



# Y3 Curriculum Overview



## Geography

- Study similarities and differences of human and physical geography of a region in UK and North or South America.
- Identify continents, research different states in America.
- Explore the physical features and layers of a Rainforest.
- Investigate which animals live in the rainforest, what effects humans are having on the habitat.
- Explore where Stone Age settlements were.
- Describe the physical geography relating to formation of Volcanoes and Earthquakes.
- Explore where the Greeks came from.
- Research the local area.

## History

- Investigate the damage to Washington Monument and the historical importance of the Statue of Liberty.
- Learn how long ago the Amazon rainforest was discovered and by who.
- Investigate the changes from Stone Age to Bronze Age to Iron Age, learning about the Palaeolithic, Mesolithic, and Neolithic periods.
- Discover when the first volcano erupted.
- Study Greek life, achievements, and influences on the western world. Research Greek theatre, Greek Gods and Goddesses and the history of the Olympic Games.
- Research local history; including, Handsacre Hall, Samuel Johnson and Erasmus Darwin.

## Science

- Animals, including humans, identify that animals and humans need the right types and amount of nutrition and that skeletons and muscles are needed for support, protection, and movement.
- Plants, identify and describe the functions of different parts of a flowering plant, the requirements of plants for life and growth, the way water is transported within plants, and the life cycle of flowering plants.
- Rocks, compare and group different types of rocks, describe how fossils are formed, recognise soils are made from rocks and organic matter.
- Forces and magnets, compare how things move on surfaces, observe how magnets attract and repel, compare and group materials based on whether they are attracted to a magnet, predict whether two magnets will attract or repel.
- Light, recognise that light is needed to see and darkness is the absence of light, light reflects off surfaces, shadows are formed when the light from a light source is blocked by an opaque object, find patterns in the way the size of shadows change.

## Art

- Create a collage landscape picture using photographs in the style of Ansel Adams.
- Research Henri Rousseau and create a piece of artwork in this style.
- Sew felt poppies for Remembrance Day.
- Investigate cave paintings.
- Create Stone Age jewellery and pots using clay.
- Explore using a wash to create a background for volcanic pictures.
- Produce a simple printing block to create Greek vase pictures.
- Create Greek masks using paper mâché.
- Research the work of Andy Goldsworthy. Use natural resources to create their own work.

## Computing

- Design a sequence of instructions, draw a square, rectangle, and other regular shapes, write a program that uses commands with a specific goal and work with various forms of input and output.
- Find relevant information, search, save, copy, and paste and edit photos. Input data into a prepared database, sort and search a database, use a branching database. Manipulate text, review photos, and use photo editing software.
- Follow school internet safety rules, understand the need for rules, be aware of copyright, the need to keep personal data safe, identify when emails should not be opened, understand how to send an email with an attachment, what networks do and how they provide multiple services.

## RE

- Exploring living by rules found in sacred texts.
- Religious practices in the home of different religious communities.
- Symbols of worship used by different religious communities.
- Sharing of special food at religious festivals.
- Explore the beginning of the world and the importance for believers.
- Explore the life of religious figures.
- Christianity, Islam, Sikhism, Buddhism, Judaism, and Hinduism.

### PSHE

- Me and My School, identify their strengths, create class rules, list the skills of a school council representative, and describe the role of a local councillor.
- Happy and Healthy Me, list the components of a healthy diet what makes a balanced diet, express an opinion on a food related issue. Identify the differences between male and females. Name internal and external parts of the body; including, the agreed names of the sexual parts.
- Me in the World, identify where money used for, what is good value, name a range of resources we need and recognise how resources are allocated.
- Me and My Safety, identify the risks in a range of situations, road safety rules, how medicines should be used properly, be able to resist peer pressure, know what type of physical contact is acceptable or unacceptable and know what to do. Explain which parts of the body are private, know the underwear rule, the difference between secrets and surprise and who can support them.
- Me and My Relationships, recognise that families come in different forms, why children might be in different family arrangements, know that choices require decisions and actions have consequences. Describe the features of a positive friendship and the feelings associated with arguments.
- Me and Other People, describe themselves in a range of ways, describe what a community is, the similarities and differences between local communities and the range of identities in our wider community.
- Online relationships and internet safety, self-image and identify, online relationships, reputation, bullying, managing online information, health, well-being and lifestyle, privacy and security, copyright and ownership.

### MFL

In French:

- Learn how to say hello, greet someone and numbers 1-10.
- Learn how to say different classroom objects.
- Learn how to say different parts of the body and days of the week.
- Learn how to say different animals and pets as well as the numbers 11-20.
- Learn how to say different family members and household items.
- Learn how to say your birthday, months of the year, and give opinions about food/snacks.

### PE

- Netball, throw and catch, be aware of space, follow the rules.
- Hockey, be aware of space, know and use the rules, keep some possession when using equipment.
- Gymnastics, use their own ideas for movement, adapt sequences to suit the apparatus, compare sequences.
- Dance, create and perform dance phases, use dynamic, rhythmic, and expressive qualities, understand the importance of warming-up and cooling-down.
- Swimming, swim between 25 and 50 metres unaided, swim on front and back, lower themselves into the water.
- Tennis and cricket, keep some possession with some success when using equipment, be aware of space, use rules to keep the game going fairly.
- Athletics, run at fast, medium, and slow speeds, link running and jumping activities, make up and repeat a short sequence of linked jumps, take part in the relay, throw a variety of objects.
- Orienteering, follow a map, move from one location to another, use clues to follow a route safely.

### Design and Technology

- Compare different types of textiles and how to join them.
- Research pop-up books, experiment with different mechanisms and components, make a product which uses both electrical and mechanical components using a simple circuit.
- Produce buildings to withstand an earthquake.
- Select the most appropriate materials for their product.
- Discuss the right ingredients for a product and how to make sure that their product looks attractive.

### Music

- Performing, sing in tune with expression, control their voice, play clear notes on instruments.
- Composing, use different elements of music in their composition, create repeated patterns with different instruments, compose melodies and songs, create accompaniments for tunes and combine different sounds to create a specific mood or feeling.
- Appraising, improve their work, use musical words to describe a piece of music and compositions, use musical words to describe what they like and dislike, recognise the work of at least one famous composer and discuss the type of music they are famous for.

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