



Curriculum Overview – Year 3

| | AUTUMN 1 | | AUTUMN 2 | SPRING 1 | | SPRING 2 | SUMMER 1 | SUMMER 2 | |
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| Topic Question | What helps us survive? Launch: Other WOW activities: introduce new class pet., butterflies, visit with different exotic animals. Final event: Bowling. Supporting texts: LLRH, Charlotte’s Web | | | What makes Cornwall unique? Launch: Trip to Wheal Martyn/ and or Truro museum Other WOW activities: Final event: Display of posters in Wheal Martyn Supporting texts: The Mousehole Cat | | | What secrets lie beneath our feet? Launch: Walk to Castle N Dinas Other WOW activities: local walk around church and up to Carloggas. Final event: Roman battle Supporting texts: Butterfly Lion, Diary of a Roman Soldier, The Worst Witch | | |
| Mathematics | Place value | | 4 calculations | Multiplication and division , length and perimeter | | Money, statistics, | Fractions, Time | | Shape, weights + measures. |
| English | Rags to Riches: LRRH , Persuasion: Letter to parents to allow to have a pet (Write own sample version – Eg. Letter to Fearne’s Dad to save Wilbur) | | Charlotte’s Web (In Folder) Rags to Riches: Cinderella (Pie Corbett Red or Blue Book | The Mousehole Cat- defeating the monster Instructions: How to train a Storm Cat (Example written) | | Stone trolls | | Escape from Pompeii- warning tale. | Instructions- how to become a roman soldier. |
| Science | Animals inc humans Plants- Jan Ingenhousz-photosynthesis Plant potatoes in gorilla tub Joseph Banks- Botanist Adelle Davis Marie Curie | | | Seed dispersal | | Forces and magnets William Gilbert | | Rocks and soils Mary Anning- palaeontologist Inge Lengmann-Earths Mantly Charles Lyell- Geologist | Light James Clerk Maxwell- Visible and invisible waves of light) |
| Geography | Sunshine State | | | | | Volcanoes/earthquakes | | | |
| History | | | | Stone Age | | Romans | | | |
| Computing | Computer Science I can ‘debug’ simple programs I can work with various forms of output | | Information Technology I can combine a variety of software to accomplish given goals | Digital Literacy I can recognise acceptable/unacceptable online behaviour I can identify a range of ways to report concerns about contact and content | | Information Technology I can combine a variety of software to accomplish given goals I can design my own app or website | | Computer Science I can create programs that accomplish specific goals | |

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| | I can create programs that accomplish specific goals | | | | I can edit and improve on-screen writing, including spell-check and thesaurus u | |
| P.E. | Yoga | Dance | Gymnastics | Fitness | Athletics | Rounders |
| P.S.H.E. | Me and my relationships Being my best | Valuing difference | Keeping myself safe | Rights and responsibilities | Growing and changing | |
| R.E. | CREATION / FALL: What do Christians learn from the Creation story? | How do festivals and family life show what matters to Jewish people? | PEOPLE OF GOD: What is it like to follow God? | How do festivals and worship show what matters to a Muslim? | GOSPEL: What kind of world did Jesus want? | How and why do religious and non-religious people try to make the world a better place? |
| Art and Design | <p>Drawing</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements Plan, refine and alter their drawings as necessary Use the sketchbook to collect and record visual information from different sources Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern <p>Textiles</p> <ul style="list-style-type: none"> Develop skills in stitching, cutting and joining Use a variety of techniques inc printing, dying, weaving, applique, quilting, embroidery, paper and plastic trappings. | | <p>Painting</p> <ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones Experiment with tools and techniques inc layering, mixing media, scraping through work Name different types of paint and their properties Work on a range of scales—large brush on large paper Mix and match colours using artefacts and objects e.g grouping colour Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings Design patterns of increasing complexity and repetition Print using a variety of materials, objects and techniques <p>Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2)</p> <p>National artist: Poul Webb</p> <p>Charcoal- Stone Age cave drawings.</p> | | <p>Collage</p> <ul style="list-style-type: none"> Experiment with a range of media e.g. overlapping, layering etc Make a simple mosaic 3d form (linked to D&T) Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models Build a textured relief tile Understand the safety and basic care of materials and tools Experiment with, construct and join recycled, natural and man-made materials more confidently <p>Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2)</p> <p>Worldwide artist: Roy Litchenstein / Andy Warhol revisit from Year 2</p> | |

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| | <ul style="list-style-type: none"> Name the tools and materials they have used <p>Local artist: Joanne Short</p> <p>Xmas decorations.</p> | | | |
| <p>Music</p> | <p>Composition- Explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p>Beat- The sights and sounds</p> <p>Harvest festival Remembrance Sunday</p> | <p>Sounds - exploring sounds - rhythmic patterns (week 1 and may-be 2, week 3 much harder!)</p> | <p>Time – beat</p> <ul style="list-style-type: none"> Musical focus: Beat Subject link: Mathematics 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. <p>Communication - composition</p> <ul style="list-style-type: none"> Musical focus: Composition Subject link: Computing 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. <p>Human body – structure</p> <ul style="list-style-type: none"> Musical focus: Structure Subject link: Science 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. <p>Food and Drink – performance –</p> <ul style="list-style-type: none"> Musical focus: Performance Subject link: DT 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! <p>Three Little Birds with elements of Glockenspiel 1 (Charanga)</p> <ul style="list-style-type: none"> Musical focus: A cyclic progression of Pulse, Rhythm, Pitch, Tempo, Timbre, Structure, Texture and Notation | <p>Cornets</p> <p>Cornwall beneath our feet – Exploring musical processes – (Separate unit designed for class topic)</p> <ul style="list-style-type: none"> Musical focus: Pitch Subject link: Topic How music is composed from a variety of different stimuli Using different starting points to create a composition Creating and performing from a graphic score (representing sounds with symbols) Exploring timbre to create a descriptive piece of music Making choices about musical structure <p>Extras:-</p> <p>Ancient Worlds – structure In the Past – Pitch Singing French - Pitch</p> <p>Painting with Sound – exploring sound colour Animal Magic – exploring descriptive sounds Dragon Song (Charanga) Musical focus: A cyclic progression of Pulse, Rhythm, Pitch, Tempo, Timbre, Structure, Texture and Notation Let your Spirit Fly. Step 2 (Charanga)</p> <p>Good ideas for filling in spare moments from Charanga:- Creative apps – Musical Toolkit – explains each word Rhythm Grid – Launch – display blobs or notes – turns green to hear, you can shuffle or randomise or turn the grid!</p> |

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| DT | Food- healthy meal | Textiles- Christmas decorations | | | |