

Warren Wood Primary Academy - Year 3 curriculum overview

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum theme	Pre-historic Britain		Amazon rainforest		Romans	
Key Question (Intent)						
English (core texts)	How to Wash a Woolley Mammoth The First Drawing	Stone Age Boy	The Great Kapok Tree	Charlie and Chocolate Factory	Escape From Pompeii	Romans on the Rampage
Writing genres	<ul style="list-style-type: none"> • Instructions • Poetry 	<ul style="list-style-type: none"> • Explanation text • Diary Entry 	<ul style="list-style-type: none"> • Setting description • Persuasive advert 	<ul style="list-style-type: none"> • Adventure narrative • Character description 	<ul style="list-style-type: none"> • Newspaper article • Diary Entry 	<ul style="list-style-type: none"> • Letter • Explanation text
Science	<p>Rocks <i>Observing over time enquiry</i> <i>Comparative & fair testing enquiry</i> LO: TBAT explain that rocks can be grouped based on their appearance and simple physical properties (how they feel). Pattern seeking LO: TBAT investigate that rocks form in different ways. <i>Comparative & fair testing enquiry</i> LO: TBAT to show that different rocks suited for different purposes. <i>Observing over time enquiry</i> LO: TBAT to describe how fossils made. <i>Observing over time enquiry</i> <i>Comparative & fair testing enquiry</i> LO: TBAT explain that soils</p>	<p>Plants <i>Observing over time enquiry</i> <i>Identifying and classifying, enquiry</i> LO: TBAT explain that seeds can be dispersed in a variety of ways. <i>Observing over time enquiry</i> <i>Identifying and classifying, enquiry</i> LO: TBAT explain the main functions of different parts of a flowering plant, <i>Comparative & fair testing enquiry</i> LO: TBAT explain how plants make food and investigate the way in which water is transported within plants. <i>Comparative & fair testing enquiry</i> LO: TBAT to set up a simple practical enquiry to explore the different requirements of plants to live and grow. <i>Comparative & fair testing enquiry</i> <i>Observing over time enquiry</i> LO: TBAT to understand the part that flowers play in pollination.</p>	<p>Animals, including humans <i>Identifying and classifying, enquiry</i> LO: TBAT explain that humans should eat a balanced diet. <i>Research using secondary resources enquiry</i> LO: TBAT describe how can we keep our pets healthy and owning one carries important responsibilities. <i>Observing over time enquiry</i> <i>Identifying and classifying, enquiry</i> LO: TBAT to explain why humans and some animals have a skeleton? <i>Observing over time enquiry</i> LO: TBAT learn about how muscles contract and relax and see how this allows the joints of the skeleton to move.</p>	<p>Light <i>Comparative & fair testing enquiry</i> LO: TBAT recognise that we need light in order to see things. <i>Observing over time enquiry</i> LO: TBAT explore mirrors and notice that light is reflected from surfaces. <i>Comparative & fair testing enquiry</i> LO: TBAT show how shadows are formed when the light from a light source is blocked by a solid object. <i>Observing over time enquiry</i> LO: TBAT recognise that light from the sun can be dangerous and that</p>	<p>Magnets <i>Comparative & fair testing enquiry</i> LO: TBAT explain that contact forces are pushes and pulls that require contact between two objects. <i>Comparative & fair testing enquiry</i> LO: TBAT investigate how different surfaces affect the movement of objects. <i>Comparative & fair testing enquiry</i> LO: TBAT conduct systematic observations, testing the strength magnetism from different distances. <i>Comparative & fair testing enquiry</i> LO: TBAT explain which materials are attracted to a magnet. <i>Identifying and classifying, enquiry</i></p>	

Warren Wood Primary Academy - Year 3 curriculum overview

	<p>are made from rocks and organic matter.</p>		<p><i>Comparative & fair testing enquiry</i> LO: TBAT investigate whether physical activity leads to greater fitness and stronger muscles.</p>	<p>there are ways to protect their eyes. <i>Observing over time enquiry</i> LO: TBAT to investigate whether shadows stay the same all day?</p>	<p>LO: TBAT tell that different magnets have different strengths of magnetic field. <i>Research using secondary resources enquiry</i> LO: TBAT revisit and assess the substantive knowledge.</p>
<p>Humanities</p>	<p><u>Locational Knowledge</u> <u>Geographical Skills and Fieldwork</u> LO: LO: <u>History</u> (twinkl) LO: TBAT place the time studied on a timeline. What is 'Pre-Historic Britain'? LO: TBAT use sources to find out about the past. How did people in the Stone Age survive? LO: TBAT select and record information relevant to the study What changed for people living in Sone Age Britain? LO: TBAT use a range of sources to find out about the Stone Age. How do we know about the Stone Age? LO: TBAT use four figure grid references and use 8 points of a compass. Where were the pre-historic settlements?</p>	<p style="text-align: center;"><u>Locational Knowledge</u> <u>Human and Physical Geography</u> <u>Geographical Skills and Fieldwork</u></p> <p>LO: TBAT immerse myself into my topic. What do I know about the Amazon Rainforest?</p> <p>LO: TBAT locate a country in South America and explore their environmental regions. Where are the Rainforests?</p> <p>LO: TBAT describe and understand key aspects of physical geography. What is the climate in the Rainforest?</p> <p>LO: TBAT describe and understand key aspects of physical geography in the context of rainforests? What are the layers of the Rainforest?</p> <p>LO: TBAT describe and understand key aspects of physical geography. What is life like in the Rainforest?</p> <p>LO: TBAT describe and understand key aspects of human geography. Who lives in the Rainforest?</p> <p>LO: TBAT describe and understand key aspects of human geography. What impact have humans had on the rainforest? – deforestation.</p> <p>LO: I know about the life of a significant individual and how they influenced change.</p> <p>Why is David Attenborough significant?</p>	<p style="text-align: center;"><u>Human and Physical Geography</u></p> <p>LO: TBAT understand key aspects of human geography, including land use. Why did the Romans settle in the Britain?</p> <p><u>History (grammarsaurus)</u> LO: TBAT immerse myself into a topic. What was the Roman Empire and when did it exist? LO: I can observe small details from artefact and pictures. What do we know about early Rome and how do we know this? LO: I know about the life of some significant individuals and how they influenced change. Who was in charge of the Roman Empire? LO: I know some reasons for people in the past's actions and how their actions influenced events in the past. What events led up to Emperor Claudius invading Britain? LO: I can distinguish between different sources How did the Roman settlements compare to the Celtic villages? LO: I can give reasons why people in the past may have had to do something. Who was Boudicca and why did she take revenge on the Romans?</p>		

Warren Wood Primary Academy - Year 3 curriculum overview

	<p>LO: TBAT know about the everyday lives of people in time studied.</p> <p>How did life change in the Bronze Age?</p> <p>LO: TBAT observe small details from pictures and artefacts.</p> <p>Who were the Celts and how did they make iron in the Iron Age?</p>		<p>LO: TBAT discuss human geography including types of settlements, trade links and land use. What produce comes from the rainforest? Rainforest alliance, fair trade.</p> <p>LO: TBAT understand the similarities and differences of a region in the United Kingdom and a region in South America. How is the Amazon rainforest similar to the Sherwood forest?</p>		<p>LO: I can identify and give reasons for different ways in which the past is represented.</p> <p>How did the Romans protect their land and how do we know this?</p> <p>LO: I know some reasons for people in the past's actions and how their actions influenced events in the past</p> <p>What happened in the final years of the Roman Empire?</p> <p>LO: I can communicate my knowledge through: writing (recounts, newspaper article, poster) annotations, displaying findings in a variety of ways, working independently and in groups.</p> <p>What was life like in the South East region during Roman times?</p>	
DT & ART	<ol style="list-style-type: none"> 1. I can develop my stamina in drawing. 2. I can create printing blocks using relief or impressed methods. 3. I can explore art movements, and the historical and cultural developments in art, craft and design. 4. I can discuss the ideas, thoughts and feelings I want to share in my artwork. 	<ol style="list-style-type: none"> 1. I can generate ideas for an item considering its purpose and user/s 2. I can plan the order of my work before starting. 3. I can select tools and techniques for making my products 4. I can measure, tape or pin, cut and join fabric with some accuracy. (inc running stitch) 5. I can use finishing techniques to strengthen and improve the appearance of my product using a range of 	<ol style="list-style-type: none"> 1. I can explore a range of lines and shapes to create varied tone. 2. I can explore a range of drawing mediums to create texture and form. 3. I can mix and paint and use shades and tints in my work. 4. I can experiment using different techniques in paint including blocking, washes and different textural brush strokes. 5. I can use artworks as inspiration for my own art work. 	<ol style="list-style-type: none"> 1. I can disassemble and evaluate familiar products 2. I can identify a purpose and establish criteria for a successful product. 3. I can make drawings with labels when designing. 4. I can think about my ideas as I make progress and be willing to change things if this helps improve my work. 5. I can demonstrate hygienic food preparation and storage. 	<ol style="list-style-type: none"> 1. I can plan and make models from imagination. 2. I can develop skills in joining, extending and modelling malleable materials. 3. I can improve my skills in joining recycled, manmade and natural materials. 4. I can explain the choices for techniques in artworks using technical language. 5. I can evaluate my own work and make improvements on my skill use. 	<ol style="list-style-type: none"> 1. I can make drawings with labels when designing. 2. I can explore, develop and communicate design proposals by modelling ideas 3. I can work safely with and accurately with a range of simple tools. 4. I can measure, mark out, cut score and assemble components with more accuracy. 5. I can evaluate my product against the original design criteria e.g how well it meets its intended purpose.

Warren Wood Primary Academy - Year 3 curriculum overview

		equipment. (inc overstitch)				
Artist Focus	Banksy Cave painting	Rachel Boston Stone age fabrics/craft/fur	Henri Rousseau John Dyer	Existing chocolate bar wrappers and bars Cadbury	Historic Roman sculptures	Historic Roman catapult
Final artwork/outcome	Print in the style of Banksy	To design and create a stone age pouch.	Create a rainforest painting in the style of focus artists	To design and make a chocolate bar and its packaging.	Create, design and make a Roman style bust.	To design and make a Roman catapult .
Computing	<u>Computing systems and networks – connecting computers</u> -To explain how digital devices function -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	<u>Creating media – stop-frame animation</u> -To explain that animation is a sequence of 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	<u>Programming A – Sequencing sounds</u> -To explore a new programming environment -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	<u>Data and information – Branching databases</u> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	<u>Creating media – Desktop publishing</u> -To recognise how text and images convey information -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	<u>Programming B – events and actions in programs</u> -To explain how a sprite moves in an existing project -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

Warren Wood Primary Academy - Year 3 curriculum overview

<p>PSHE / RSE</p>	<p>Living in the wider world Aiming high</p> <p>LO: TBAT identify achievements and suggest how my actions can help me to achieve. LO: TBAT can identify personal goals and suggest actions that I can take to achieve them. LO: TBAT explain how a positive learning attitude can help me to learn new things. LO: TBAT identify the skills and attributes needed to do certain jobs. LO: TBAT understand that we should all have equal opportunities LO: TBAT say what job I might like to do when I grow up and what skills I will need to achieve this.</p> <p>Poster of the job you want to do.</p>	<p>Health and wellbeing Safety first</p> <p>LO: TBAT understand be responsible for making good choices to stay safe and healthy.</p> <p>LO: TBAT identify a risky situation and act responsibly.</p> <p>LO: TBAT know how to stay safe when out and about.</p> <p>LO: TBAT understand about dangerous substances and how they affect the human body.</p> <p>LO: TBAT know how to respond in emergency situations.</p> <p>LO: TBAT know how to respond in emergency situations.</p>	<p>Relationships Digital wellbeing</p> <p>LO: TBAT identify the positives and negatives of being online. LO: TBAT kind online and I can help make the Internet a safer place. LO: TBAT know how to stay safe when communicating online and what to do if I don't feel safe. LO: TBAT decide how reliable online information is and know how to share information responsibly online. LO: TBAT identify things we shouldn't share online and give reasons why we shouldn't share them. LO: TBAT understand how technology can affect our wellbeing in different ways.</p> <p>Presentation on how to stay safe online.</p>	<p>Relationships Team</p> <p>LO: TBAT talk about changes and how they might make me feel. LO: TBAT explain how and why we should work well as a team. LO: TBAT describe how my actions and behaviour affect my team. LO: TBAT pay attention to and respond considerately to others. LO: TBAT describe why disputes might happen and strategies to resolve them. LO: TBAT talk about my responsibilities towards my team.</p> <p>Work in a team to build something.</p>	<p>Health and wellbeing Think positive</p> <p>LO: TBAT understand that having a positive attitude is good for our mental health. LO: TBAT recognise and manage helpful and unhelpful thoughts effectively. LO: TBAT understand that some changes can be difficult but that there are things we can do to cope. LO: TBAT use mindfulness techniques to keep calm. LO: TBAT identify uncomfortable emotions and manage them effectively. LO: TBAT find ways to apply a positive attitude towards learning and take on new challenges.</p>	<p>Living in the wider world. Diverse Britain</p> <p>LO: TBAT describe what it is like to live in the British Isles. LO: TBAT talk about what democracy is and understand why it is important. LO: TBAT talk about what rules and laws are and identify how they help us. LO: TBAT understand what liberty means and I can identify the rights of British people. LO: TBAT describe a diverse society and talk about why it is important. LO: TBAT explain what being British means to me and to others.</p>
-------------------	---	--	--	--	---	--

Warren Wood Primary Academy - Year 3 curriculum overview

		Drama showing how to respond to an emergency.				
Physical Education (Indoor)	<p style="text-align: center;">Tri-Golf</p> <ol style="list-style-type: none"> Learning to accurately roll and putt the ball with a partner. To discover when and why a putter is used in golf. To develop using the chipper focusing on technique To continue using a chipper on a tri golf course. To learn how to use tactics to avoid obstacles, focus of shot and club selection. (Assessment Week) To be able to put all the skills together to play a round of golf. 	<p style="text-align: center;">Gymnastics</p> <ol style="list-style-type: none"> To learn a variety of different ways to travel across a small area using different levels and body parts. To explore and link different shapes to create a small sequence. To learn how to jump effectively and safely and apply this in a sequence. To learn point and patch balances and how to link them together within their sequences. To learn the fundamental skills of rolling and link them together within a controlled way. (Assessment Week) To perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus. 	<p style="text-align: center;">Dance</p> <ol style="list-style-type: none"> Pupils have a recap of basic movements and learn how to create and develop basic movement patterns in small group. Pupils learn how to respond to a variety of stimuli e.g. words, poetry, pictures, sounds, videos, and objects. They explore different ways to use movement to reflect the stimulus and they link movements together in a small group. Pupils learn different stage directions used in dance. They attempt to use these directions in the dance that has been created up to now. Pupils learn how to use formations in dance to make it more create and nice to watch. Pupils learn to make formation flow in a smooth and controlled way. Pupils learn how to create a clear, middle and an end to their routines by using stillness and symmetrical shapes. Pupils work in groups to communicate ideas. (Assessment Week) Pupils recap their 	<p style="text-align: center;">Badminton</p> <ol style="list-style-type: none"> To become familiar with badminton and with a badminton racket. To become familiar with the backhand return shot. Understand what a shuttlecock is and how it is used in a game of badminton. Students understand how to start a game of badminton using a serve. Continue to develop the serve and rally. (Assessment Week) Demonstrate the skills learnt over the course of the term. 	<p style="text-align: center;">Handball</p> <ol style="list-style-type: none"> Ball familiarisation and movement. Learning how to throw overarm with a handball. How to get into the correct position to catch a handball. Introduce movement focussing on throwing and catching. To be able to understand the basic techniques of shooting and goalkeeping. (Assessment Week) To learn how to travel before shooting or passing and apply this to a game. 	<p style="text-align: center;">Multi-Sports</p> <ol style="list-style-type: none"> To become familiar with different movement patterns and techniques. To understand how to land in an effective balanced position. Students learn to react to a stimulus. Students to understand what is meant by the term 'agility'. Students learn the dribbling technique in several different sporting situations. (Assessment Week) Demonstrate the skills learnt in several game situations.

Warren Wood Primary Academy - Year 3 curriculum overview

			performance skills, and use these in their final dance, to gain points from the judge.			
Physical Education (Outdoor)	Hockey 1. To understand the basic rules of Hockey and explore ways of using the stick to move the ball. 2. To develop dribbling skills with control in a small area. 3. To understand different passing techniques and develop passing skills. 4. To understand how to control passes and understand when to use power in different situations. 5. To understand the difference between passing and shooting. 6. (Assessment Week) Develop dribbling, passing and shooting into a game situation.	Netball 1. To develop an understanding of the footwork rule. To attempt the two footed landing and the pivot action. 2. To attempt the chest, throw and bounce pass within a game situation. 3. To attempt the shoulder pass and overhead pass and use them within a game situation. 4. Introduce basic attacking skills, creating space with the straight dodge technique. 5. Introduce basic defending skills, learning man to man marking technique. 6. (Assessment Week) To attempt the shooting technique and basic positions in a game situation.	Basketball 1. Familiarisation with a basketball and to learn the basic rules of the game. 2. To be able to perform the basic dribbling technique with control and accuracy. 3. To introduce and understand where passing is used in basketball. 4. To develop the understanding and knowledge of how to execute a successful set shot. 5. To work as a team to develop both attacking and defending skills. 6. (Assessment Week) To link all skills learnt into a game situation.	Tag Rugby 1. To learn and develop fundamental movement skills. 2. To become familiar with catching a rugby ball and learning 'knock on' rule. 3. To learn how to pass the ball backward. 4. To learn to tag a player and the rules associated with tagging. 5. To be able to understand tactics in tag rugby, including the magic diamond. 6. (Assessment Week) To learn how to score a 'try' and to learn basic tag rugby game rules.	Kwik Cricket 1. To learn the fundamental skills of fielding and throwing. Introduction of the over arm throw. 2. To further develop throwing and catching and include fielding tactics. 3. To learn the fundamental skills of batting, with a Kwik Cricket bat. 4. TBAT develop batting and fielding skills in a game. 5. TBAT play a Kwik Cricket game. 6. (Assessment Week) TBAT use tactics and teamwork in a Kwik Cricket game.	Athletics / Sports Day Prep 1. To prepare for assessment and learn basic swimming 'self-safety rescue'. 2. Understand how to perform a long jump correctly. 3. Learn how to perform a seated overhead throw. 4. Understand the importance of pacing in long distance running. 5. To understand and perform the correct technique required to throw a foam javelin. 6. (Assessment Week) Demonstrate all the skills students have learnt over the last six weeks.

Warren Wood Primary Academy - Year 3 curriculum overview

<p>Music</p>	<p>Ballads TBAT use musical vocabulary to explain the stylistic features of a ballad LO: TBAT explore how actions can impact performance LO: TBAT plan a musical structure inspired by a story LO: TBAT create lyrics that match a melody LO: TBAT show an awareness of style, structure and features to compose a ballad</p>	<p>Creating compositions for and animation LO: TBAT create a story from a piece of music through movement LO: TBAT create a soundscape using percussion instruments LO: TBAT create a range of sounds of accompany a story LO: TBAT compose and perform a rhythm to accompany a story LO: TBAT compose and notate a short melody to accompany a story</p>	<p>Developing Singing Technique – The Vikings LO: TBAT sing in time with others LO: TBAT sing in time with others LO: TBAT recognise simple rhythmic notation by ear and by sight LO: TBAT use simple rhythmic notation to create a Viking batter song LO: TBAT perform music with confidence and discipline</p>	<p>Pentatonic melodies and composition LO: TBAT learn about the music used to celebrate the Chinese New Year festival LO: TBAT play a pentatonic melody LO: TBAT write and perform a pentatonic melody LO: TBAT perform a group composition LO: TBAT perform a piece of music as a group</p>	<p>Jazz LO: TBAT sing and clap a syncopated rhythm for a ragtime style song LO: TBAT improvise a call and response LO: TBAT scat using the call and response format LO: TBAT create a jazz motif LO: TBAT adapt a familiar tune using jazz rhythms</p>	<p>Traditional Instruments and Improvisation LO: TBAT form an opinion on Indian music LO: TBAT improvise using given notes LO: TBAT improvise using given notes LO: TBAT create a piece of music using a drone, rag and tal LO: TBAT perform a piece of music using musical notation</p>
<p>Religious Education</p>	<p>What is it like for someone to follow God? (People of God) LO: TBAT understand how the Old Testament's people of God lived their lives LO: TBAT understand the Story of Noah and to know what it was like for him to follow God.</p>	<p>What is the Trinity and why is it important for Christians? (Incarnation/God) LO: TBAT discuss the baptism of Jesus and where it is</p>	<p>Who is a Muslim and how do they live? (Part 1) (Islam) LO: TBAT understand what Muslims believe LO: TBAT discuss how Muslims live LO: TBAT understand what the Shadah is</p>	<p>How important is it for Jewish people to do what God asks them to do? LO: TBAT use the right vocabulary to describe things that are special to Jews</p>	<p>What do Christians learn from the creation story? (Creation/Fall) LO: TBAT recall the creation story from Genesis LO: TBAT understand the message to Christians believing the world is good.</p>	<p>Who is a Muslim and how do they live? (Part 2) LO: TBAT understand what Muslims believe LO: TBAT discuss how Muslims live LO: TBAT understand what the Shadah is</p>

Warren Wood Primary Academy - Year 3 curriculum overview

	<p>LO: TBAT make links between the covenant that Noah made with God and the promises that Christians make at a wedding ceremony.</p> <p>LO: TBAT discuss in detail stories of God people of the Old Testament</p> <p>LO: TBAT understand the importance of reading original text for meaning rather than to learn stories</p>	<p>found in the Bible</p> <p>LO: TBAT study the text to find out what Jesus' Baptism means for Christians today.</p> <p>LO: TBAT investigate how Christians show their beliefs about God and the Trinity and how it impacts their lives</p> <p>LO: TBAT explore infant and believers' baptism in the church.</p> <p>LO: TBAT discuss what the difference between infant and believer's baptism means for Christians today</p>	<p>LO: TBAT retell stories of the Prophet and to know what they mean to Muslims</p> <p>LO: TBAT name the five pillars of Islam and how they impact the lives of Muslims</p>	<p>LO: TBAT discuss some of the things Jews can and can't eat if they keep Kosher.</p> <p>LO: TBAT describe what Jews do to show respect for God</p> <p>LO: TBAT identify and describe some of the ways Jews try to do as God asks and begins to explain why it is important to do so.</p> <p>LO: TBAT explain my opinion as to which ways may be more or less important for Jews to show their respect to God.</p>	<p>LO: TBAT discuss how Christians are called to look after God's world.</p> <p>LO: TBAT recall the story of Adam and Eve and the Big Fall</p> <p>LO: TBAT discuss how the Big Fall of Adam and Eve fit into the "Big Story" of the Bible</p>	<p>LO: TBAT retell stories of the Prophet and to know what they mean to Muslims</p> <p>LO: TBAT name the five pillars of Islam and how they impact the lives of Muslims</p>
MFL / BSL	BSL Greetings	BSL finger spellings	BSL numbers 0-10		BSL numbers 0-20	BSL - wh-questions