



## Year 3 Curriculum Overview

Curriculum drivers - ASPIRATION - DIVERSITY - VOCABULARY - HEALTH AND WELL-BEING

Respect Responsibility Kindness Independence Self-belief Resilience

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Title:</b> Should we be afraid of the dark?</p> <p><b>Enquiry Driver:</b> Science <b>Enhancer:</b> Computing <b>Stand Alone Topic:</b> Art</p> 	<p><b>Title:</b> Should we always believe what we hear?</p> <p><b>Enquiry Driver:</b> Geography <b>Enhancer:</b> History</p> 	<p><b>Title:</b> Why are rocks so great?</p> <p><b>Enquiry Driver:</b> History <b>Enhancer:</b> DT, Science</p> 	<p><b>Title:</b> How does our planet look after us?</p> <p><b>Enquiry Driver:</b> Science <b>Enhancer:</b> Art</p> 	<p><b>Title:</b> What makes the earth shake?</p> <p><b>Enquiry Driver:</b> Geography <b>Enhancer:</b> Design and Technology, Computing, Art</p> 	<p><b>Title:</b> What is down the rabbit hole?</p> <p><b>Enquiry Driver:</b> Science <b>Enhancer:</b> Design and Technology</p> <p><b>Enquiry Driver:</b> History <b>Enhancer:</b> Geography, Art</p> 
<p><b>Experiences:</b> Launch: Children enter a pitch black classroom and are asked to find a shadow. Discuss what is needed to create a shadow. Children will create shadow puppets.</p>	<p><b>Experiences:</b> Sherwood Forest</p>	<p><b>Experiences:</b> Stone Age Day. Rand Farm (launch for next half term)</p>	<p><b>Experiences:</b> Rand Farm Gardening</p>	<p><b>Experience:</b> Create volcanoes</p>	<p><b>Experiences:</b> Pleasley Pit Mining Museum</p>
<p><b>Outcomes</b> Powerpoint presentation about light. Character descriptions of Orion,</p>	<p><b>Outcomes</b> Narrative writing -changing the ending</p>	<p><b>Outcomes</b> Diary about life in the Stone Age</p>	<p><b>Outcomes</b> Landscape painting in the style of Marius Kaldowski.  Persuasive leaflet to encourage people to donated money to the National Trust to plant new trees</p>	<p><b>Outcomes</b> Retell Lila's journey Non-chronological report about volcanoes</p>	<p><b>Outcomes</b> Writing own portal story</p>

	<b>Significant people:</b> Thomas Edison (scientist) Helen Skelton	<b>Significant people:</b> Andy Goldsworthy (artist) Martin Johnson (rugby player)	<b>Significant people:</b> Mary Anning (Palaeontologist) Ma Long (table tennis player)	<b>Significant people:</b> Jeanette Wing (computing) Michael Jordan (basketball player)	<b>Significant people:</b> Katia Krafft (volcanologist) Darcey Bussell (dancer)	<b>Significant people:</b> Usain Bolt (runner) Ollie Hynd (swimmer) Tanni Grey-Thompson (Paralympian)
	<b>English</b> <b>Orion and the Dark</b> Character description (Orion)  FBV Link: Individual Liberty, Mutual Respect	<b>English</b> <b>The lost Happy Endings</b>  Character description Setting description (Lost Happy Endings) Alternative Ending (Lost Happy endings) INDEPENDENT ASSESSMENT  FBV Link: Rule of Law	<b>English</b> <b>Stone age boy:</b>  Diary entry as the boy - stone age boy Setting description - Stone age boy camp Conversation - between Om and the boy Diary entry as Om - stone age boy Poetry - diamond poem - stone age  FBV Link: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs.	<b>English</b> <b>The flower:</b>  Setting description - The flower Conversation - between Brigg and the shopkeeper  Poetry - what is pink  FBV Link: Individual Liberty	<b>English</b> <b>Firework-Maker's Daughter</b>  Retell of the story Diary entry Letter to Lalchand  Setting description Conversation between Lila and Lalchand  FBV Link: Tolerance of different faiths and beliefs, Mutual Respect	<b>English</b> <b>Alice in wonderland</b>  Write own portal story Alice's journal Poetry-own rhyme  FBV Link: Individual Liberty, Rule of law
	<b>Maths</b> Place Value Addition and Subtraction	<b>Maths</b> Addition and Subtraction Multiplication and Division	<b>Maths</b> Multiplication and Division Money Statistics	<b>Maths</b> Measurement: Length and perimeter Fractions	<b>Maths:</b> Fractions Time	<b>Maths</b> Properties of shapes Measurement: Mass and Capacity
	<b>Science:</b> <b>Light</b> Shadows and changes in light. Working Scientifically Observing changes in shadows.  <b>Forces and magnets</b> Working Scientifically Group information according to common factors (attracted to a magnet or not)  Asking scientific questions.	<b>Science:</b>	<b>Science</b> <b>Rocks</b> Working Scientifically Compare rocks based on their appearance and physical	<b>Science</b> <b>Plants</b> Working Scientifically Investigate what conditions a plant needs to grow and thrive.	<b>Science</b> <b>Volcanoes</b> Tectonic plates and the parts of a volcano.	<b>Science</b> <b>Animals including humans</b> Keeping healthy, the human skeletal and muscular systems, water and oxygen transport in animals and humans.  FBV Link: Individual Liberty



				Mutual Respect, Individual Liberty		
	<b>Computing:</b> <i>teachcomputing.org</i>  Connecting computers  E-safety	<b>Computing:</b> <i>teachcomputing.org</i>  Stop-frame animation	<b>Computing:</b> <i>teachcomputing.org</i>  Sequencing sounds.	<b>Computing:</b> <i>teachcomputing.org</i>  Branching databases	<b>Computing:</b> <i>teachcomputing.org</i>  Desktop publishing.	<b>Computing:</b> <i>teachcomputing.org</i>  Events and actions in programs.
	<b>Music:</b> Charranga - Model Music Curriculum Writing Down Music  FBV Link: Individual Liberty, Mutual respect,	<b>Music:</b> Charranga - Model Music Curriculum Playing in a Band  FBV Link: Tolerance of different faiths and beliefs, Mutual Respect	<b>Music:</b> Charranga - Model Music Curriculum Composing Using Your Imagination  FBV Link: Tolerance of different faiths and beliefs, Mutual Respect, Individual Liberty	<b>Music:</b> Charranga - Model Music Curriculum  More Musical Styles  FBV Link: Individual Liberty, Mutual Respect	<b>Music:</b> Charranga - Model Music Curriculum  Enjoying Improvisation  FBV Link: Individual Liberty, Mutual Respect	<b>Music:</b> Charranga - Model Music Curriculum  Opening Night  FBV Link: Mutual Respect,
	<b>P.E.</b> Fitness - Health & Wellbeing (Athletics) Volleyball (Net and wall) FBV Link: Rule of Law	<b>P.E</b> Gymnastics (Gymnastics) Tag Rugby (Invasion)  FBV Link: Rule of Law	<b>P.E.</b> Table Tennis (Net and wall) Hockey (Invasion)  FBV Link: Rule of Law	<b>P.E.</b> Basketball (Invasion) Football (Invasion) FBV Link: Rule of Law	<b>P.E.</b> Dance (Dance) Cricket (Striking and fielding)  FBV Link: Rule of Law	<b>P.E.</b> Inclusive Sports- Goalball, Boccia, Table Athletics (Athletics) FBV Link: Rule of Law
	<b>R.E</b> What difference does it make to be a Christian?  FBV Link: Individual liberty, Tolerance of different faiths and beliefs, Mutual Respect	<b>R.E</b> How do religious families and communities practise their faith? The example of prayer (Christianity and Islam) FBV Link: Individual liberty, Tolerance of different faiths and beliefs, Mutual Respect Christmas FBV Link: Individual liberty, Tolerance of different faiths and beliefs, Mutual Respect	<b>R.E</b> Where/how/why do people worship? (Christianity, Islam and Hinduism) FBV Link: Individual liberty, Tolerance of different faiths and beliefs, Mutual Respect  <b>Easter (Spring 2)</b> FBV Link: Individual liberty, Tolerance of different faiths and beliefs, Mutual Respect		<b>R.E</b> What can we learn from inspiring people in sacred texts and in the history of religions?  FBV Link: Individual liberty, Tolerance of different faiths and beliefs, Mutual Respect, Rule of Law	
	<b>French (MFL) Pos La Jolie Ronde</b> Numbers  Greetings	<b>French (MFL) Pos La Jolie Ronde</b> Classroom instructions  Asking for/giving our name	<b>French (MFL) Pos La Jolie Ronde</b>  Asking for/giving our name  Numbers colours		<b>French (MFL) Pos La Jolie Ronde</b>  Fruit  Days of the Week	

<p>Katia Kraft</p> <p>Claude Monet</p> <p>Marie Curie</p> <p>FBV Link: Tolerance of difference faiths and beliefs, Mutual respect</p>	<p>Christmas</p> <p>FBV Link: Tolerance of difference faiths and beliefs, Mutual respect</p>	<p>Easter</p> <p>FBV Link: Tolerance of difference faiths and beliefs, Mutual respect</p>	<p>Months of the Year</p> <p>FBV Link: Tolerance of difference faiths and beliefs, Mutual respect</p>		
<p><b>PSHE - Talking Points</b> Looking after me - What can affect me health?</p> <p></p> <p>Looking after me - what is a balanced lifestyle? (2 sessions)</p> <p></p> <p>Looking after me - What is health and safety?</p> <p></p> <p>FBV Link: Individual Liberty, Tolerance of difference faiths and beliefs, Mutual respect</p>	<p><b>PSHE - Talking Points</b> Looking after me -how does smoking damage my health? (3 Sessions)</p> <p></p> <p>Looking after me - who can help me be safe? (3 sessions)</p> <p></p> <p>Understanding others - what is restorative justice? (2 sessions)</p> <p></p> <p>FBV Link: Rule of Law, Democracy, Mutual Respect</p>	<p><b>PSHE - Talking Points</b> Understanding me - what are my rights and responsibilities? (2 sessions)</p> <p></p> <p>Understanding groups - what happens if I break a rule? (2 sessions)</p> <p></p> <p>Understanding others- why should I tell the truth? (3 sessions)</p> <p></p> <p>FBV Link: Rule of Law, Mutual Respect, Individual Liberty</p>	<p><b>PSHE - Talking Points</b> Looking after me - what does honesty really mean? (2 Sessions)</p> <p></p> <p>Understanding others - what do I say when my friends are sad? (2 sessions)</p> <p></p> <p>Understanding others - who do my actions affect? (2 sessions)</p> <p></p> <p>FBV Link: Mutual Respect, Rule of Law, Individual Liberty, Tolerance of different faiths and beliefs</p>	<p><b>PSHE - Talking Points</b> Understanding me- what are my relationships rights and responsibilities? (3 sessions)</p> <p></p> <p>Looking after me - how do I raise my concerns? (2 sessions)</p> <p></p> <p>Understanding groups- what's a community? (2 sessions)</p> <p></p> <p>FBV Link: Mutual Respect, Tolerance of different faiths and beliefs, Individual Liberty</p>	<p><b>PSHE - Talking Points</b> Understanding groups- how can we be different? (2 sessions)</p> <p></p> <p>Understanding groups - who else lives in my region? (2 sessions)</p> <p></p> <p>Understanding groups- who else lives in the UK? (2 sessions)</p> <p></p> <p>FBV Link: Tolerance of difference faiths and beliefs, Mutual respect, Individual Liberty</p>

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