, **including climate zones, biomes and vegetation belts.** | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |  | 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, 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.  What legacy do we have from 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. * 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 | * 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 | . | * 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 | German | Spanish | Spanish | Spanish | Spanish |
| Music | . | Dinosaur song.  Children will be playing and performing in ensemble contexts, using their voices with increasing accuracy, fluency, expression and control. | Children will learn to use and understand staff and other musical notations  To 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. | 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 Literacy  To develop flexibility, strength, technique, control and balance  To compare their performances with previous ones and demonstrate improvement to achieve their personal best. | . 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 | 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.  Basketball | Dance | 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. | Dance  . 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. |
| PSHCE | Focus identity  See whole school PSHCE syllabus  In class P4C assemblies | See whole school PSHCE syllabus  In class P4C assemblies  Mary Anning- a female innovator | 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) |
| Reading | **Fiction**  I am Henry Finch  **Non-fiction** | **Fiction**  Book Study- Dinosaur Cove- Attack of the Lizard King  **Whole class reading**.  1 X Weekly focus on the class novel studying summarising and prediction.  4 x weekly focus on chosen excerpts focusing on vocabulary, inference, explanation and retrieval.  **Independent reading**  Daily using colour-coded books. **Class Novel**  Daily | **Fiction**  **Whole class reading**.  1 X Weekly focus on the class novel studying summarising and prediction.  4 x weekly focus on chosen excerpts focusing on vocabulary, inference, explanation and retrieval.  **Independent reading**  Daily using colour-coded books. **Class Novel**  Daily | **Fiction**  The Ice Palace  **Non-fiction**  Wolves  Light  Dance  Music  Art  Theatre | **Fiction**  **Non-fiction**  Pompeii  A Pebble in my Pocket | **Fiction**  Ugg: Stone Age Boy  **Non-fiction**  Texts about the Stone Age |
| RE | **Buddhism**  Children will be learning about the life of Prince Siddhartha, the Four Noble Truths and the Eightfold Path. | **Buddhism**  Learning about special places within the Buddhist faith | Buddhism compared to the beliefs of Ancient Egypt. |  | **Charities**  How do religions and beliefs respond to global issues? | **Prayer**  How do religious families live out their faith? |
| Science |  | **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.  To identify and name animals.  To describe in simple terms how fossils are formed when things that have lived are trapped within rock | **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. | **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 | **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 cooled  Children will be demonstrating and explaining how Igneous rock is formed through volcanic eruption) chocolate test) | **Plants**  To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  To 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 | **Poetry**  Children will perform a poem in front of their classmates focusing on body language, volume and posture. | **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. | **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.  The story of Howard Carter.  **Instructions**  Children will be instructing their readers how to mummify a Pharaoh. | **Adapting a familiar narrative**  Peter and the wolf. Children will be learning to imitate, innovate and invent their own variations of this classic tale. | **Writing and performing a play**  A day in Pompeii | Instructional writing.- Stone Age recipes |
| Enrichment   * *(trips, experiences, visits, visitors, etc.)* |  | * Local field work geography trip- Bird Watching * Stunning Start-Dinosaur movement drama activity | * Stunning start: * Trip to Weston Park Museum * 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-   Peter and the Wolf exploration enrichment day   * Visit to the Lantern theatre.   . | Visit from University Professor explaining about Extreme Earth. | * Stunning Start-Stone Age morning- hunting/gathering activities |
| Resources  *(artefacts, texts, art materials etc)* |  | Dinosaur nonfiction reference books  Fossils, ferns, rocks and minerals | Non-fiction reference books about Ancient Egypt  Ancient Egyptian artefacts and images for classrooms | Peter and the wolf film  Instruments  Paints, brushes, watercolour paper  Acetates,  Torches, batteries  Ice Palace  Class Reader- Clever Polly and the Stupid Wolf  Fantasia | Non-fiction reference books  Chocolate | Found materials |