






Year 3 Curriculum						
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Theme	<u>The Stone Age</u>	<u>Roald Dahl</u>	<u>Natural Disasters</u>	<u>Brazil!</u>	<u>Seaside</u>	<u>Ancient Greece</u>
Lead Subject	History	Science	Geography	Geography	History/Geography	History
Line of enquiry	How did children survive during the Stone Age?	What is a force, and how do pushes and pulls change how objects move?	Why do some natural disasters occur?	What are the human and physical features of Brazil?	How has the Blackpool seaside changed since the Victorian times?	How did gods and goddesses influence life in Ancient Greece?
Science	<p><u>Animals, including humans: skeletons & Nutrition</u></p> <p>Humans and some animals have skeletons and muscles for support, protection and movement</p> <p>Know and locate different bones within the skeleton</p> <p>There are different types of skeletons in living organisms such as exoskeletons, endo skeletons and hydrostatic skeletons.</p> <p>The importance of nutrition and learn that humans and animals gain it from what they eat</p>	<p><u>Forces and Magnets</u></p> <p>A force is a push or a pull. Compare how things move on different surfaces. Magnetic forces can act at a distance. Magnets create magnetic force Magnets can repel or attract Different surfaces are magnetic Materials can be sorted into magnetic and non-magnetic. Describe as having two poles. Explore/predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Rocks and Fossils</u></p> <p>Explore the three types of rocks and their features. Compare and group different kinds of rocks based on their appearance and simple physical properties. Explore and describe how fossils are formed- simple terms. Explore and recognise that soils are made from rocks and organic matter.</p>	<p><u>Light</u></p> <p>Explore that they need light in order to see things and that dark is the absence of light. Explore and notice that light is reflected from different surfaces. Explore and recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Explore how shadows are formed, when the light from a source is blocked by an opaque object- teach what opaque, transparent and translucent is. Explore how the size of shadows change.</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil and room to grow) and how they vary from plant to plant. Investigate the transportation of water within plants. Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.</p>	<p>Scientific Enquiry – Forces and Magnets link Key question- Which surface is fastest?</p> <p>Complete a fair test with the children- Which surface makes an object move fastest? Toy cars or balls on: carpet, wood, grass, sandpaper. Use a ramp at the same height each time. Time how long the car takes to travel. Table of surface and time.</p> <div style="border: 1px solid black; padding: 5px;"> <p><small>Asking questions</small> Asking questions that can be answered using a scientific enquiry. </p> <p><small>Setting up tests</small> Deciding on the method and equipment to use to carry out an enquiry. </p> <p><small>Observing and measuring</small> Using senses and measuring equipment to make observations about the enquiry. </p> <p><small>Recording data</small> Using tables, drawings and other means to note observations and measurements. </p> <p><small>Interpreting and communicating results</small> Using information from the data to say what you found out. </p> </div>
History	<p>Changes in Britain from the Stone Age – Childhood</p> <p>Explore where Stone Age is in chronology. Explore the 3 periods- Paleolithic, Mesolithic and Neolithic. Explore where children lived during the stone age. Explore the role of hunting and the tools used in this role. Explore that fire was created during this time period. Explore clothing of children and jobs and life of people during the stone age.</p>	<p>History of Roald Dahl- his life.</p> <p>Chronology- timeline of his texts. Historical context of London as city.</p>			<p>Local History Study of the Fylde Coast (links to Seaside/ Victorians).</p> <p>The first seaside holidays started in the 1700s. The Victorian Era began in the 1800s and Queen Victoria reigned during this period of time. The Victorian Era used bathing machines. During the Victorian period, men and women were separated when using the beach.</p>	<p>A study of Ancient Greece and its impact on the modern world- Civilisation</p> <p>The Ancient Greeks came after The Stone Age, parallel to the Ancient Egyptians The Greeks created temples to worship the Gods (Parthenon), as well as statues and monuments There are 12 Greek Gods such as Zeus, the God of the sky and Poseidon, the God of the seas The Greeks believed if you followed the Gods and Goddesses they would bring you good fortune and happiness The Ancient Greeks created the Olympics as a religious festival in honour of the Greek God Zeus, and some of these customs we still use today</p>

<p>Geography</p>		<p>Landmarks of London. Information about the city of London. Explore that continents are made up of countries e.g. Europe has Greece, Norway, United Kingdom. Maps skills to locate different continents and countries.</p>	<p>Physical study of volcanoes and earthquakes/ Locate topographical features</p> <p>Develop an awareness of Pompeii (through Geography English and Reading)</p> <p>Teach and explore the physical geography of volcanoes- why are volcanoes formed and earthquakes.</p> <p>Explore the Ring of Fire and where it is located- locate this on a map.</p> <p>Explore the significance of tectonic plates.</p> <p>Locate the famous volcanoes- Mount Etna, Mount Vesivius and Mount Krakatoa and Mount Fuji, using atlases.</p> <p>Explore how and why volcanoes erupt and impact it causes.</p>	<p>Human and physical study of a place in South America Map skills/ locate world's countries</p> <p>Name and locate Brazil on a map. Locate major cities of Brazil. Locate human and physical features of Brazil. Identify and locate poor settlements of Brazil.</p>	<p>Changes to physical and human features of Blackpool over time.</p> <p>Explore the human and physical features of Blackpool. Using Digi maps, explore the physical and human features on the sea front over time- from the Victorian times to the present day.</p>	
<p>Art</p>	<p>Unit: Drawing and painting: Formal elements: explore line, shape and tone.</p> <p>Style of art: Stone Age</p> <p>Explore cave paintings - how were these created, what do they consist of? Develop an appreciation of the artwork- likes and dislikes.</p> <p>Create own Stone Age art using a range of media and tools.</p> <p>*Observational drawing opportunity where possible*</p>			<p>Unit: Collage Fromal element: texture</p> <p>Key artist- Beatriz Milhaze</p> <p>Using the Brazilian artist for inspiration, create collages using a variety of paper choices (layering) and colour, incorporating paint for mixed media effects.</p>		<p>Unit: Sculpture</p> <p>Key artist - Grayson Perry</p> <p>Formal element: colour (tertiary colours)</p> <p>Observe, draw, design and make 3D clay pottery and paint.</p> <p>Explore skills/techniques to manipulate clay: kneading, score and slip, coiling and pinching.</p> <p>Learn how to mix tertiary colours.</p>
<p>DT</p>	<p>Food technology Design and make soup.</p> <p>Investigate different soups. Explore preparation of vegetables. Design, make and evaluate different soups.</p>			<p>Structure- Create a light box.</p> <p>Explore illuminated signs. Understand how LED lights are used in a circuit. Develop ideas to create a decorative illuminated sign. Select and use tools to create a light box. Construct a working circuit with one or more lights to fit in a light box. To evaluate own light box.</p>		<p>Mechanisms: Using pop ups and simple levers.</p>
<p>Computing (Purple Mash)</p>	<p>Touch typing (4 lessons)</p>	<p>Email (to santa) (6 lessons)</p>	<p>Simulations (3 lessons)</p>	<p>Graphing (2 lessons)</p>	<p>Mircobit (4 lessons)</p>	
<p>Online Safety (Project Evolve)</p>	<p>Online Safety- Project Evolve Health, Wellbeing and lifestyle</p>	<p>Online Safety- Project Evolve Privacy and Security Copyright and Ownership</p>	<p>Online Safety- Project Evolve Online Relationships</p>	<p>Online Safety- Project Evolve Online Bullying</p>	<p>Online Safety- Project Evolve Managing Online Information</p>	<p>Online Safety- Project Evolve Self-Image and Identity</p>

	Explore the impact technology can have on anyone- positive and negative. Explore age restrictions and the importance of following these. Explore the pressures of technology on young people.	Explore how connected devices can collect and share information. Explore sharing information- risks of this and the role of a trusted adult. Explore strategies for creating and keeping passwords private. Explore why copying someone else's work from the internet isn't fair and the problems this may cause.	Describe ways people who have similar likes and interests can get together online. Explore what it is meant by trusting someone online. Explore why someone may change their mind about trusting anyone.	Describe appropriate ways to behave towards other people online and why that is important. To explore example of how bullying could appear online and how someone can get support. Online Reputation Explore how to search for information about others online.	To demonstrate how to use key phrases in search engines. To explain what autocomplete is and how to choose the best suggestion. To explain how the internet can be used to sell and buy things. Explain the difference between a belief, an opinion and a fact. To explain that not all opinions shared can be accepted as true or fair. Describe and demonstrate how we get help from a trusted adult.	Explain what is meant by the term identity. Explain how people can represent themselves in different ways online. Explain ways in which someone might change their identity depending on their activity online.
Music (Charanga)		Charanga- Reggae Three Little Birds	Charanga- Disco Bring us together		Charanga- Classical Reflect, Rewind and Replay	
PSHE myHappyMind)	myHappyMinds scheme: myHappyMind- Meet your Brain (x5 lessons)	myHappyMinds scheme: myHappyMind- Celebrate (x4 lessons) myHappyMinds+- Places (4 lessons)	myHappyMinds scheme: myHappyMind-Appreciate (x4 lessons) +Healthy Lifestyles (x2 lessons)	myHappyMinds scheme: myHappyMinds- Relate (x4 lessons) +Friendships (x1 lessons) +Families and close positive relationships (x1 lesson)	myHappyMinds scheme: myHappyMind- Engage (x4 lessons) +Communities (x1 lesson)	myHappyMinds scheme: +Shared Responsibilities (1 lesson) +Ourselves, Growing and Changing-Grief. (1 lesson) +Ourselves, Growing and Changing-transition (1 lesson)
PE (PE Passport)	Invasion- chest and bounce pass Team work- dribbling skills	Gymnastics Sports hall athletics- jumping for distance.	Target games- dodgeball Dance- superheroes	Invasion Games - Rugby Health related fitness- circuits	Invasion Games – Handball/basketball Sports Day - Athletics	Striking and Fielding – Rounders/cricket Net and wall game- tennis
Spanish (Language Angels)		Aprendo español – I am learning Spanish Introductions to the Hispanic world and Spanish as a subject on their curriculum. Exposure to key greetings, as well as ask and answer the question 'how are you?' in the foreign language. Learn how to ask and answer the question 'what is your name?' in the Spanish. Recognise, recall and spell numbers 1-10 in Spanish. Recognise, recall and spell 10 different colours in the foreign language.	I know how ... Sé... Learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.		La fruta- Fruits Learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.	
RE (SACRE)	Hindu Dharma Why is family an important part of Hindu life?	Christianity: God How and why have some people served God?	Christianity: Jesus What does it mean to be a disciple of Jesus?	Christianity: Church What do Christians mean by the Holy Spirit?	Islam Why is the prophet Muhammed an example for Muslims?	Sikhism Why are Gurus important to Sikhs?