Christ the Sower Ecumenical Primary School
Year 3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**To entertain** Character and Setting Description *The Iron Man by Ted Hughes*	**To entertain** Narrative Extract *Stig of the Dump by Clive King*	**To inform** Letter *The Firework Makers Daughter by Phillip Pullman*	**To inform** Diary *The Ice Palace by Robert Swindells*	**To entertain** Narrative Extract - Dialogue *Harley Hitch and the Iron Forest Paperback by Vashti Hardy*	**To entertain** Narrative – 5-part story structure *Harley Hitch and the Iron Forest Paperback by Vashti Hardy*
Maths	• Number: Place Value • Number: Addition and Subtraction • Number: Multiplication and Division		• Number: Multiplication and Division • Measurement: Length and Perimeter • Number: Fractions • Measurement: Mass and Capacity		• Number: Fractions • Measurement: Money • Measurement: Time • Geometry: Shape • Statistics	
Science	**Rocks and soils** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soil is made from rocks and organic matter	**Forces and Magnets** • Compare how things move on different surfaces • magnetic forces can act at a distance • Observe how magnets attract some materials and not others • 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	**Animals including humans (Healthy eating)** • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make 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.		**Light and dark** • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous • 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	**Plants** • The functions of different parts of flowering plants, roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, pollination, seed formation and seed dispersal

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

Computing	**Online Safety and Digital Citizenship** **Introductory Song** **We, the Digital Citizens -** How can we be good digital citizens? **Privacy & Security** **That's Private! -** What kinds of information should I keep to myself when I use the internet **Computing Systems and Networks** **Connecting Computers and the Internet** • Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. • Recognising the internet is a network of networks including the WWW, and why we should evaluate online content.	**Online Safety and Digital Citizenship** **Digital Footprint & Identity** **Digital Trails** - What information is OK to have in your digital footprint? **Relationships & Communication** **Who Is in Your Online Community?** - How are we all part of an online community? **Creating Media** **Desktop Publishing** • Creating documents by modifying text, images, and page layouts for a specified purpose.	**Online Safety and Digital Citizenship** **Cyberbullying, Digital Drama & Hate Speech** **Putting a STOP to Online Meanness** - What should you do if someone is mean to you online **NEWS & MEDIA LITERACY** **Let's Give Credit!** - How can you give credit for other people's work? **Programming** **Events and Actions in Programs** • Writing algorithms and programs that use a range of events to trigger sequences of actions.
History	**Stones and Bones** **Explain the impact of the earliest civilisations on Britain today.** • To know that the stone age was made up of three different eras and the period is a larger duration than remainder of British history. • To know that we can learn about the past from archaeological discoveries, using artefacts to learn about what life was like in prehistoric Britain. • To learn about the history of Skara Brae • To investigate why hill forts were used and the impact these had • To understand who the celts were and how they used iron • Make comparisons between life then to our lives today	**Groovy Greeks** **Explain the influence the Greeks had on the Western World and how this happened.** • To know who the Ancient Greeks were and about life in Ancient Greece • To know who Alexander the Great was and his Empire • To understand what the Ancient Greeks believed in and about the Ancient Greek gods and goddesses and why they were important • To know the differences between living in Athens and Sparta • To recognise the discovery of the Olympic games and draw comparisons between then and now	**Ancient Egypt** **Explain the impact the Ancient Egyptians had on civilisation today.** • To know who the Ancient Egyptians were and what life was like • To construct informed responses about mummies and mummification, using reliable sources of evidence • To know about the discovery of Tutankhamun and how different versions of this may exist in the past • To know about Egyptian Gods and how these compare to other Gods and Goddesses (Greek) • To draw comparisons between modern Egypt and Ancient Egypt
Geography	**Travel Agent** **Showcase Milton Keynes as a local area within the UK and one other area to someone who would like to visit.** • Locate and name at least 6 cities in the UK on a map • Plan a journey from MK to another place in England, using a road map • Research to discover features of towns and cities and appreciate the differences creating a travel brochure of Stratford Upon Avon in England, describing the area, physical and man - made features • Explore an area of Milton Keynes (Grange Farm) and map out a simple route from one location to another. Using	**Greece** **What makes Greece special?** • To identify European countries and surrounding Islands and cities within Greece • To understand geographical similarities and differences between Greece and MK • Identify types of settlements depending on areas in modern day Greece • To understand the culture and local Greek civilisations • To identify how tourism is used within Greece and the benefits this has on the economy	**Rivers** **Show how rivers are formed and the processes we can take to preserve our rivers.** • To identify main rivers in the world (Nile/Jordan etc) • To understand the features of a river system (water cycle included) • To identify the three stages of a river system (river source-river mouth) Creating a sketch map of the system. • To identify the different ways we use rivers, tourism, trade, travel etc

	simple sketches, locating the area on a map and describing with explanations what they have seen • Visit lakes. rivers nearby and create sketches and diagrams of these to show the location and landmarks		• To understand the impact of floods/droughts and how to care for our environment
ART	**Gestural drawing with charcoal** **Key Concepts:** • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.	**Cloth, thread and paint** **Key Concepts:** • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.	**Telling stories through drawing and making** **Key Concepts:** • That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. • That through making work in another medium we can make the work our own, re-interpreting and re-inventing. • That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.
DT	**Pneumatics** **Can we build a build a monster that has a moving part?** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge:** understanding how pneumatic systems work, identifying the key inputs and outputs if the mechanism, expressing the need for visual communication in the design process.	**Textiles** **Can we make a puppet that can tell a Greek theatre story?** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge:** recapping running stitch and introducing over stitching. Expressing the need for a neat and well polished final design.	**Cooking** **Can we make an Egyptian bread that is fit for a pharaoh?** • **Design:** reviewing existing products to inform design ideas, working with a set design brief. • **Make:** following but adapting an existing recipe, preparing food hygienically, creaming and combining ingredients to form a basic dough. • **Evaluate:** reflecting and identifying flavours from a prototype, reviewing what aspects to change to improve the current recipe. • **Technical Knowledge:** understanding the cost implications behind professional food preparation, altering a dough to be savoury or sweet, knowing to mix dry ingredients before combining with wet.

Music	**Glockenspiel 1** This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or if children have previous knowledge, please do use the recorder too.	**3 little Birds** This is a six-week Unit of Work. All the learning in this unit is focused around one song: Three Little Birds - a reggae song.	**Bringing Us Together** This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.

PE	**Game Sense Invasion** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and shooting. Pupils will learn how to keep possession and eventually score to win a modified game. **Gymnastics (Symmetry & Asymmetry)** The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow. **Netball** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score to win a modified game. **Game Sense Net & Wall** The unit of work will explore how to apply the principles of attack vs defence, to win a game. Pupils will understand where and why we throw the ball on the court, when playing with both a net and a wall.	**Dodgeball** The unit of work will explore how to apply the principles of attack vs defence in dodgeball. Pupils will develop an understanding of when, where and why we need to dodge, throw, catch and change direction during a game. **Football** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score to win a modified game. **T1 Rugby** The unit of work will develop pupils' understanding and application of passing, moving into space, supporting teammates, and making simple tactical decisions to create space and score tries when in possession. Pupils will also be introduced to touch tackling so they can use this skill to slow down an attack. **Outdoor Adventurous Activities (Problem Solving)** The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.	**Dance** The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together their choreography and characterisation skills to tell a story. **Boccia** The focus of learning is to explore, develop and consolidate how to send the ball, whilst applying a developing understanding of why we need to be accurate when sending the ball. Pupils will work individually and then as part of a team to apply their learning. **Swimming** Children to take part in 5 sessions across 2 weeks. These sessions will work towards the National Curriculum requirements. (Swim 25m, Range of Strokes, Water Safety) **Athletics** The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance. **Cricket** The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.

PSHE	**Being Me in My World** Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	**Celebrating Difference** Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	**Dreams and Goals** Difficult challenges and success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	**Healthy Me** Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	**Relationships** Family roles and responsibilities Friendship and negotiation Keeping safe online Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	**Changing Me** How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
	Virtue: Caring Caring for our school	**Virtue: Respect** Showing respect while out and about	**Virtue: Perseverance** I am a believer	**Virtue: Thankfulness** Thank you, cards,	**Virtue: Kindness** Kindness secret agents	**Virtue: Courage** Learning from mistakes
RE	**Beliefs and Questions** **Focus: How are different people inspired by the teachings of Jesus??** Concept of Gospel and explore how Jesus treated people – discipleship, followers, love	**Community and Identity** **Focus: Why does it matter if we are part of a community or not?** Methodist focus lesson – exploring the importance of connections and being a part of a community.	**Beliefs and Questions** **Focus: What do Muslims believe about God and where did Islam start?** Tawhid, Muhammad, Night of Power, monotheism in a polytheistic culture. 99 names of Allah	**Reality and Truth** **Focus: Does art help with understanding stories** Parables, especially those about the Kingdom of Heaven and forgiveness.	**Community and Identity** **Focus: What is the Qur'an and how does it influence Islamic worship** Angel Jibril dictated the very words of God; therefore, they are important. Use Arabic and become Hafiz	**Reality and Truth** **Focus: Does it matter if a story is true or not?** Focus on deeper truths, perception, and evidence. Explore proverbs and sayings, including nonreligious ones. This could begin to bring in real philosophy, such as Plato's cave

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French	**Cycle A** **Getting to know You** Say hello and goodbye Introduce themselves Say if they are feeling good/bad/so-so Count to ten Say how old they are **Cycle B** **All Around Town** Know the name of some French cities Describe places in town Count to 100 Give their address in French	**Cycle A** **All About Me** To understand and follow instructions, Name parts of the body, Identify colours Say what they are wearing. **Cycle B** **On the Move** Develop conversational skills Respond to and follow simple instructions for direction and movement Use the verb 'aller' in context	**Cycle A** **Food Glorious Food** Learn the vocabulary for a range of food, Express likes and dislikes Count and use plural nouns. **Cycle B** **Going Shopping** Learn key phrases for asking the questions needed when going shopping Role play shoppers and shopkeepers.	**Cycle A** **Family and Friends** Identify and introduce family and pets Spell their names. Learn the names for places in their own home. **Cycle B** **Where in the World** Learn vocabulary of UK countries, continents and animals Answer questions orally and write simple sentences using topic vocabulary	**Cycle A** **Our School** Learn vocabulary for school places and classroom objects; Learn to express preferences about activities and school subjects **Cycle B** **What's the Time** Learn how to tell the time: o'clock, half past, quarter past and quarter to. Read timetables and TV schedules and answer simple questions about these	**Cycle A** **Time** Learn to say the days of the week, months and dates Count on from 11 to 31 **Cycle B** **On the Move** Develop conversational skills Respond to and follow simple instructions for direction and movement Use the verb 'aller' in context