/Year 3 Curriculum Overview						
	Term 1 – 6wks 3 days	**Term 2 – 8 weeks (1st week WOAW)**	**Term 3 – 6 weeks**	**Term 4 – 6 weeks (1st week WOAW)**	**Term 5 – 5 weeks**	**Term 6 – 7 weeks (1st week WOAW)**
Topic Names	**Planet Earth**	**Stone age – Iron age**	**Use the Force!**	**We are scientists/scientists and inventors**	**Light**	**Healthy me!**
Writing Opportunities/Links	NF = Non-chron reports – writing about our habitat and the type of TEXT: The Tin Forest by Helen Ward Poetry – performance	Stone Age diaries Stig of the Dump Warning tales	Myths and legends narrative writing Concrete poetry	Instruction writing for a new invention Explanation text for how something works Biographies	Character flaw Poetry – free verse	Report writing/recounts Diary writing (food diary) Persuasive writing – linked to human rights in different countries
Maths Opportunities/Link		chronology	Measurement compasses	Recording data		Recording data
Science	Plants: I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. I can 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. I can investigate the way in which water is transported within plants. I can explore the role of flowers in the	Rocks: I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter.	Forces and magnets: I can compare how things move on different surfaces. I can notice that some forces need contact between two objects and some forces act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify	Working scientifically focus for different experiments: I can gather, record, classify and present data in a variety of ways to help in answering questions. I can report on findings from enquiries, including oral and written explanations, displays or presentations or results and conclusions. *Enquiries/experiments derived from the scientists we will look at through history.*	Light: I know that you need light in order to see things and that dark is the absence of light. I notice that light is reflected from surfaces. I understand that light from the sun can be dangerous and that there are ways to protect our eyes. I can associate shadows with a light source being blocked by an opaque object.	Animals inc. humans: I can identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat. I can identify that humans and some animals have skeletons and muscles for support, protection and movement.

	life cycle of flowering plants, including pollination, seed formation and seed dispersal. <u>Practical enquiry opportunities:</u> Grow plants/plant growing enquiry – water transportation/ seed dispersal role plays		some magnetic materials. I know and describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing		I can find patterns in the way that the size of shadows change. *Looking at different countries of the world and how much light/sunlight they get compared to the UK. How do people in different parts of the world protect themselves from sunlight?*	
Geography	I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. I can ask and answer geographical		I can describe physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. *Links with natural forces imparted on our planet*	I can use an 8 points of a compass. *Compass use – who used them first? When? Why? Enquiry into using compasses we make ourselves.*		I can describe geographical similarities and differences between countries. *How would living in a different country affect our health and fitness?* *Political links – how do the way a country is run/governed (human geo) affect our health and fitness?*

	questions about the physical and human characteristics of a location.					
History		Stone Age to Iron Age Britain		Local history study – local scientist study (Edward Jenner?)	History of inventors – significant people/events	
Art						
D&T		**2D/3D product design (textiles)** – make Stone Age fetching/carrying bags for hunting			**Structures** Build a periscope, reinforcing how light travels	**Healthy diet** Design, make and evaluate a healthy flatbread to complement lunch boxes
Music	Musical focus: Composition Subject link: Geography The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.	Musical focus: Beat Subject link: DT The sights nd sounds of a buliding site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.	Musical focus: Exploring sounds Subject link: Geography How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.	Musical focus: Performance Subject link: English Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.	Musical focus: Performance Subject link: English Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.	Musical focus: Pitch Subject link: Mathematics The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.
Computing	**We are programmers** Programming an animation	**We are bug fixers** Finding and correcting bugs in prgrammes	**We are presenters** Videoing performances	**We are network engineers** Exploring computer networks, including the internet	**We are communicators** Communicating safely on the internet	**We are opinion pollsters** Collecting and analysing data
PSHE/Ethical Issues kelly@learnhappy.org.uk	**Rights & Responsibilities, Hopes & Aspirations**	**Friendship**	**Keeping Myself Safe**	**Emotional Changes & Self esteem**	**Healthy Me**	**Sun Safety**
	What are my rights? What are my responsibilities? What are my hopes and aspirations for this year?	What makes a good friend? What is a healthy relationship? What might an unhealthy relationship be like?	What behaviour affects our feelings? What are 'uh oh' feelings? What can I do if I don't feel safe?	How do I feel? What affects my mood? How can I manage my feelings? (inc feelings of loss) What makes me feel good about myself?	What keeps me healthy/ in balance? What gives me energy? What is an active lifestyle?	How does the sun help us? How can the sun harm us? How do we stay safe in the sun?

		How do we show kindness to others? How do we show kindness to ourselves?	Who can help me if I don't feel safe?		Why is it important to be active?	
Week of Awe and Wonder						