

Year 3	Autumn Term		Spring Term		Summer Term	
	Location, location, location		Children at War		Groovy Greeks	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visit/ Visitor/Experience	Bradford			Visit to Murton Park		
Science	Rocks	Forces	Plants	Scientific skills-linked to growing	Animals inc. Humans	Light
History		Stone age to iron age	Children at war		Ancient Greece	
Geography	Settlements	Settlements		European geography		Famous landmarks
Art and DT	Focus on David Hockey	Stone age art	Cooking	Design, make and evaluate	Greek structures	Artefacts art
Computing	We are programmers Programming an animation	We are bug fixers Finding and correcting bugs in programs	We are presenters Videoing performance	We are network engineers Exploring computer networks, including the internet	We are communicators Communicating safely on the internet	We are opinion pollsters Collecting and analysing data
RE	Religions covered: Christianity, Hinduism and Buddhism					
	Beginnings		Places of worship		Special Books	
PSHE	New Beginnings E3: Developing our Environment	Getting on and Falling Out Say No to Bullying	SR3: Friends and Friendship	Good To Be Me	D3b: Risk Taking	Changes
Music	Play it again	The Class Orchestra	Dragon Scales	Painting with sound	Salt, pepper, Vinegar, Mustard	Animal Magic
PE	Net & Wall Games (Tennis/ Badminton)	Gymnastics (Sports UK) (for Spring 1)	Dance	Invasion Games (Football/ Handball)	Athletics	Striking & Fielding (Rounders/ Cricket)

Year 3 Curriculum Overview and National Curriculum Coverage

Year 3	Autumn Term		Spring Term		Summer Term	
	We are Time Travellers		Children at War		Groovy Greeks	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Rocks	Forces	Plants	Scientific skills linked to growing	Animals inc. Humans	Light
National Curriculum Coverage	<p><i>Pupils should be taught to...</i></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><i>Pupils should be taught to...</i></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><i>Pupils should be taught to:</i></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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>Investigate the way in which water is transported within plant</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Working scientifically</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Reporting on findings from enquiries</p>	<p><i>Pupils should be taught to...</i></p> <p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><i>Pupils should be taught to...</i></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>

				<p>including oral and written explanations, displays or presentation of results and conclusions.</p> <p>Using results to draw simple conclusions, make predications for new values, suggest improvements and raise further questions.</p> <p>Identifying differences, similarities and changes related to simple scientific ideas or processes.</p> <p>Using straight forward scientific evidence to answer questions or to support their findings.</p>		
History		Stone age to iron age	Children at war		Ancient Greece	
National Curriculum Coverage		<p><i>Pupils should be taught...</i></p> <p>Changes in Britain from the Stone Age to the Iron Age, late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p>	<p><i>Pupils should be taught...</i></p> <p>(A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Links with families in school connected to people who fought in the war - medals, evacuee suitcase, where children went, what children did, ate, felt like etc...</p> <p>Name and locate counties and cities of the United</p>		<p><i>Pupils should be taught...</i></p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p>	

			Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			
Geography	Settlements	Settlements in relation to the Stone Age		European geography		Geographical features
National Curriculum Coverage	<p>Begin the Topic with the local area.</p> <p>Local area study</p> <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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>Looking further afield at where our extended family live in Britain...</i></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<p><i>In relation to the Stone Age (How did people live off the land)...</i></p> <p>Human geography, including: types of settlement and land use, food, minerals and water</p>		<p><i>Pupils should be taught...</i></p> <p><i>When discussing which countries played a part in wars studied. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Make flags of countries involved and walk through roles each country played in the playground so children can visualise who was involved when and who they were allies with</i></p>		<p><i>Pupils should be taught to...</i></p> <p><i>Thinking about famous Greek landmarks... Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (famous Greek landmarks)</i></p>

	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.					
Art and DT	Focus on David Hockney	Stone age art	Cooking	Design, make and evaluate	Greek structures	Artefacts art
National Curriculum Coverage	<p>David Hockney paintings</p> <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including, drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay.</p>	<p>Stone age cave art</p> <p>In relation to the stone age produce stone age art using various methods to improve their mastery of art and design techniques, including, drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay.</p>	<p>WW2 ration recipes</p> <p>Cooking and nutrition</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Gas masks, WW2 shelter or other war links</p> <p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cut</p> <p>ing, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>	<p>Greek famous landmark structures</p> <p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, finishing) accurately.</p> <p>Evaluate</p> <p>Understand how key events and individuals in design and technology have helped us shape the world.</p>	<p>Greek Pottery</p> <p>To improve their mastery of art and design techniques, including, drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay.</p>

				<p>properties and aesthetic qualities</p> <p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Evaluate</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	
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