



Curriculum Overview – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Forces and magnets Children will learn about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. Children will conduct an investigation into the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel in an exciting activity, making their own compass and using it to find hidden items. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions</p>	<p>Animals Including Humans: Nutrition Children will learn about the importance of exercise, about the need to eat the right amount of different types of food. They will learn that animals cannot make their own food. They will learn that some animals only eat animals, some only eat plants and some eat both. Finally children will learn how nutrients and water are transported around animals.</p>	<p>Light Children will learn about light, reflections and shadows. They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. Children will learn that the sun's light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that they have designed. The children will have chance to test which objects are opaque in an exciting investigation to design the most effective curtains, and will find out how shadows change when the distance between the object and light source changes. They will develop their scientific enquiry skills, making observations, predictions and conclusions.</p>	<p>Rocks Children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.</p>	<p>Plants Children will learn the names of different parts of plants, and the jobs they do. The children will work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings to their classmates. Furthermore, they will have chance to predict what will happen in an exciting investigation into the transportation of water within plants. Children will identify the parts of a flower, and will explore the different stages of the life cycle of a flowering plant.</p>	<p>Animals Including Humans: Skeleton, muscles and Movement Children will learn which body parts we use for everyday movement. Children will understand how the skeleton, muscles and joints work and that most animals have similar structures. Children will learn that animals, including humans, grow into adults.</p>
Geography	<p>A region in the UK - South Wales Through this series of lessons, children will learn about the physical geography of South Wales. They will use maps, atlases and digital maps to explore the area and find out about what the land is used for and what there is to do there. Throughout the unit, children are encouraged to compare what they have learnt about South Wales with what they know about their own local area.</p>		<p>Extreme Earth Children learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>		<p>Local Area Study This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.</p>	

History	Roman Empire: Children learn about the impact the Roman empire had on life in Britain. Learning about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location.		Anglo-Saxons and Scots: learning about the invasions of the Scots and Anglo-Saxons in the 5th century. Finding out where the invading troops came from and where in Britain they managed to settle, investigating how life in Britain changed as a result.	Local history - Victorian Birmingham Children will learn about the history of Bournville, Birmingham and the impact of the Cadbury factory on the local area, both Children will continue to learn key skills, including creating timelines, gathering evidence and drawing reliable conclusions from historical data.		
Computing	Drawing and Desktop Children develop their graphic and presentation skills by introducing drawing as opposed to painting. It also goes on to further children's understanding of layouts using a desktop publishing application. Children will learn to draw, order, group and manipulate objects to make a picture. They will also learn to evaluate and create effective layouts, combining text and images	Internet Research and Communication Children learn how to effectively search using keywords and how to safely communicate online. The lessons focused on Internet research will demonstrate the importance of word order when searching. They will also start to examine the results returned and how to distinguish between a reliable and unreliable website or webpage. Children will learn to save webpages in a browser, as well as in a file or folder. They will also understand how this can be shared with others. Children will identify ways of communicating online, how they can keep safe and the importance of being responsible while communicating online with others.	Online Safety Children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods.	Presentation Skills This unit develops children's use of presentation software. Children learn new skills, following on from previous skills learnt; setting the theme, slide transitions, animating objects onto the slide, creating hyperlinks in the action settings and adding audio and video.	Programming Turtle Logo and Scratch Children learn to create and debug algorithms. The children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command. These skills are then developed to create algorithms in Scratch using a selection of blocks.	Using and Applying Children are given an engaging, open-ended project for to apply the skills they have developed. Children working in groups, the project incorporates software, skills and aims that have been covered in previous units. Pupils should be encouraged to plan activities thoroughly before dividing up the separate tasks required to complete the whole project. Different elements of the project can be completed by different children, who will combine their work at the end, but must communicate and work together as a team throughout. Children have an opportunity for to present their finished projects.
PE	Gymnastics In this unit pupils focus on improving the quality of their gymnastic movements.	Swimming This unit is aimed at developing swimmers. In this unit, pupils will be	Dance Pupils create dances in relation to an idea including historical and scientific	Ball Skills Pupils will have the opportunity to develop their accuracy and consistency	Athletics In this unit, pupils will develop basic running, jumping and throwing	Tennis In this unit pupils develop the key skills required for tennis such as the ready

	<p>They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p>Handball Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, uneven and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game-like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p>	<p>introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p>Fundamentals Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p>stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p>Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p>Tag Rugby In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p>techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>Golf Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.</p> <p>Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p>	<p>position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>OAA Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>
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Design & Technology	Eating Seasonally Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits. Children will make three dishes using seasonal ingredients.	Constructing a Castle Learning about the features of a castle, children design and make one of their own. Design using sketches. They will also be using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.	Textiles: Cushions Having already learnt the basics of sewing and decorating fabric in earlier years, this topic offers an extra challenge by introducing two new skills to add to their repertoire: cross stitch and appliqué. After learning these techniques, they apply their knowledge to the design, decoration and assembly of their very own cushions. Peer to peer evaluation of the final products made. Electrical System: Static Electricity Children are introduced to static electricity and based on scientific understanding of positive and negative charges. They observe the effects of static electricity on objects such as plastic straws, tissue paper and glitter. They will then consider ways of using static electricity as part of a simple game that they will make		Pneumatic toys Pupils design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts while also building on their design knowledge. Consideration to be given to other ways to power these electrical systems/ switches etc. look at existing products like this. They will then be introduced to thumbnail sketches and exploded diagrams. Evaluate their design against the set criteria.	
Art & Design	Drawing: Growing artists Developing an understanding of shading and drawing techniques to create botanical inspired drawings. Artists to explore - Max Ernst, Maud Purdy and Georgia O'Keeffe. (5 Weeks) Painting and mixed media: Prehistoric painting Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. (2 weeks- cont. Next half term)		Painting and mixed media: Prehistoric painting Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. (3 weeks) Sculpture and 3D: Abstract shape and space exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa. Artist to explore - Anthony Caro and Asawa. Lesson plans to be available on the Kapow portal from November 30th 2022.		Craft and design: Ancient Egyptian scrolls Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. (5 weeks)	
Music	Environment The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. Building The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.	Sounds How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world. Poetry Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.	China 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. Time The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.	In the past The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance. Communication The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.	Human Body Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance. Singing French Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.	Ancient worlds Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati. Food and Drink A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!

PSHE	Good to be me <ul style="list-style-type: none"> ● Pride ● Feelings ● Express Yourself ● Know your mind ● Media Wise ● Making it right 	Relationships <ul style="list-style-type: none"> ● Family and friends ● Fabulous friends ● Is this a good relationship? ● Falling out ● What is bullying ● Standing up to bullying 	Being Healthy <ul style="list-style-type: none"> ● Mental Wellbeing ● Internet safety and harms ● Physical Health and fitness ● Healthy Eating ● Drugs, alcohol and tobacco ● Health and prevention ● Basic first aid 	Going for goals <ul style="list-style-type: none"> ● Achievements ● Goals ● Always learning ● Jobs and skills ● No limit ● When I grow up 	Getting on and Falling out <ul style="list-style-type: none"> ● A new start ● Together Everyone Achieves More ● Working together ● Being Considerate ● When things go wrong ● Responsibility 	Changes <ul style="list-style-type: none"> ● Me, My Body, My Health ● Emotional Wellbeing ● Life cycles ● Personal relationships ● Keeping safe ● Living in the wider world ● Moving into Year 4
RSHE	Unit 1 – Religious Understanding <ul style="list-style-type: none"> - Get Up! - The Sacraments Unit 2 – Me, My Body, My Health <ul style="list-style-type: none"> - We Don't Have to be the Same - Respecting Our Bodies - What is Puberty? - Changing Bodies - Male/Female discussion groups (Optional) Unit 3 – Emotional Well-Being <ul style="list-style-type: none"> - What am I feeling? - What am I looking at? - I am Thankful Unit 4 – Life Cycles <ul style="list-style-type: none"> - Life Cycles - A Time for Everything (Bereavement) 		Unit 1 – Religious Understanding <ul style="list-style-type: none"> - Jesus My Friend Unit 2 – Personal Relationships <ul style="list-style-type: none"> - Friends, Family and Others... - When Things Feel Bad Unit 3 – Keeping Safe <ul style="list-style-type: none"> - Sharing Online - Chatting Online - Safe in my Body - Drugs, Alcohol and Tobacco - First Aid Heroes 		Unit 1 – Religious Understanding <ul style="list-style-type: none"> - A Community of Love - What is the Church? Unit 2 – Living in the Wider World <ul style="list-style-type: none"> - How do I Love Others? 	
Languages (KS2 only)	Language Angels Online. Weekly French Lesson. Phonetics/ I'm Learning French.	Language Angels Online. Weekly French Lesson. Seasons.	Language Angels Online. Weekly French Lesson. Musical Instruments.	Language Angels Online. Weekly French Lesson. Fruits or Vegetables.	Language Angels Online. Weekly French Lesson. Ice-Creams.	Language Angels Online. Weekly French Lesson. Little Red Riding Hood.
Curriculum visits/ visiting workshop Please state theme and curriculum areas.					Cadbury world History	