

Year 3 Curriculum Overview – 2022-2023

Curriculum Drivers (Arts/Environment/Spirituality & Mindfulness/Initiative)

Mathematics and English will be taught daily following curriculum guidelines and will be linked to the themes below wherever possible.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Theme	Dahlicious		Secrets In The Sand		Pathway Through The Past	
Overview	<p>The curriculum will be covered in the context of a selection of books by Roald Dahl. Starting with Fantastic Mr Fox where the children will write adventure stories and create information posters about foxes, Charlie and the chocolate factory will be used in the second half term where the children will consider Charlie's dilemma of what to do with the money he has found. The history of chocolate will be incorporated and the children will design and make packaged chocolates as a Christmas gift.</p>		<p>The curriculum will be covered through the context of 'Secrets In the Sand' where the children will find out all about the Ancient Egyptian civilization through the explorations of Howard Carter. They will investigate the beliefs held by the Egyptians about life and death, Discover the uses of the Nile and the biography of Tutankhamun. The children will design and make canopic jars, investigate how to preserve body parts (grapes), write an Egyptian myth based on Isis and Osiris, and try and persuade Howard Carter to take them with him on his next expedition.</p>		<p>'Pathways through the past' will introduce the curriculum by considering how early man was a hunter gatherer, leading up to how and people live in settlements today. They will focus their work around the village of Ashwell, considering the life of the Celts, Tudors, impact of the WW2 on children, and present day Ashwell.</p>	
Themed Days/ Special Events	<p>Roald Dahl day Harvest & Christmas celebrations Mayan day</p>		<p>Year 3 'French Café' World Book Day Easter Celebration</p>		<p>Walk to Ashwell Visit Burghley House Sports Day 'Move Up Morning' Visit to Bewilderwood Camp out Iron age day Holidays at home day</p>	

Science	Working Scientifically:- Perform simple, comparative tests. Identify, group and classify. Ask simple questions and recognise that they can be answered in different ways including the use of scientific language. Use simple equipment to observe closely including changes over time. Use observations and ideas to suggest answers noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information.				
Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<p style="text-align: center;">Light,</p> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change	<p style="text-align: center;">Scientific Enquiry</p> Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations	<p style="text-align: center;">Rocks and soils.</p> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	<p style="text-align: center;">Plants</p> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed	<p style="text-align: center;">Magnets and forces</p> Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some

					formation and seed dispersal.	<p>magnetic materials</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>
Geography	<p>Compare Grid references/compass directions</p> <p>Physical and human features.</p> <p>Recognise that different people have differing views about issues.</p>	Name and locate landmarks, cities along the river Nile.			<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	
History	<p>Develop a chronological understanding of events and the words /phrases related to the passing of time.</p> <p>Ancient, non-European study that provides a contrast to British history.</p> <p>Mayan. History of Chocolate.</p>	Pupils will be taught about the achievements of the earliest civilizations. Ancient Egypt			<p>Pupils will be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in farming from, Hunter-gatherers to modern times. An aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Iron Age settlement in Ashwell</p>	
Computing	E-Safety:- use technology safely & keep personal information private.					

	E-safety, use technology safely, respectfully and keep personal information private. Use simple search technologies, write simple coding algorithms.	E-safety use technology safely and respectfully keeping personal information private. Use a range of software to accomplish goals.	E-safety use technology safely and respectfully keeping personal information private. Use a range of software to accomplish goals.
Art & Design	Learning:- Try out activities, making sensible choices about next steps. Select techniques to create a chosen product & develop care & control over materials & their use. Give reasons for preferences when looking at Art & Design work. Know that different works are made by different craftspeople from different cultures & times.		
	Create sketch books to record their observations, improve mastery of drawing techniques. Study other artists work to influence their own Collage Kurt Schwittes Megan Coyle	Create sketch books to record their observations, improve mastery of drawing techniques. Study other artists work to influence their own. Printing	Create sketch books to record their observations, improve mastery of drawing techniques. Study other artists work to influence their own Painting Georgia O'Keeffe./Rachel Ruysch, flower artist
Design Technology	Processes:- Design purposeful, functional, appealing products based on design criteria. Generate, develop model & communicate ideas through talking, drawing, templates, mock-ups & ICT where appropriate. Choose appropriate tools, equipment, techniques & materials from a wide range. Safely measure, mark out, cut and shape materials & components using a range of tools. Evaluate & assess products using a design criteria.		
	Use knowledge of existing product to design their own. Measure, mark, cut and assemble accurately. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savory dishes so that they are able to feed themselves and others a healthy and varied diet. become competent in a range of cooking techniques [for example, selecting and preparing	Use knowledge of existing product to design their own. Measure, mark, cut and assemble accurately. Investigate and analyse a range of existing products. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Cook a repertoire of predominantly savory dishes so that they are able to feed themselves and others a healthy and varied diet. become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in	Use knowledge of existing product to design their own. Measure, mark, cut and assemble accurately. Investigate and analyse a range of existing products. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand and use mechanical systems in their products.

	ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. Understand the source, seasonality and characteristics of a broad range of ingredients.	different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. Understand the source, seasonality and characteristics of a broad range of ingredients.			
Music	Listen to a range of live and recorded music. Understand the terms pulse, rhythm, timbre, texture, structure with a piece of music. Improvise a simple rhythm with instruments including the voice. Use voice expressively (chants, rhymes and songs) in developing an understanding of the melody of a song. Sing a song in 2 parts. Use tuned and untuned classroom percussion to play, compose and improvise. Play instruments using correct technique. Practise, rehearse and present performances to audiences.				
PE	<p>Acquiring & Developing Skills:- Acquire and develop balancing, climbing, moving and ball skills. Apply these to gymnastic, dance and team games. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Acquiring & Developing Skills:- Gym Acquire and develop balancing, climbing, moving and ball skills. Apply these to gymnastic, dance and team games. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Acquiring & Developing Skills:- Dance Acquire and develop balancing, climbing, moving and ball skills. Apply these to gymnastic, dance and team games. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate</p>	<p>Acquiring & Developing Skills:- Ball skills Acquire and develop balancing, climbing, moving and ball skills. Apply these to gymnastic, dance and team games. take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances</p>	Athletics

			improvement to achieve their personal best.	with previous ones and demonstrate improvement to achieve their personal best.	
Evaluate & improve performance, comparing performance to others.					
Personal, Social, Health Education (PSHE)	Myself and my relationships Beginning and belonging Anti-bullying week. E-Safety day	<i>Awaiting confirmation of new units</i>		<i>Awaiting confirmation of new units</i>	
RE	Christianity People of God What is it like for Christians to follow God? Christianity Gospel What kind of world did (does) Jesus want?	Judaism Covenant What symbols and stories help Jewish people remember their covenant with God? Hinduism Karma Why do Hindus want to collect good karma?	Christianity Kingdom of God What was the impact of Pentecost? Islam Submission How does a Muslim show their submission and obedience to Allah?		