BE THE BEST YOU CAN BE

Year 3 Curriculum long Term Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National & School Events		**Black History Month** **Harvest Celebration**	**Anti-Bullying Week** **Road Safety Awareness Week** **Remembrance Day** **Christmas** **Children in Need**	**Number Day** **Safer Internet Day** **Children's Mental Health Week**	**Science Week** **Book Week** **Autism Awareness Week** **Red Nose Day**	**Mental Health Awareness** **Cultural Diversity Week**	**Sports Week** **Summer Fair**
Core Learning values:		***Excellence***	***Resilience***	***Respect***	**British Values:** ***Democracy***	***Mutual Respect***	***Individual Liberty***
Reading	**Reading Threshold Concepts:** **Reading widely and often** **Developing fluency** **Construct meaning** **Reading discussions** **Wider world**	**Unit 1: VRS - The diary of the Killer Cat** **Unit 2: TOB- Extra Yarn**	**Unit 1: VRS- Angus Rides the Goods Train** **Unit 2: TOB- Lighter than Air**	**Unit 1: VRS- The Demon Headmaster** **Unit 2: TOB- Cinderella of the Nile**	**Unit 1: VRS- Fantastic Mr Fox** **Unit 2: TOB- The Pebbles in my Pocket**	**Unit 1: VRS- Dragonory** **Unit 2: TOB- Moon Juice**	**Unit 1: VRS- The Indian in the Cupboard** **Unit 2: TOB- Blue John**
Writing	**Writing Threshold Concepts:** **Communicate** **Spelling** **Organise information and ideas** **Vary sentence structures** **Handwriting** **Revise and evaluate**	**Memoirs** **Fairy Tales** **Information**		**People's history** **Fables** **Science report (link to plants)**		**Speech writing** **Fables (repeated project)** **Poetry-animals and pets**	
Maths	**Threshold Concepts:** **Fluency** **Reasoning** **Problem Solving**	**Number:** Place Value up to 1000 **Number:** Addition and Subtraction **Number:** Multiplication and Division		**Number:** Multiplication and Division **Measurement:** Money **Measurements:** Time **Number**: fractions, decimals		**Measurements:** Length, mass, volume, perimeter **Geometry:** Properties of Shapes: Angles, lines and shapes **Statistics**: Picture and bar graphs	
Science	**Threshold Concepts:** **Structures and function** **Cause and effect** **Variation, diversity and change** **Scientific processes and methods**	**Animals including humans** Structure and function – bones, skeletons and muscles Cause and effect – the effects of too much or too little nutrients -The effect of different foods on the body Scientific processes and methods – Set up a practical enquiry about muscles -Research vitamins and the food that contain them	**Rocks** Structure and function – the structure of soil Variation, diversity and change – name the 3 different types of rocks - Describe how animals can turn into fossils Scientific processes and methods – compare and group rocks - Research the work of Mary Anning	**Forces and Magnets** Cause and effect – exploring the effects of friction – explore the effect of magnets and their poles Scientific processes and methods – Does magnet size affect the strength of the magnet? (pattern seeking)	**Plants** Structure and function – The function of plant parts Cause and effect – Life cycle of a flowering plant Scientific processes and methods – investigate how water is transported in plants (observation over time)	**Plants** Structure and function – the functions of different plant parts Cause and effect – the effects of water, light, space, nutrients and air on plant growth Variation, diversity and change – the variation of a plants needs depending upon variety Scientific processes and methods – classify plants using many criteria	**Light** Cause and effect – the absence of light is dark -Shadows are formed where a light source is blocked -Eyes can be damaged by looking at the sun Scientific processes and methods - investigate light sources and shadow size (fair test)
Art	**Threshold Concepts:** **Develop ideas- Media** **Master techniques - Visual Element** **Take inspiration from the greats**	**Skill: Collage** **Cubism** Developing ideas to create textures, shape, and pattern Master techniques of refining their work with precision using different media and techniques being developed such as tearing and arranging Take inspiration from the greats- Artist Pablo Picasso		**Skill: Printing** **Fossils** Developing ideas using one colour layer Developing ideas of lines and shapes Master techniques of replicating an image from observation or imagination with precision Master techniques of textural surface of drawing of making mark makings and lines Take inspiration from the greats- Artist Julie Dodd, Bridget Riley, Andy Warhol, Damien Hirst Range of printing techniques from Mono printing, Lino printing, Screen printing, and Etching	**Skill: Sculpture** **Clouds** Developing ideas about joining, construction and decorating Master techniques of cutting, making, and combing shapes to create forms Take inspiration from the greats- Artist – Rana Begum	**Skill: Painting** **Wilderness (Flowers)** Developing ideas on colour mixing, colour effects and explore using different brushes/tools Master techniques in creating textures with varied brushes, and mixing colours effectively to create tone Take inspiration from the greats- Artists - Georgia O Keeffe, and Orlanda Broom	
DT	**Threshold Concepts:** **Master process of design and be Innovative** **Take inspiration from design throughout history and draw upon core disciplines** **Health & Well-being**	**Structures - Clay models of Stone Age houses** **MASTER PROCESS OF DESIGN AND BE INNOVATIVE** **Designing-** Generate and develop realistic ideas and design criteria collaboratively and through conducting research of Stone Age homes. *What materials were used then? What are the resources available to us? What design will I go for? What difficulties may I encounter?* **Making** – Develop basic understanding of what structures are and how they can be made stronger, stiffer and more stable **Evaluate-** To talk about their ideas and how they used their plan to construct the clay model of a Stone age house. How did they find working in the group? **TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES**		**Cooking and Nutrition - Making a smoothie** **MASTER PROCESS OF DESIGN AND BE INNOVATIVE** **Designing –** Select ingredients by highlighting the taste, texture and the health benefits it brings. **Making-** Design to include a pictorial representation of how they want the smoothie to look as well as written instructions on how to make the smoothie. **Evaluate -** Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria. **TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES** Using various sources (internet, recipe books, magazines and books) to explore various designs, consistencies and flavours of smoothies.		**Mechanisms- Moving Monsters** **MASTER PROCESS OF DESIGN AND BE INNOVATIVE** **Designing –**Explore objects/toys that need air to make them work Explore how pneumatics can be used to make parts of the monster move **Making** - Construct effective pneumatic systems Know of techniques for fixing components Investigate ways of using their pneumatic systems with other materials to control movement **Evaluate** - Know how to evaluate their product as a team and suggest improvements **TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES** Learning all about simple pneumatic systems Seeing and comparing different examples of pneumatic systems	

		Explore Stone Age architecture – Stonehenge, built with layers of stones Explore the used primitive stone tools during the Stone Age	Exploring different types of garnishes to make the drink more aesthetically appealing. Exploring additional ingredients that bring other benefits i.e. using crushed ice will ensure the smoothie is cold, using ice-cream rather than milk will ensure the smoothie is a lot thicker, etc. **HEALTH & WELL-BEING** The knowledge of how ingredients are used in different recipes The knowledge of different blending techniques Nutrition: Fruit is also high in sugar; therefore, we must also eat fruit in moderation. Operating safely with sharp objects.	Learning that changes in air pressure can cause movement **HEALTH & WELL-BEING** Work safely and accurately with a range of simple hand tools Why do we have pneumatic systems? How do they help us? What precautions must be taken when producing pneumatic systems? Think of examples where pneumatic systems could be potentially dangerous.			

Computing	**Threshold Concepts:** **Code** **Connect** **Communication** **Collect**	**We are programmers (3.1)** **Programming** Code- Use of repeat commands Familiar with coding blocks such as motion, look, sound, event. Connect - Break task into smaller parts Explore how to put programming commands into a sequence to achieve a specific outcome Understand how to test my program and recognise when I need to debug Communicate - Describe algorithm	**We are Bug Fixers (3.2)** **Computational Thinking** **Internet Alert** Code - Identify and explain different types of bugs Connect - Explore positive behaviour on the Scratch community Communicate - Explain different strategies and build on resilience	**Safer Internet Day activities** **Digital Literacy** **Internet Sharp** Connect- Explore how to make positive choices online Explore bystanders and upstander Communicate - Recognise positive and negative behaviour online Use the internet for different purposes	**We are Presenters (3.3)** **Creativity** **Internet Kind** Connect - Understand and demonstrate respectful and responsible filming Communicate - Explain the different effects of different tools Collect- Explore working with different input and output	**We are network engineers (3.4)** **Computer networks** **Internet Kind** Connect- Develop a basic understanding of how domain names are converted to IP addresses. Communicate – Explain how the internet at this level empowers users Collect- Understand the physical hardware connections necessary for computer networks to work	**We are communicators (3.5)** **Communication/Collaboration** **Internet Brave** Connect- Explore other services that use the internet to transfer data, such as email and video conferencing. Communicate - Become familiar with the risks of opening links and attachments in emails, and of communicating personal information, including via video link or email, to unknown people. Collect- Combine a variety of application software, including both desktop-based programs and internet-based services, in order to collect, analyse, evaluate and present information
History / Geography	**History Threshold Concepts:** **Contribution to the Wider World** **Achievements** **Civilisation** **Education** **Medicine** **Hierarchy** **Technology** **Empire** **Geography Threshold Concepts:** **Investigate Space & Location** **Investigating Patterns & Changes** **Investigating Scale & Size** **Investigating Sustainability**	**Geography** **Extreme Earth – Volcanoes** Investigating Space and location Identify where volcanoes are found using a map Investigating Patterns and Change Describe the make-up (layers) of the Earth by looking at the physical features Explain how a volcano is made by talking about physical features Investigating scale and size Use specific vocabulary, extinct, dormant and active when describing volcanoes and how a volcano changes over a period of time Investigating Sustainability Explain the risks and benefits of living near a volcano	**History** **The First Nations** Civilisation - Key features of this period Contribution to the wider world - Britain Achievements - What did Stone Age, Bronze Age and Iron Age achieve? Beliefs & religion - What did the Bronze Age and Iron Age believe? Rituals/ Stone Circles, burials, druids. Medicine - What did they use for illness or disease? Plant based treatments. Technology - What new technology did each period give us - Fire, farming, wheels, ploughs.	**Geography** **Using Land** Investigating Space and location Identify the features of a sketch map. Identify important landmarks in the local area. Investigating Patterns and Change List ways we use land in the UK. Describe an area as urban or rural. List different types of rural spaces. Investigating scale and size Explain the purpose of a sketch map. Explain the purpose of symbols on a map. Investigating Sustainability Explain what most rural land is used for in the UK. Compare two maps. Explain why an area is suited to crop or livestock farming - how farming has changed since 1950	**History** **Life in Britain** Civilisation - Key features of this period Contribution to the wider world- Britain Achievements- How did Stone Age, Bronze Age and Iron Age achieve? Farming, tools, farming equipment. Beliefs & religion - What did the Bronze Age and Iron Age believe? Rituals/ Stone Circles, burials, druids. Medicine - What did they use for illness or disease? Technology Fire, farming, wheels, ploughs. Empire (Military) - Bronze Age and Iron Age soldiers.	**Geography** **United Kingdom** Investigating Space and location Locate and label countries that make up the UK on a map and name the capital cities Name the seas surrounding the UK and UK's main rivers Investigating Patterns and Change Describe some ways that London has changed since AD 43 Identify similarities and differences between their daily routine and that of a child from another historical period. Investigating scale and size Name counties local to their area Use a legend to find areas of higher ground on a map Investigating Sustainability Describe how the UK population has changed over time Identify where some immigrants to the UK came from	**History** **What about us? Our School History** **Victorian Link** Civilisation - Key features of this period Contribution to the wider world- Britain - how has this period of time changed our experiences today. Achievements - What did the Victorians achieve? reform acts to change working conditions, compulsory education for all 1880 Medicine - What illnesses were around during the Victorian era and how has it changed?
Music	**Threshold Concepts:** **Performing** **Composing** **Notating** **Appreciation**	**To play the Recorder** **Pitch Notation** Performing music on the recorder. Appreciation of music- instrumental sounds. Notating- Begin exploring and notating sounds on a traditional stave.	**Stave Notation** **Woodwind instruments, Perform** Performing music as a class. Appreciating and describing structure in music. Notating sounds and symbols on the stave using e.g. Every Good Boy as a learning tool.	**Musical Words** **Strings, Aural memory** Performing music including from memory. Appreciation of expression in music. Notaing- Developing performing skills adding new notes	**Composition, Percussion, Improving my work** Composing music using a limited numbers of notes. Appreciating and describing music. Notating sounds traditionally on a stave. Notating rhythm traditionally from memory-dictation	**Structure, Brass, Compose a melody** Composing words for a song. Appreciating and describing musical structure recognising different music in sections. Notating rhythm traditionally from memory-dictation	**Performing skills** **Appreciation** Performing music for an audience in a concert. Appreciating and describing instrumental sounds and atmosphere created in a piece of music. Notating rhythm traditionally from memory-dictation

PSHE	**Threshold Concepts:** **Identity** **Relationships** **Changes**	**Being Me in My World** Identity- Learn to take more responsibility for their learning and become resilient when faced with challenges Relationship- Understand how to see views/opinions from different perspectives Wellbeing-Explore self-worth	**Celebrating Difference** Relationship- Know that conflicts can occur within a family and friendship group and identify strategies to resolve it Wellbeing-Gain an understanding that unkind words can be harmful	**Dreams and Goals** Identity- Identify the different ways they learn making improvements Relationship- Become confident at sharing dreams and ambition with others Wellbeing-Learn to become a motivated individual	**Healthy Me** Relationship- Identify things, people and places that they need to keep safe from Wellbeing- Express how being scared/anxious and unwell feels	**Relationships** Identity-Explain how the choices they make will impact on others around them Relationship-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves Wellbeing-Understand how to show appreciation for family and friends	**Changing Me** Identity-Understand the reasons for internal and external changes in male female body as they grow up Wellbeing-Identify ways to cope with feelings during these changes
Spanish	**Threshold Concepts:** **Speaking – Communicating Idea** **Reading – Showing Understanding** **Writing – Expressing Ides** **Grammar- Applying Structures** **Appreciation** **Culture**	**Vocabulary:** Numbers to 10 Spanish alphabet Greeting What's your name? Instructions **Grammar:** Nouns - masculine (animals) Adjectives (colours) 'y' conjunction **Cultural:** Spanish foods Exploring Andalucía Christmas in Spain, Spanish story		**Vocabulary:** Numbers to 15 Using the Spanish alphabet to spell Polite language Days of the week **Grammar:** Nouns – feminine (animals) Nouns - plurals (animals) Building sentences with a conjunction **Cultural:** Exploring towns in Spain Spanish around the world Exploring a range of Spanish story book **Pablo Picasso** **Easter in Spain, Spanish story**		**Vocabulary:** Numbers to 31 Using the Spanish alphabet to spell Months of the year What's the date today? **Grammar:** Adverbial phrases Building sentences with conjunctions Spanish punctuation Using a dictionary **Cultural:** Exploring towns in Spain (including weather) Joan Miro **Classical guitar music** **Spanish story**	
RE	**Threshold Concepts:** **Belonging and Identity** **Self-Reflection** **Change** **Celebration** **Tolerance**	**How did Jesus and Buddha make people stop and think?** Belonging and Identity- To understand the significance of the six symbols in Sikhism and why they are important	**What is the significance of light in religion?** Celebration- To understand the significance of light and what it means and to understand the purpose of this festival **Place of Worship- Gudwara**	**How and why do Hindus celebrate Holi?** Celebration- To understand why the festival takes place. To also understand the significance of colour in the festival	**What do Sikh symbols and sayings tell us about Sikh beliefs?** Self-reflection- To reflect on our lives and how we lead them	**What do the special symbols in Christian and Islamic art represent?** Belonging and Identity- To understand what art symbolises in each religion	**How do Jews celebrate their beliefs at home and in the synagogue?** Belonging and Identity- To understand the traditions that are followed Celebration- To understand how festivals are celebrated.
PE	**Threshold Concepts:** **Movement** **Tactics & Strategies** **Personal & Social Skills** **Leadership** **Healthy Life Style**	**Gymnastics** Movement - Use a number of their own ideas for movements in response to a task. Personal & Social Skills – Understanding how strength and suppleness affect performance, commenting on differences and similarities in gymnastic performances. Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising. Leadership - choose and plan a sequence of actions; adapt this sequence to suit different types of apparatus and their partner's ability	**Handball** **(Invasion Games)** Movement – Be aware of space and how to find a space when you are not in possession of the ball. Personal & Social Skills - Know and use rules fairly to keep a game going. Healthy Lifestyle - Explain why it is important to warm up and cool down. Leadership - Recognise and evaluate good performance. Tactics & Strategies – Making the right decisions when and where to pass the ball, showing good awareness of what is going on around them.	**Rounders** **(Striking and fielding)** Movement – Making the right decisions when moving in to a space or playing area. Tactics & Strategies - choose skills and tactics to suit the situation in a game. Healthy Lifestyle - Warm up and be aware of what is happening to their bodies. **Orienteering** Cross curricular - Geography	**Dance** (Extreme Earth) Movement - Use movements to tell a narrative. Combining and linking an increasing number of movement phrases and patterns. Be able to create fluent movements, using precision and control. Personal & Social Skills - Show an awareness of other's movements, responding accordingly with their own movements. Working cooperatively with a partner and in a small group. Healthy Lifestyle - Identify how specific activity affects their body. Leadership - Take responsibility for their own skill progression by suggesting ways to make activities more challenging.	**Football** **(Invasion Games)** Movement – Be aware of space and how to find a space when you are not in possession of the ball. Personal & Social Skills - Know and use rules fairly to keep a game going. Healthy Lifestyle - Explain why it is important to warm up and cool down. Leadership - Recognise and evaluate good performance. Tactics & Strategies – Making the right decisions when and where to pass the ball, showing good awareness of what is going on around them.	**Athletics/ Sports Day** Movement – Understanding the different ways of how the body moves. Personal & Social Skills – Being part of a team and building resilience. Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games Leadership – Taking responsibility of their own performance and trying their best. Tactics & Strategies – Making choices about how to improve and how their decisions will determine how well they perform.