

# YEAR 3 CURRICULUM OVERVIEW (LTP) (Class 7 and 8)



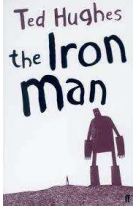

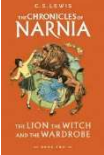
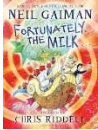


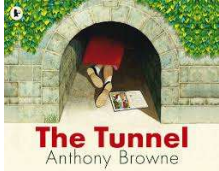
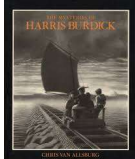
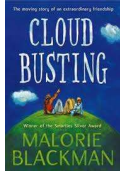
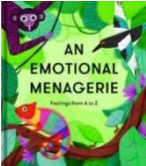
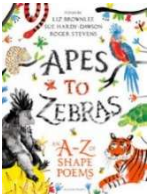
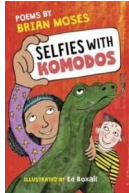
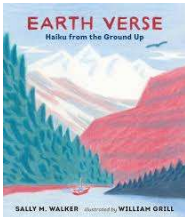

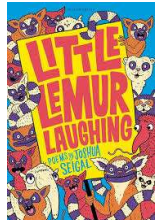
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	Term 1	Term 2	Term 3
Topic title	<b>Through the Ages</b>  <b>HISTORY</b>	<b>Rocks, Relics and Rumbles</b>  <b>GEOGRAPHY</b>	<b>Emperors and Empires</b>  <b>HISTORY</b>
Memorable experience	Prehistoric visit.	Let's rock!	Living museum.
First Hand Experiences	Manor Lodge Trip – Stone Age workshop	Magna Centre - workshop	Roman Workshop in school
English	<p>F- Descriptive setting The Ice Age – Video clip of stampede</p> <p>F- Recount narrative Stone Age Boy – Satoshi Kitamura Non-linear</p>  <p>Letter (informal) The Iron Man- Ted Hughes Narratively Complex / Symbolic</p>	<p>F- Letter of complaint (formal) Matilda</p>  <p>NF- Biography Stone Girl, Bone Girl– the story of Mary Anning</p> 	<p>F- Mystery narrative Juius Zebra: Rumble with the Romans</p>  <p>NF- Diary So you think you've got it bad? A kid's life in Ancient Rome.</p> 

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Daily Reads	<p><b>Archaic</b> F- Charlotte's Web</p>  <p>F- The Lion the Witch and the Wardrobe</p> 	<p><b>Non-Linear</b> F- Fortunately the Milk</p> 	<p><b>Narratively Complex</b> F- The Witches</p>  <p>F- The Five Realms – The Legend of Podkin One-Ear</p> 	<p><b>Figurative/Symbolic</b> F- The Tunnel</p> 	<p><b>Resistant</b> F- The Mysteries of Harris Burdick</p>  <p>F- Cloud Busting</p> 
Poetry Reads	<p><b>P - An Emotional Menagerie</b></p>  <p><b>P - Apes to Zebras</b></p> 		<p><b>P - Selfies with Komodos</b></p>  <p><b>P - Earth Verse</b></p> 		<p><b>P - 101 poems for children</b></p>  <p><b>P - Little Lemur Laughing</b></p> 

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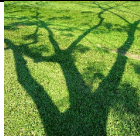










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<p><b>Reading</b></p>	<p>Ug: Boy Genius of the Stone Age- Raymond Briggs</p>  <p>The Iron Man- Ted Hughes</p> 	<p>Matilda – Roald Dahl</p>  <p>Stone Girl Bone Girl - the story of Mary Anning</p> 	<p>Escape from Pompeii- Christina Balit</p>  <p>Diary of a Killer - Anne Fine</p>  <p>Juius Zebra: Rumble with the Romans</p> 
<p><b>Maths</b></p>	<p><b>Unit 1:</b> Place Value within 1000 (13 lessons)  <b>Unit 2:</b> Addition and Subtraction 1 (10 lessons)  <b>Unit 3:</b> Addition and Subtraction 2 (13 lessons)  <b>Unit 4:</b> Multiplication and Division 1 (5 lessons)  <b>Unit 5:</b> Multiplication and Division 2 (13 lessons)</p>	<p><b>Unit 6:</b> Multiplication and Division 2 (13 lessons)  <b>Unit 7:</b> Length and Perimeter (11 lessons)  <b>Unit 8:</b> Fractions 1 (10 lessons)  <b>Unit 9:</b> Mass (7 lessons)  <b>Unit 10:</b> Capacity (6 lessons)</p>	<p><b>Unit 11:</b> Fraction 2 (8 lessons)  <b>Unit 12:</b> Money (5 lessons)  <b>Unit 13:</b> Time (12 lessons)  <b>Unit 14:</b> Angles and Properties of Shapes (9 lessons)  <b>Unit 15:</b> Statistics (7 lessons)  Revisit and consolidate</p>
<p><b>Science</b></p>	 <p><b>Animals including Humans</b></p> <p>This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.</p>	 <p><b>Rocks; Fossils; Soils</b></p> <p>This teaches children about different rock formations. They learn how fossils are made.</p> 	 <p><b>Plants</b></p> <p>This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water and the flower for reproduction.</p>

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		<p style="text-align: center;"><b>Forces and Magnets</b></p> <p>This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate magnets and magnetic materials, exploring how they behave in relation to their poles.</p>	 <p style="text-align: center;"><b>Light</b></p> <p>This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with looking at the Sun are also explored.</p>
Computing	<p>Unit 1: Computing systems and networks (connecting computers)</p> <p>Unit 2 Creating media (Stop-frame animation)</p> 	<p>Unit 3: Programming A (sequencing sounds)</p> <p>Unit 4: Data and information (branching databases)</p> 	<p>Unit 5: Creating media (desktop publishing)</p> <p>Unit 6: Programming B (events and actions in programs)</p> 
Art and Design	<p>Unit 1: Gestural Drawing with Charcoal</p> <p>Unit 2: Working with Shape and Colour</p> 	<p>Unit 3: Telling Stories Through Making</p> <p>Unit 4: Cloth, Thread, Paint</p> 	<p>Unit 5: Making Animated Drawings</p> <p>Unit 6: Sing Natural Materials to Make Images</p> 
Design and Technology	 <p><b>Cook Well, Eatwell</b> - This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.</p>	 <p><b>Greenhouse</b> - This project teaches children about structures and frameworks. They make mini-greenhouse prototypes using strengthening, finishing and joining techniques</p>	 <p><b>Making It Move</b> - This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p>
Geography	Human features; Stone Age monuments.		Maps Four-figure grid references; Compass points;

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	 <p><b><u>One Planet, Our World</u></b></p> <p>Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry. This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.</p>	<p><b><u>Rocks, Relics and Rumbles`</u></b></p> <p>Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps.</p>	
History	 <p><b><u>Through the Ages</u></b></p> <p>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p>	Significant people – Mary Anning; Pompeii	 <p><b><u>Emperors and Empires</u></b></p> <p>Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy. This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p>
MFL (Spanish)	<p>I'm learning Spanish</p> <p>Phonetics Lesson (1-4)</p> 	<p>Animals</p> <p>Fruits</p> 	<p>I can</p> <p>Ancient Britain or Little Red Riding Hood</p> 



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<p><b>Music</b></p>	<div data-bbox="535 148 680 256"></div> <p><b>Let Your Spirit Fly</b> This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <div data-bbox="535 453 680 561"></div> <p><b>Glockenspiel Level 1</b> This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p>	<div data-bbox="1146 148 1292 256"></div> <p><b>Three Little Birds</b> This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p> <div data-bbox="1167 517 1272 625"></div> <p><b>The Dragon Song</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Dragon Song. Using your imagination and working together as a class, create your own performance of this song.</p>	<div data-bbox="1778 148 1883 256"></div> <p><b>Bringing us together</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity</p> <div data-bbox="1765 416 1899 525"></div> <p><b>Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p><b>PSHE</b></p>	<p>How can we be a good friend?</p> <p>What keeps us safe?</p>	<p>What are families like?</p> <p>What makes a community?</p>	<p>Why should we eat well and look after our teeth?</p> <p>Why should we keep active and sleep well?</p>
<p><b>Physical Education</b></p>	<div data-bbox="331 970 443 1062"></div> <p>Unit 1: Real PE Personal: Footwork (Autumn 1)</p> <p>Unit 2: Real PE Social: Jumping and Landing (Autumn 1)</p> <p>Unit 1: Real Gym (Autumn 2)</p> <div data-bbox="725 1289 837 1382"></div>	<div data-bbox="943 970 1055 1062"></div> <p>Unit 3: Cognitive Dynamic Balance: On a Line Coordination: Ball Skills (Spring 1)</p> <p>Premier Education: Handball (Spring 1)</p> <p>Unit 4: Creative Coordination: Sending and Receiving Counter Balance: With a Partner (Spring 2)</p> <p>Unit 2: Real Gym (Sp</p> <div data-bbox="1294 1289 1406 1382"></div>	<div data-bbox="1547 970 1659 1062"></div> <p>Unit 5: Physical Agility: Reaction/ Response Static Balance: Floor Work</p> <p>Unit 6: Fitness Agility: Ball Chasing Static Balance: Stance</p> <p>Unit 1: Real Dance</p> <div data-bbox="1980 1193 2051 1262"></div> <p>Athletics/Sports Day practice</p>
<p><b>RE</b></p>	<p><b>Unit 23:</b> What do Christians learn from the creation story?</p>	<p><b>Unit 21:</b> How do festivals and worship show what matters to a Muslim?</p>	<p><b>Unit 25:</b> What kind of world did Jesus want?</p>

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<b>Sheffield Agreed Syllabus</b>	<b>Unit 19:</b> What is it like for someone to follow God?	<b>Unit 22:</b> How do festivals and family life show what matters to Jewish people?	<b>Unit 24:</b> How and why do people try to make the world a better place? (THEMATIC)
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