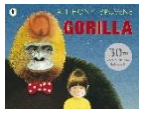
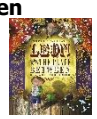
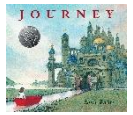
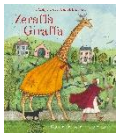
Curriculum Overview

Year 3 – Route B

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	How much did the Ancient Egyptians achieve?	***How does the water go round and round?***	***How has Crime and Punishment changed over time?***	***Can you come on a Great American Road Trip?***	***Why should we preserve our locality?***	***Why is climate important?***
English	**Gorilla** Narrative 	**Leon and the Place Between** Recount 	**Escape from Pompeii** Warning Narrative	**Koji's Island Amazing Islands** Narrative-Adventure	**Journey** Narrative 	**Zeraffa Giraffa** Information Persuasive Leaflet Narrative 
Maths	Place Value Addition and Subtraction Multiplication and Division A		Multiplication and Division B Length and Perimeter Fractions A Mass and Capacity		Fractions B Money Time Shape Stattistics	
RE	The Christian Church Other denominations of the Christian Faith	Mary our Mother	Sacrament of Reconciliation	The Eucharist	Celebrating Easter and Pentecost Celebrations in the other faiths	Being a Christian CAFOD: God's People
Science	Y4 Changes of state	Y4 Human nutrition	Y3 Magnets and forces		Y4 Electricity	Y3 Light and Shadows
Computing	Y3: Digital Literacy/E-Safety – Using a Computer. Focusing on online communities, passwords, respect, effective communication.	Y4: Computer Science – Scratch 'Nile Boat Race' game. Working on repetition, selection, variables.	Y3: Computer Science – Scratch – Sound and Music. Children to use Scratch to plan and develop a band animation to soundtrack the Iron Man story.	Y4: Information Technology – Iron Man film scene. Children to plan, write and produce a film trailer for the Iron Man.	Y4: Digital Literacy/E-Safety – Don't fall for fake. Looking at personal information, 'bots' and assessing the credibility of online content.	Y4: Computer Science – Scratch Chatbot. Children to plan and create their own Ancient Greek Chatbot using variables, selections and dialog and wait capabilities
PE	Tag Rugby Invasion Games (Teacher Choice)	Basketball/Netball Invasion Games (Teacher Choice)	Hockey Dance	Swimming Gymnastics	Striking & Fielding (Rounders/Cricket) Athletics	Net & Wall (Tennis) Athletics

Geography		In this unit children will learn about the interconnected relationships of rivers and the water cycle. Children will name and locate some of the UK's and the world's most significant rivers and mountain environments. They will learn about the features of a named river (the River Thames) in the UK, from source to mouth.		Through looking at a Great American Road Trip, the children will enhance their locational and place knowledge. They will focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities. Children will understand a variety of geographical similarities and differences through looking at regions in North and South America.		In this unit children will locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Children will extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations. They will be able to describe and give examples of the variety of biomes and vegetation belts.
History	In this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. study the achievements of the earliest Civilisations. Children will develop a chronologically secure knowledge and understanding of British, local and world history and note connections, contrasts and trends over time.		In this unit, the children will explore how and why Crime and Punishment has changed over time. Children will develop a chronologically secure knowledge and understanding of British history. They will establish clear narratives over periods of study and note connections, contrasts and trends over time and develop the use of historical terms.		In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. Children will use common words and phrases relating to the passing of time. They will develop a chronologically secure knowledge and understanding of British and local history and develop the appropriate use of historical terms. They will also address and devise historical valid questions about change, cause, similarity, difference and significance.	
Music	**This little light of mine** Pentatonic scale, Gospel music, Off-beat, Rhythm, Call and response	**My fantasy football team** Beat, Rhythm, Rondo, Rhythm notation	**The doot doot song** Chords, Structure, Ensemble playing and singing, Acoustic guitar, music	**Fanfare for the common man** Fanfare, Timbre, Dynamics Texture, Silence	**Global pentatonics** Pentatonic scale, Different musical traditions and cultures, Graphic/dot notation	**Favourite song** Chords, Structure, Ensemble singing and playing, Folk-rock styles
Art		**Painting** Artist Study - Claude Monet, investigate colour and colour mixing to produce different shades of paint, and mixing primary and secondary colours.		**Printing/Collage** Artist Study – Georgia O'Keeffe, investigate her life and create a piece of artwork using printing/landscapes	.	**Drawing/Shadow** Using your shadow outside could you create a drawing by creating shadows in the light? (Use charcoal to add detail).

Design and Technology	**Design, Make and Evaluate** - Sewing Investigate the use of hieroglyphics and their purpose – practice different sewing techniques and how to attach different pieces of material ***Create a banner using images and hieroglyphics***		**Design, Make and Evaluate** Investigate the use of alarms – what would it need to include? Evaluate everyone's ideas through class discussion and decide on common areas. ***Create an alarm to protect an important item***		**Design, Make and Evaluate -** Structures Select materials and components according to their functional and aesthetic qualities. Apply their understanding of how to stiffen and reinforce more complex structures. ***Create own castle***	
MFL	**Getting to know the class** Ask and answer name Ask and answer simple feelings Asking someone's age Have you…? I have/have not Numbers Classroom objects Listening and responding to target language Practising sounds	**Days in the town** Days, months and colours Listening and responding to target language Practising sounds Shops in town Finding out where a place is Respond to a simple question	**Alien family and other animals** Exploration of nouns (singular/plural and gender) Animal nouns Colours as adjectives Family members Asking likes and dislikes Questions and answers	**Aliens, physical puppets and performance** Counting colours Personal information questions and answers Body part nouns Using colours as adjectives Speaking and writing simple descriptive sentences	**Ice creams, fruit and vegetable flavours** Polite request Listening and responding Following and performing a dialogue Fruits and flavours Ice creams Following, joining in and performing a story	**Going on a jungle journey** Following, joining in and performing a story Speaking and writing simple descriptive sentences Counting Colours Personal information questions and answers Body part nouns Jungle animal nouns
RSE/PSHE	LKS2.1.1 Kester's Adventures – Designed for a purpose	LKS2.1.3.1 What Am I Feeling? LKS2.1.3.2 What Am I Looking At? LKS2.1.3.3 I Am Thankful!		LKS2.1.2.1 We don't have to be the same LKS2.1.2.2 Respecting Our Bodies	LKS2.1.4.1 Life Cycles	LKS2.3.1.1 Trinity House LKS2.3.2.1 How Do I Love Others?
P4C	**Asking open questions** Concept stretching. Introducing the language of critical and creative thinking. Asking open question, moving to philosophical Linking concepts Making links with real life Develop summarizing skills Can give counter examples		**Group questions into similar focus** Looking for examples to support an idea. Identifying assumptions. Suggesting criteria Introducing critical thinking Able to group questions into similar focus Can suggest possible explanations		**Setting own P4C focus** Setting own class P4C focus and reviewing progress. Can respond sensitively in a caring way to other children's comments Pupil feedback Knows the difference between statements and questions and responds appropriately Can give everyone a fair chance to speak Can agree or disagree in a friendly manner	