

### Curriculum Overview for Year 3

Art		
Autumn	Spring	Summer
<p>We begin by designing and making a Roman shield. We apply symmetry to our designs.</p> <p>We learn how to show a range of emotions through sketching faces. We relate this to Roman emperors. We use clay to create 3D models (busts) of emperors.</p> <p>We learn how to use historical evidence to paint a picture of Boudicca.</p> <p>We use a range of media to create mosaics and use our preferred media to create a mosaic Christmas card.</p>	<p>The children will sketch and create tiles based on Viking runes.</p> <p>We use a range of media to design illuminated letters.</p> <p>We develop simple weaving techniques using cardboard and wool.</p>	<p>The children learn about three French artists; Paul Cezanne, Georges Seurat and Berthe Morisot.</p> <p>We discover how the artists' local areas were used as a stimulus for their art and investigate techniques such as <i>Pointillism</i> and <i>Impasto</i>.</p>

DT		
Autumn	Spring	Summer
<p>We investigate how wheels and axels work.</p> <p>We complete a design brief for a model Roman chariot, and use our design brief to make and evaluate a Roman chariot with moving wheels.</p>	<p>We investigate how to strengthen and reinforce structures through learning about Viking Long houses/ Viking Long ships.</p> <p>We complete a design brief to make and evaluate a Viking long ship with a detachable dragon head.</p>	<p>The children will investigate, plan, prepare and evaluate a traditional Spanish dish (tostado).</p>

Music		
Autumn	Spring	Summer
<p>We learn to sing songs as a round and how to add actions and percussion to our vocals.</p>	<p>Exploring Arrangements</p>	<p>The children will be exploring 'sound colours'. This develops children's ability to create, perform</p>

<p>We learn to follow rhythms using our hands and percussion instruments.</p> <p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Develops children’s ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song.</p> <p>Exploring Pentatonic Scales Develops children’s ability to recognise and use pentatonic scales and create short melodies and accompaniments .</p> <p>NC: Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>and analyse expressive compositions and extend their sound vocabulary.</p> <p>Singing Games - Aside from learning a variety of playground chants, songs and games, children are also required to use instruments to play the rhythm patterns involved and to layer these rhythms to create a musical ensemble.</p> <p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
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PSHE		
Autumn	Spring	Summer
<p>Rules and Laws Health Say No to Bullying Financial Capability</p>	<p>Rules and Laws Health Say No to Bullying Financial Capability</p>	<p>Choices Feelings and Relationships</p>

PE		
Autumn	Spring	Summer
<p><b>In indoor PE, the children will learn dancing skills.</b> This will be linked to their overarching topic, the Romans in Britain. Children will learn dances that link to Roman custom, battle formation and so on.</p> <p><b>In outdoor PE, the children will learn netball skills.</b> The children will learn how to receive a ball, perform a stride stop and then perform a stop and a pivot. The children will then learn how to dodge, begin to mark other peers and finally play and accept the rules; competing fairly, being gracious in victory and defeat some of the time.</p>	<p><b>In indoor PE, the children will learn gymnastic skills.</b></p> <p><b>In outdoor PE, the children will learn ....</b></p>	<p>Tennis and Athletics (?)</p>

Science					
Autumn		Spring		Summer	
<p><b><u>Animals, including humans</u></b> The children will learn that animals, including humans, need the right types</p>	<p><b><u>Light</u></b> The children will learn that light is needed in order to see things and that dark is the absence of light.</p>	<p>The topic, Light, will continue into the spring term and then</p>	<p><b><u>Rocks</u></b> The children will observe, classify, compare and group together different kinds of rocks on the basis of</p>	<p><b><u>Plants</u></b> The children will identify and describe the functions of different parts of flowering plants:</p>	<p><b><u>Forces and magnets</u></b> The children will compare how things move on different surfaces.</p>

<p>and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>The children will also learn that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>The children will notice that light is reflected from surfaces.</p> <p>The children will understand that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>The children will explore how shadows are formed when the light from a light source is blocked by an opaque object. Children will then find patterns in the way that the size of shadows change.</p>	<p>the topic, Rocks, will commence.</p>	<p>their appearance and simple physical properties</p> <p>The children will learn how fossils are formed when things that have lived are trapped within rock.</p> <p>The children will recognise that soils are made from rocks and organic matter.</p>	<p>roots, stem/trunk, leaves and flowers.</p> <p>The children will then explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>The children will investigate the way in which water is transported within plants.</p> <p>The children will also explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>The children will notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>The children will observe how magnets attract or repel each other and attract some materials and not others.</p> <p>The children will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>The children will describe magnets as having 2 poles</p> <p>The children will then be able predict</p>
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			whether 2 magnets will attract or repel each other, depending on which poles are facing.
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Topic History & Geography		
Autumn	Spring	Summer
<p>The children will learn about the Romans. We begin our topic by looking at maps of Europe and discussing why and how the Roman Empire spread.</p> <p>We learn about what life was like in Britain before the Romans and how it changed following the Roman invasion.</p> <p>The children will find out about the success of the Roman army and attempted revolts by 'Britons' such as Boudicca.</p> <p>We learn about the Roman legacy in Britain.</p>	<p>The children will learn about the Vikings. We begin our topic by finding out who the Vikings were and where they came from. The children will learn what is meant by the terms 'invaders' and 'settlers'. We will investigate a range of Viking artefacts in order to develop an understanding of the Viking way of life. The children will learn key dates, find out about Viking raids and write letters in role (e.g. as a monk).</p>	<p>The children will develop their understanding of Europe.</p> <p>We begin our topic by finding out which countries comprise Europe and which bodies of water surround it. The children will describe and understand physical geography in rivers and mountains and will develop an understanding of climate zones. They will use maps, atlases and globes to locate countries and their capital cities. They will begin to understand geographical similarities and differences through studying regions in a European country and comparing to our own.</p>

Computing		
Autumn	Spring	Summer
<p>Unit 3.1 – Coding (6 weeks) <b>2Code</b></p> <p>Unit 3.2 – Online Safety (2 weeks)</p>	<p>Unit 3.4 – Touch Typing (4 weeks) <b>2Type</b></p> <p>Unit 3.5 – Email and Email Safety (6 weeks)</p>	<p>Unit 3.6 – Branching Databases (4 weeks) <b>2Question</b></p> <p>Unit 3.7 – Simulations (3 weeks)</p>

<p><b>Various Software</b> Unit 3.3 – Spreadsheets (5 weeks) <b>2Calculate</b></p>	<p><b>2Email, 2Connect and 2DIY</b></p>	<p><b>2Simulate and 2Publish</b> Unit 3.8 - Graphing ( 3 weeks) <b>2Graph</b></p>
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MFL		
Autumn	Spring	Summer
<p>Greetings Numbers to 20 Colours My family Days of Week</p>	<p>I like... Animals Alphabet At School In the Classroom 1</p>	<p>In the Classroom 2 Playtime Food My Home</p>