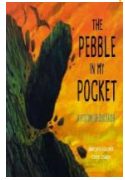





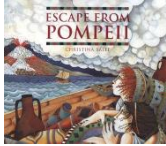
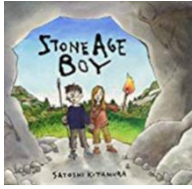
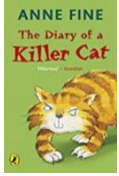


YEAR 3 CURRICULUM OVERVIEW (LTP) (Class 8 and 7)

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| <p>English (POR Books)</p> | <p>Pebble in my Pocket Meredith Hooper</p>  | <p>The Iron Man by Ted Hughes Ted Hughes the Iron Man</p>  | <p>Arthur and the Golden Rope by Jo Todd Stanton</p>  | <p>Werewolf Club Rules by Joseph Coelho</p>  | <p>Ug by Raymond Briggs</p>  | <p>Fox by Margaret Wild</p>  |
| <p>REAL ENGLISH</p> | <p>Opportunities to put learning into real life experience</p> | <p>Opportunities to put learning into real life experience</p> | <p>Opportunities to put learning into real life experience</p> | <p>Opportunities to put learning into real life experience</p> | <p>Opportunities to put learning into real life experience</p> | <p>Opportunities to put learning into real life experience</p> |
| <p>Book Study</p> | <p>Escape from Pompeii Fiction</p>  | <p>All about Science Non Fiction</p> | <p>How Plants Work Non- Fiction</p> | <p>Wild Adventures Non Fiction</p> | <p>Stone Age Boy Fiction</p>  | <p>The Diary of a Killer Cat Fiction</p>  |
| <p>Science</p> | <p>Evolution and Inheritance Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Set up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Identify differences, similarities or changes related to simple scientific ideas and processes.</p> | <p>Forces and magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> | <p style="background-color: #cccccc;"> </p> | <p>Light Recognise that they need light in order to see things and that dark is the absence of light. Light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. Ask relevant questions and using different types of</p> | <p>Plants Recognise that shadows are formed when the light from a light source is blocked by a solid object. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Ask relevant questions and using different types of scientific enquiries to answer them. Record findings using simple scientific language, drawings, labelled diagrams,</p> | <p>Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> |

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| | <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> | <p>Describe magnets as having two poles. Forces and magnets. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> | | <p>scientific enquiries to answer them. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> | <p>keys, bar charts, and tables.</p> | <p>Investigate the way in which water is transported within plants. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Gather, record, classify and present data in a variety of ways to help in answering questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> |
| RE | <p><u>Hinduism</u> Would celebrating Divali at home and in the community</p> | <p><u>Christianity</u> Has Christmas lost its meaning?</p> | <p><u>Christianity</u> Could Jesus really heal people? Were these</p> | <p><u>Sikhism</u> Do Sikhs think it's important to share?</p> | <p><u>Christianity</u> What is good about 'Good Friday?'</p> | <p><u>Hinduism</u> Would visiting the River Ganges feel special to a non- Hindu?</p> |

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| (Discovery R.E) | bring a feeling of belonging to a Hindu child? | | miracles or is there some other explanation? | | | |
| History | <u>Romans</u> Learn about the Roman Empire and its impact on Britain. | | <u>Ancient Greeks</u> Learn about Ancient Greece & a study of Greek life and achievements and their influence on the western world. | <u>Local history study. Made in Sheffield</u> Harry Brearley Steel industry and its impact on Sheffield. | <u>Stone Age</u> Learn about changes in Britain from the Stone Age to the Iron Age. | |
| Geography | <u>Tremors</u> <u>Physical geography</u> Describe and understand key aspects of physical geography, including volcanoes and earthquakes. <u>Map work</u> Locate the world's countries, using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | | <u>Gods and Mortals</u> <u>Physical Geography</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>Map work</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <u>Urban Sheffield/local area</u> <u>Map work</u> Name and locate counties and cities of the United Kingdom, geographical regions compare to Sheffield <u>Physical Geography</u> Look at physical characteristic, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate and describe features studied. 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. | <u>Tribal. linked to Creswell stone age</u> <u>Settlement</u> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Physical Geography</u> The water cycle. | <u>Predators</u> <u>Physical Geography</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <u>Map work</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |

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| <p>Art</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials pencil, pastels</p> | <p>Improve their mastery of art and design techniques - using pencil and pen.</p> <p>Find out about great artists, architects and designers in history Henry Moore- sculptures of people.</p> | <p>Improve their mastery of art and design techniques, links to God and Mortals - Making a God. (Paper mache/Modroc).</p> | <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials paint, charcoal</p> <p>Find out about great artists, architects and designers in history. Banksy- Street art/ Graffiti</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials pencil and paint.</p> <p>Find out about great artists, architects and designers in history Rajendra Shyam- tribal artist.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials paint and clay.</p> |
| <p>DT</p> | <p>Make a volcano 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. 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> | <p>Create an iron man. 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. 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. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p> | <p>Create a Box of Hope. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p> | <p style="background-color: #cccccc;"> </p> | <p>Design and make a tool. 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. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 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</p> | <p>Model of an animal (clay) 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</p> |

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| | | <p>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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> | <p>according to their functional properties and aesthetic qualities</p> | | | |
| PSHE | <p><u>Jigsaw - Being Me in My World</u></p> <p>Research, discuss and debate topical issues, problems and events.</p> | <p><u>Jigsaw - Celebrating Differences</u></p> | <p><u>Jigsaw - Dreams and Goals</u></p> <p>Resolve differences by looking at alternatives, making decisions and explaining choices.</p> | <p><u>Jigsaw - Healthy Me</u></p> <p>Talk and write about their opinions, and explain their views, on issues that affect themselves and society. Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>Make real choices and decisions [for example, about issues affecting their</p> | <p><u>Jigsaw - Relationships</u></p> <p>Think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take].</p> | <p><u>Jigsaw - Changing Me (including RSE)</u></p> |

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| | | | | health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]. | | |
| Modern Languages | Spanish Core Vocabulary & Phonetics * | Spanish I'm Learning Spanish | Spanish Animals | Spanish Musical Instruments OR Fruits | Spanish Little Red Riding Hood | Spanish Ancient Britain OR I Can... |
| Physical Education | OAA: Take part in outdoor and adventurous activity challenges both individually and within a team. | Athletics: Use running, jumping, throwing and catching in isolation and in combination. | Athletics: Use running, jumping, throwing and catching in isolation and in combination. Dance: Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. | Dance Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Perform dances using a range of movement patterns | Gymnastics Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Games: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Music | Recorders (Tuesday PM 50min slot) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the | Recorders (Tuesday PM 50min slot) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the | Recorders (Tuesday PM 50min slot) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the | Recorders (Tuesday PM 50min slot) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the | Recorders (Tuesday PM 50min slot) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the | Recorders (Tuesday PM 50min slot) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the |

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| | <p>interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers.</p> | <p>interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers.</p> | <p>interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers.</p> | <p>interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers.</p> | <p>interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers.</p> | <p>interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers.</p> |
| <p>Computing</p> | <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including</p> |

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| | | | | <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | | <p>collecting, analysing, evaluating and presenting data and information.</p> |
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