


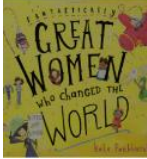
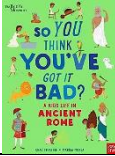


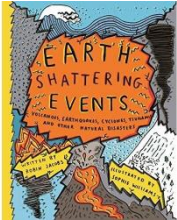
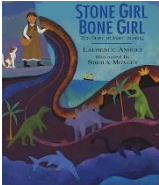
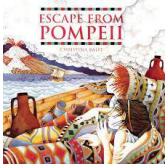
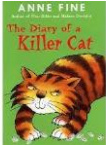
YEAR 3 CURRICULUM OVERVIEW (LTP) (Class 7 and 8)



	Term 1	Term 2	Term 3
Topic title	<p>Through the Ages</p>  <p>HISTORY</p>	<p>Rocks, Relics and Rumbles</p>  <p>GEOGRAPHY</p>	<p>Emperors and Empires</p>  <p>HISTORY</p>
Memorable experience	<p>Prehistoric visit.</p> <p>[Prehistoric Pots] - Bell Beaker pottery.</p> <p>[Cook Well, Eatwell] - Healthy balanced diets</p>	<p>Let's rock!</p> <p>[Ammonite] - Exploring ammonites</p>	<p>Living museum.</p> <p>[Mosaic Masters] - Exploring mosaics</p>
Innovate challenge	<p>Archaeological investigation.</p> <p>[Prehistoric Pots] - Making Bell Beaker-style pots.</p> <p>[Cook Well, Eatwell] - Making a Stone Age stew.</p>	<p>Red alert!</p> <p>[Ammonite] - Sculpting ammonites</p>	<p>Historical reports.</p> <p>[Mosaic Masters] - Mosaic masters</p>
First Hand Experiences	<p>Trip to Creswell Crags</p>	<p>Magna Centre - workshop</p>	<p>Roman Workshop in school</p>
English	<p>Flashback narrative Stone Age Boy – Satoshi Kitamura Non-linear</p>  <p>Argument (non-fiction) The Iron Man- Ted Hughes Narratively Complex / Symbolic</p>	<p>Fantasy narrative The Firework-Maker's Daughter – Philip Pullman Non-linear</p>  <p>Biography Women who changed the World – Mary Anning</p>	<p>Mystery narrative Juius Zebra: Rumble with the Romans</p>  <p>Diary</p>













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			<p>So you think you've got it bad? A kid's life in Ancient Rome.</p> 			
<p>Suggested Texts</p>	<p>Archaic Charlotte's Web The Lion the Witch and the Wardrobe</p>	<p>Non-Linear Fortunately the Milk</p>	<p>Narratively Complex The Witches The Five Realms – The Legend of Podkin One-Ear</p>	<p>Figurative/Symbolic The Tunnel</p>	<p>Resistant The Mysteries of Harris Burdick Cloud Busting</p>	
<p>Reading</p>	<p>Ug: Boy Genius of the Stone Age- Raymond Briggs</p>  <p>The Iron Man- Ted Hughes</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>	<p>Earth Shattering Events: Volcanoes, earthquakes, cyclones</p>  <p>Stone Girl Bone Girl - the story of Mary Anning</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>	<p>Escape from Pompeii- Christina Balit</p>  <p>Diary of a Killer - Anne Fine</p>  <p>Vocabulary Retrieval Inference Explain Prediction</p>			
<p>Maths</p>	<p>Unit 1: Place Value within 1000 (13 lessons) Unit 2: Addition and Subtraction 1 (10 lessons) Unit 3: Addition and Subtraction 2 (13 lessons) Unit 4: Multiplication and Division 1 (5 lessons) Unit 5: Multiplication and Division 2 (13 lessons)</p>	<p>Unit 6: Multiplication and Division 2 (13 lessons) Unit 7: Length and Perimeter (11 lessons) Unit 8: Fractions 1 (10 lessons) Unit 9: Mass (7 lessons) Unit 10: Capacity (6 lessons)</p>		<p>Unit 11: Fraction 2 (8 lessons) Unit 12: Money (5 lessons) Unit 13: Time (12 lessons) Unit 14: Angles and Properties of Shapes (9 lessons) Unit 15: Statistics (7 lessons) Revisit and consolidate</p>		






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<p>Science</p>	 <p>[Animals including Humans] 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>[Rocks; Fossils; Soils] This teaches children about different rock formations. They learn how fossils are made.</p>  <p>[Forces and Magnets] 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>[Plants] 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>  <p>[Light] 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>
<p>Computing</p>	<p>Online Safety Coding</p> 	<p>Touch Typing Emails Branching Databases</p> 	<p>Simulations Graphing Presenting</p> 
<p>Art and Design</p>	 <p>[Contrast and Complement (Y3)] - Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours. This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>	 <p>[Ammonite] – Sculpture. This project teaches children about artistic techniques used in sketching, printmaking and sculpture.</p>	 <p>[Beautiful Botanicals] - This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.</p>  <p>[Mosaic Masters] - History of mosaics; Sketching; Mosaics. This project teaches children about the history of mosaics, before focusing on the colours,</p>








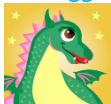


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	 <p>[Prehistoric Pots] - Significant people – Bell Beaker culture; Sketching; Clay techniques; Making Bell Beaker-style pots. This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>		<p>patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.</p>
<p>Design and Technology</p>	 <p>[Cook Well, Eatwell] - 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>[Making It Move] - This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p>	 <p>[Greenhouse] - This project teaches children about structures and frameworks. They make mini-greenhouse prototypes using strengthening, finishing and joining techniques</p>
<p>Geography</p>	 <p>[One Planet, Our World] - 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</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>	<p>Maps Four-figure grid references; Compass points;</p>




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	<p>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>History</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>	<p>Significant people – Mary Anning; Pompeii</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>
<p>MFL (Spanish)</p>	<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> 
<p>Music</p>	 <p>[Let Your Spirit Fly] 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>  <p>[Glockenspiel Level 1] 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>	 <p>[Three Little Birds] 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>  <p>[The Dragon Song] 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</p>	 <p>[Bringing us together] 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>  <p>[Reflect, Rewind and Replay] 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>

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		working together as a class, create your own performance of this song.	
PSHE	How can we be a good friend? What keeps us safe?	What are families like? What makes a community?	Why should we eat well and look after our teeth? Why should we keep active and sleep well?
Physical Education	 <p>Unit 1 Coordination: Footwork Static Balance: One Leg</p> <p>Personal: I have begun to challenge myself. I know where I am with my learning.</p> <p>Unit 2 Dynamic Balance to Agility: Jumping and Landing</p> <p>Static Balance: Seated</p> <p>Social: I am happy to show and tell other about my ideas. I show patience and support others, listening carefully to them about out work.</p> <p>Real PE Real Gym Games</p>	 <p>Unit 3 Dynamic Balance: On a Line Coordination: Ball Skills</p> <p>Cognitive: I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>Unit 4 Coordination: Sending and Receiving Counter Balance: With a Partner</p> <p>Creative: I can recognise similarities and difference in movements and expression. I can make up my own rules and versions of activities.</p> <p>Real PE Real Gym Handball</p>	 <p>Unit 5 Agility: Reaction/ Response Static Balance: Floor Work</p> <p>Physical: I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p>Unit 6 Agility: Ball Chasing Static Balance: Stance</p> <p>Health and fitness: I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p>Real PE Real Dance Athletics</p>
RE	<p>What makes someone a good friend? Different but the same David and Goliath The Bully The victim How do Christian peoples beliefs about God, the world and others have an impact on their lives? Pentecost Birthday of Church Symbols of Holy Spirit</p>	<p>What is the importance of food in religion? Jewish food laws Yom Kippur Shrove Tuesday Ash Wednesday Ramada How do religious families and communities live out their faith? Praying alone/groups Symbols</p>	<p>How do Hindus worship at home and in the Mandir? Puja Mandir Brahman Why do some people think life is a journey? Where do we go? What do people think about life and death? Life as a journey Birth- Baptism. Marriage-Christian. Adult life Confirmation Bar Mitzvah Bismallah. Death- Christianity and Judaism</p>

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		Words Actions Similarities/differences.	
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