Year 3 Curriculum Overview

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary Focus	Science/History	Science/RE	History/Geography	Science/PE	Geography	Geography/science
Secondary focus	Art	DT (Lamps)	RE/PE dance	Art/DT	S & L	RE (Journeys)
The BIG question:	What do fossils tells us about the past?	Why is light important?	What did the Roman's do for us?	How does movement and diet affect our well-being? (QCA People in action)	Which is better – urban or suburban living?	Which European City would I chose to live and why?
Wow moments	Designing and painting rocks	Literacy shed - Window Wonderland-film	Look at Roman numerals. Look at Roman coins. Make Roman coins from clay. Etch a numeral on one side and a face on the other. Look at Roman Gods—research what they are Gods of and the powers that they have.	Photography Looking at different artists	Hot seating Visitor who lives in the country and one that lives in a town.	Watch clips tour de France, Giro d'italia & vuelta espana BMX visitor. Bring your bike or scooter to school day.
Trips	**Severn Beach**	**Trip to Bristol Cathedral**	**Trip to Roman baths? Lawrence Weston?**			
Bristol links	Bristol pebble drop art	Stained glass windows in Bristol cathedral	Learn about the roman baths in Bath. Learn about Roman remains in Lawrence Weston.		Local area	Twin Town Bordeaux and other English twinned towns. M - Shed bike history.
Celebration	Report to another class	Shadow puppets performance OR Lantern Parade after school	Roman dance/march performance	Art exhibition	Debate within class	Chosen City day Design and display own jerseys exhibition.
Key texts	Ug Pebble in my pocket—Non-fiction.	Rama and Sita Chandar's Magic Light The little princess—film The Firework maker's daughter	Horrible histories. Literacy Shed—Dun Spiro (Key text). Escape from Pompeii (Key text) Bastille Pompeii song		The Minpins The Green Ship The secret garden—film and book. Poetry	Non fiction texts—What makes a magnet. Forces make things move. Fiction—The shivers in the fridge. The Iron man
Science	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	**Light** Recognise that they need light in order to see things and that dark is the absence of light.		**Animals, including humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make	**Plants** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	**Forces and Magnets** compare how things move on different surfaces Notice that some forces need contact between

	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.	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 an opaque object. Find patterns in the way that the size of shadows change. Make Kaleidoscopes using 2D shapes.		their 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.	explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants. Experiment—growing plants/vegetables. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	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. Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.
History	Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers for example Skara Brea. Bronze age religion, technology and travel for example stone henge. Iron age hill forts, tribal kingdoms, farming, art and culture.		Roman Empire and its impact on Britain. Julius Caeser's attempted invasion in 55-54BC. The Roman empire by AD42 and the power of it's army. Successful invasion (journey RE) by Claudius and conquest, including Hardrian's wall. British resistance, for example Boudica. Romanisation of Britain—links to Bristol and RE			

Geography			Describe and understand key aspects of human geography, including: types of settlement and Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references		Exploring where food comes from/ what plants grow where. Describe and understand key aspects of human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
DT		Generate, develop and model, communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities		**DT (Food)** Follow instructions/recipes. Make healthy eating choices Join and combine a range of ingredients.	Understand seasonality and know where and how a variety of ingredients is grown, reared, caught and processed. Find out which fruit and vegetables are grown in countries/continents studied in Geography	
Art	Use different ways of applying colour (scrape, thick and wash) Mix colour with control and use complimentary colour for effect (Look at the colour wheel) Copy other artists work with more accuracy of colour mixing (Paul Khee)	Improve my mixing skills including tints and shades Make copies of artists work using similar media focussing on tonal contrast (using pastels to print) Know the vocabulary of horizontal vertical diagonal and angular and I can use this to create movement in my work.	Begin to recognise the diagonal (oblique) as a way of creating the illusion of 3d space (Edward Hooper) Look at painting that combines front and side view in shallow space e.g. Egyptian painting Look at natural forms as a basis for making pattern and look at regular and irregular pattern (Mosaic)	Produce work with an emphasis on shape, including tessellating and symmetrical shape (Maths-Escher) Experiment with arranging, folding repeating and over lapping Understand tessellating pattern (Escher)	Look at cubism and the idea of seeing an object from different points of view from a single angle (Picasso Juan Gris) Draw from observation with a basic awareness of the shapes I am seeing Work with flexible and rigid shape	Use paint to create a sense of texture (brushstrokes, colour on colour, adding sand or artex) (Abstract expressionist)I can collect a range of textured surfaces and put textures together in abstract designs
Music	***Learning an Instrument –*** Violin	***Winter Concert*** ***Learning an Instrument –*** Violin	***Singing and Performing*** - Pitch	***'Water'*** - Graphic Scores	***Trains*** – Reading and Notating Rhythm	***Summer Showcase***
Computing	Continue to program ProBots, start to include procedures. Also use Probotix Software. Introduce Stick Pivot, develop and extend. E-Safety KS2 Lesson 1and 2					

Computing	Using PowerPoint. Insert title using WordArt Insert video or voice clip on how to make a circuit Add slide animations Present PowerPoint to another class/assembly			Create an information leaflet on "How to save our planet?" using PowerPoint. Insert title using WordArt Insert text boxes/diagrams Print and stick and share with another class		Use internet to research artworks and artist Insert title using WordArt Insert images of artworks from google Add textboxes
R.E.	Unit 1—What is important to me? Festival: Diwali		Unit 4—What does it mean to belong to a religion? (Christianity) Festival: Holi		Unit 5—Why are some journeys and places special? (Pilgrimages)	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
French	On y va (All abroad)		L'argent de poche (Pocket money)		Raconte-moi une hostoire (Tell me a story)	
Real PE	Unit 1 – Personal	Unit 2 – Social	Unit 3 – Cognitive	Unit 4 – Creative	Unit 5 – Physical	Unit 6 – Health and Fitness