

Warren Wood Primary Academy
Year 3 curriculum overview

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Pre-historic Britain		Amazon rainforest		Romans	
Key Question (Intent)	How do people adapt through different periods of history?		How do Rainforests sustain life?		What contributions did the Romans make towards life today?	
English (core texts)	Ice Monster Stone Girl, Bone Girl Stone Age Boy		The Great Kapok Tree One Day on our Blue Planet: In the Rainforest Charlie and the Chocolate Factory		Escape from Pompeii Romans on the Rampage	
Writing genres	Non-chronological reports Narrative (historical/adventure)		Formal letters Instructions Persuasive writing (leaflets)		Diary entry Newspaper entry Informal letters	
Curriculum writing opportunities	Diary entry Persuasive writing – leaflet/advert Chronological reports		Newspaper entry Non-chronological reports Poetry		Narrative (adventure) Biography (Julius Caesar) Explanation	
Maths (WhiteRose)	Recap KS1 skills 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 Statistics	
Science	<p style="text-align: center;">Rocks & Magnets</p> <p>I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties. I can simply describe how fossils are formed when things that have lived are trapped within rock. I can explain that soils are made from rocks and organic matter. I can compare how things move on different surfaces. I can see that some forces need contact between two objects, but magnetic forces can 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 some materials based on whether they are attracted to a magnet and identify some magnetic materials. I can describe magnets as having two poles and a magnetic field. I can predict whether two magnets will attract or repel each other, depending on which poles are facing I can use straightforward scientific evidence to answer questions or to support my findings.</p>		<p style="text-align: center;">Animals inc humans & plants</p> <p>I know that animals, including humans cannot make their own food; they get nutrition from what they eat. I can identify, that animals, including humans, need the right types and amount of nutrition. I can explain why humans and some other animals have skeletons and muscles I can explain what different parts of flowering plants do. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. I can investigate the way in which water is transported within plants. I can explore the requirements of plants for life and growth and how they vary from plant to plant. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can explain differences, similarities or changes related to simple scientific ideas and processes.</p>		<p style="text-align: center;">Light, Scientists and inventors</p> <p>I can recognise that I need light in order to see things and that dark is the absence of light. I can show that light is reflected from surfaces. I can explain that light from the sun can be dangerous and that there are ways to protect my eyes. I can show how shadows are formed when the light from a light source is blocked by a solid object. I can show that there are patterns in the way that the sizes of shadows change I can ask questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	
History	<p style="text-align: center;">British History - impact on Britain</p> <p>I can use dates and terms related to the study topic and the passing of time. I can sequence events and artefacts. I know about the everyday lives of people in time studied and can compare with our life today. I can use a range of sources to find out about a period, eg, artefacts, information books, websites, historical fiction. I can look at different representations of the period – museum, cartoons, films, etc. I can select and record information relevant to the study. I can use the library and internet for research I can communicate my knowledge through: writing (reports) drama, discussion, pictures, displaying findings in a variety of ways, working independently and in groups.</p>				<p style="text-align: center;">British History – impact and Settlement</p> <p>I can place the time studied on a timeline. I know some reasons for people in the past's actions and how their actions influenced events in the past. I can give reasons why people in the past may have had to do something. I know about the life of some significant individuals and how they influenced change. I can identify and give reasons for different ways in which the past is represented. I can distinguish between different sources – for example, comparing different versions of the same story. I can observe small details from artefact and pictures I can communicate my knowledge through: writing (recounts, newspaper article, poster) annotations, selecting data and organising it into a data file to answer historical questions, displaying findings in a variety of ways, working independently and in groups.</p>	
Geography	<p style="text-align: center;">Geographical Knowledge Unit</p> <p>I can locate and name the continents on a World Map. I can locate and name the countries making up the British Isles, with their capital cities.</p>		<p style="text-align: center;">Geographical Knowledge Unit</p> <p>I can locate the main countries of Europe I can begin to identify the position and significance of Equator, N. and S.</p>		<p style="text-align: center;">Geographical Knowledge</p> <p>I can begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.</p>	

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	<p>I can discuss human geography including types of settlements, trade links and land use.</p> <p>I can learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>I can begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.</p>	<p>Hemisphere, Tropics of Cancer and Capricorn.</p> <p>I can compare a region of the UK with a region in Europe or the wider world, E.g. local hilly area with a flat one or under sea level. Link with Science and rocks.</p> <p>I can describe and understand key aspects of:</p> <p>Physical geography including a brief introduction to volcanoes and earthquakes</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>I can locate and name the countries making up the British Isles, with their capital cities.</p> <p>I can begin to identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>I can compare a region of the UK with a region in Europe or the wider world, E.g. local hilly area with a flat one or under sea level. Link with Science and rocks.</p> <p>I can discuss human geography including types of settlements, trade links and land use.</p>			
Art Inc. Artist	<p>Artist: Banksy</p> <p>I can explore a range of drawing mediums to create texture and form.</p> <p>I can explore a range of lines and shapes to create varied tone.</p> <p>I can develop my stamina in drawing.</p> <p>I can explore art movements, and the historical and cultural developments in art, craft and design.</p> <p>I can discuss the ideas, thoughts and feelings I want to share in my artwork.</p>	<p>Artist: Henri Rousseau</p> <p>I can mix and paint and use shades and tints in my work.</p> <p>I can experiment using different techniques in paint including blocking, washes and different textural brush strokes.</p> <p>I can create printing blocks using relief or impressed methods.</p> <p>I can explain the choices for techniques in artworks using technical language.</p> <p>I can evaluate my own work and make improvements on my skill use.</p>	<p>Artist: Elaine Goodwin (mosaic) Sculpting – Roman Pottery</p> <p>I can plan and make models from imagination.</p> <p>I can develop skills in joining, extending and modelling malleable materials.</p> <p>I can improve my skills in joining recycled, manmade and natural materials.</p> <p>I can use artworks as inspiration for my own artwork.</p>			
DT	<p>Designer: Louis Vuitton Textiles</p> <p>I can with a growing confidence generate ideas for an item, considering its purpose and user/s.</p> <p>I can identify a purpose and establish criteria for a successful product.</p> <p>I can plan the order of my work before starting.</p> <p>I can understand whether products can be recycled or reused.</p> <p>I can start to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>I can start to work safely and accurately with a range of simple tools.</p> <p>I can start to think about how my ideas and change things if this helps to improve my work.</p> <p>I can evaluate my product against my design criteria</p>	<p>Inventor: Alexander Volta Electrical Systems</p> <p>Battery Operated Light</p> <p>I gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>I can order the main stages of making.</p> <p>I can select from and use tools and equipment to cut, shape, join and finish with some accuracy.</p> <p>I can select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</p> <p>I can investigate and analyse a range of existing battery-powered products.</p> <p>I can evaluate my ideas and products against my own design criteria and identify the strengths and areas for improvement in my work.</p> <p>I understand and can use electrical systems in my products, such as series circuits incorporating switches, bulbs and buzzers.</p> <p>I can use technical vocabulary relevant to the project.</p>	<p>Chief: Antonio D'Acampo Food</p> <p>Healthy and Varied Diet Antonio D'Acampo</p> <p>I know that all food has to be grown, reared and caught in the UK, Europe and the Wider World. I know how to prepare and cook a variety of dishes safely and hygienically, sometimes using a heat source.</p> <p>I know how to use to a range of techniques such as peeling, chopping, slicing, mixing, spreading, kneading and baking.</p> <p>I know that a healthy diet is made up from a variety and balance of different foods as on 'The Eat Well Plate'.</p> <p>I know that to be healthy, food and drink are needed to provide energy for the body.</p> <p>I can plan the order of my work before starting.</p>			
Computing	<p>Computing Systems and Networks – connecting computers</p> <p>To explain how digital devices function</p>	<p>Creating Media – animation</p> <p>To explain that animation is a sequence of</p>	<p>Creating Media – Desktop Publishing</p> <p>To recognise how text and images convey information</p>	<p>Data and Information – Branching Databases</p>	<p>Programming A – sequence in music</p> <p>To explore a new programming environment</p>	<p>Programming B – events and actions</p> <p>To explain how a sprite moves in an existing project</p>

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	<p>To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network</p>	<p>drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation</p>	<p>To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing</p>	<p>To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database</p>	<p>To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description</p>	<p>To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge</p>
PSHE / RSE	<p style="text-align: center;">Aiming High</p> <p>I can be confident when trying new activities. I can identify my achievements. Talk about a range of jobs that people do. I understand a positive attitude can help me learn new things. Black History Month I can show respect for other people's differences</p>	<p style="text-align: center;">Safety First</p> <p>I can make reasonable choices to stay safe. I understand risks and hazards. I know what choices I can make for my health. I know how to stay safe when out and about. I know how to respond to emergency situations</p> <p style="text-align: center;">Road safety week I know how to stay safe when out and about.</p>	<p style="text-align: center;">Digital wellbeing.</p> <p>I can understand the positive and negative of being online. I understand the impact of bullying both on and offline and the consequences of hurtful behaviour. I can show respectful behaviour. I understand the risks and hazards of being online. I know how to stay safe online. I can identify what isn't safe to share online.</p> <p style="text-align: center;">Random acts of kindness and friendship week I can use encouragement when respecting everyone's differences</p>	<p style="text-align: center;">Relationships/Team</p> <p>I can talk about changes and use the correct vocabulary to express my feelings. I can explain how and why we work as a team. I can pay attention and respond to considerately to others. I can seek support if I feel sad or lonely. I can express an opinion.</p>	<p style="text-align: center;">Think positive</p> <p>I can make choices that support a healthy lifestyle including the impact of both positive and negative thoughts. I understand that some changes can be difficult but there are ways to cope. I know what rights and responsibilities are.</p> <p style="text-align: center;">Mental awareness week I can make choices that support a healthy lifestyle including the impact of both positive and negative thoughts</p>	<p style="text-align: center;">Diverse Britain</p> <p>I understand that people have different personal boundaries. I know my own boundaries and how to keep them. I understand about rights and responsibilities. I understand the value of rules and laws. I can explain what diversity is. I can describe what being British means to me.</p>
Physical Education <i>Subject to change depending on local sports events.</i>	Swimming Hockey (indoor)	Badminton Basketball (indoor)	Tri-Golf Dance (indoor) Tag Rugby Netball	Gymnastics Kwik Cricket	Handball Sports day prep Athletics	
Music	Ballads	Creating compositions in response to animation Carol Festival at Rochester Cathedral	Developing singing technique and keeping in time	Pentatonic melodies and composition	Jazz Traditional instruments and improvisation	
Religious Education	<p>Hinduism Diwali Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <hr/> <p>Sikhism The Amrit Ceremony and the Khalsa Does joining the Khalsa make a person a better Sikh?</p>	<p>Christianity Christmas Has Christmas lost its true meaning?</p>	<p>Christianity Jesus' Miracles Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Christianity Easter – Forgiveness What is 'good' about Good Friday?</p>	<p>Hinduism Hindu Beliefs How can Brahman be everywhere and in everything?</p> <hr/> <p>Sikhism Sharing and Community Do Sikhs think it is important to share?</p>	<p>Hinduism Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non- Hindu?</p> <hr/> <p>Sikhism Prayer and Worship What is the best way for a Sikh to show commitment to God?</p>
Modern Foreign Languages	Moi (Me)	Jeux et chansons (Games and Songs)	On fait la fête (Celebrations)	Portraits	ça pousse (Growing things)	