

## CURRICULUM LONG TERM OVERVIEW 2019-20 – YEAR 3 (For maths see separate overview)

Year	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS
<b>3</b>	Autumn 1 weeks + days	Autumn 2 weeks	Spring 1 weeks and days	Spring 2 weeks	Summer 1 weeks and days	Summer 2 weeks
ENGLISH UNITS NB. 1.The order that units should be taught is flexible	<p><b>Core Text – Cloudland by John Burningham</b></p> <p>Narrative - fantasy setting</p> <p>Non-fiction – instructions - How to an activity from the children’s story</p>	<p><b>Core Text – The Storm Whale by Benji Davies</b></p> <p>Narrative – Story in a familiar setting with a PSHE focus</p> <p>Non-fiction – Non chronological report based on the children’s invented whales.</p>	<p><b>Core Text – William and the missing masterpiece by Helen Hancocks</b></p> <p>Narrative – mystery/ detective story linked to trip to local museum/art gallery</p> <p>Non-fiction – Recount – newspaper report</p>	<p><b>Core Text - Nat Fantastic by Giles Andreae</b></p> <p>Narrative – adventure story in familiar setting</p> <p>Non-fiction – Non-chronological report (about an invented superhero)</p>	<p><b>Core Text – The Diabolical Mr Tiddles by Tom McLaughlin</b></p> <p>Narrative – PSHE focus</p> <p>Explanation for an invented pet accessory – for example a retractable dog lead, cat/dog flap, cat feeder, etc.</p> <p>Until I met Dudley Explanation of how something works (imaginary) e.g. how a mechanical bird/animal works</p>	<p><b>Core Text – Into the Forest by Anthony Browne plus suitable extracts from Into the Woods film OR Little Red (gender changed)</b></p> <p>Narrative – traditional tale with a twist</p> <p>Non-fiction – Recount e.g. diary entry/ies in role as one of the traditional characters</p>
RE	<p><b>What do different people believe about God?</b> Explore what faith is. Explore different beliefs about god in different faiths. Explore how God is represented. Examine similarities and differences. Reflect on own questions and ideas about God. Express own ideas about God.</p>	<p><b>Why do people pray?</b> Discover and think about the meanings of the words of key prayers in 3 religions. Learn that Christians, Hindus and Muslims pray in many different ways. Explore connections between prayer in 3 different religions. Ask good questions about answered and unanswered prayers. Consider the impact of praying in some stories from inside religions.</p>		<p><b>Why are festivals important to religious communities? (EID/EASTER)</b> Think about times in own lives when people have celebrated events and why they do it? Consider the meanings of stories around Eid and Easter. Notice similarities and differences. Explore the benefits of celebration Express the true meaning of each festival</p>		<p><b>What does it mean to be a Hindu in Britain today?</b> Find out about how Hindus show their faith within their families. Explore Hindu ideas about the 4 aims of life. Explore what Hindus do to show their tradition within their faith communities. Express what it is like to be a Hindu in Britain today.</p>

<p><b>Science</b></p>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>•Fossil formation</li> <li>•Compare and group rocks</li> <li>•Soil</li> </ul> <ul style="list-style-type: none"> <li>•Compare and group rocks based on their appearance and physical properties, giving reasons</li> <li>•Know how soil is made and how fossils are formed</li> <li>•Know about and explain the difference between sedimentary, metamorphic and igneous rock</li> </ul> <p><b>Key vocabulary</b> Fossils, soil, crystals, sedimentary, metamorphic, igneous, and organic matter.</p>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>•Different Forces</li> <li>•Magnets</li> </ul> <ul style="list-style-type: none"> <li>•Know about and describe how objects move on different surfaces</li> <li>•Know how a simple pulley works and use to on to lift an object</li> <li>•Know how some forces require contact and some do not, giving examples</li> <li>•Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason</li> </ul> <p><b>Key vocabulary</b> Magnetic pole, attract and repel.</p>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>•Skeleton and muscles</li> <li>•Nutrition</li> <li>•Exercise and health</li> </ul> <ul style="list-style-type: none"> <li>•Know about the importance of a nutritious, balanced diet</li> <li>•Know how nutrients, water and oxygen are transported within animals and humans</li> <li>•Know about the skeletal and muscular system of a human</li> </ul> <p><b>Key vocabulary</b> Nutrition, skeleton, muscles, diet, joint, pelvis, cartilage, rib cage, tendon and spine.</p>		<p><b>Light</b></p> <ul style="list-style-type: none"> <li>•Reflections</li> <li>•Shadows</li> </ul> <ul style="list-style-type: none"> <li>•Know that dark is the absence of light</li> <li>•Know that light is needed in order to see and is reflected from a surface</li> <li>•Know and demonstrate how a shadow is formed and explain how a shadow changes shape</li> <li>•Know about the danger of direct sunlight and describe how to keep protected</li> </ul> <p><b>Key vocabulary</b> Reflection, shadows, light source, opaque, refraction, periscope, nocturnal, orbits, convex and concave.</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>•Plant life</li> <li>•Basic structure and functions</li> <li>•Life cycle</li> <li>•Water transportation</li> </ul> <ul style="list-style-type: none"> <li>•Know the function of different parts of flowering plants and trees</li> <li>•Know how water is transported within plants</li> <li>•Know the plant life cycle, especially the importance of flowers</li> </ul> <p><b>Key vocabulary</b> Roots, stem, nutrients, pollination, seed dispersal, fertiliser, seed formation, stigma, anther and soil.</p>
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<b>Science – Scientific Enquiry</b>	<ul style="list-style-type: none"> <li>• Ask questions such as: <ul style="list-style-type: none"> <li>-Why does the moon appear as different shapes in the night sky?</li> <li>-Why do shadows change during the day?</li> <li>-Where does a fossil come from?</li> </ul> </li> <li>• Use a thermometer to measure temperature and know there are two main scales used to measure temperature</li> <li>• Gather and record information using a chart, matrix or tally chart, depending on what is most sensible</li> <li>• Observe at what time of day a shadow is likely to be at its longest and shortest</li> <li>• Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens</li> <li>• Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.</li> <li>• Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings</li> <li>• Use research to find out how reflection can help us see things that are around the corner</li> <li>• Know how to use a key to help understand information presented on a chart</li> <li>• Use research to find out what the main differences are between sedimentary and igneous rocks</li> <li>• Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape</li> <li>• Test to see which type of soil is most suitable when growing two similar plants</li> <li>• Present findings using written explanations and include diagrams when needed</li> <li>• Test to see if their right hand is as efficient as their left hand</li> <li>• Make sense of findings and draw conclusions which help them to understand more about scientific information</li> <li>• Set up a fair test with different variables e.g. the best conditions for a plant to grow</li> <li>• Amend predictions according to findings</li> <li>• Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc.</li> <li>• Be prepared to change ideas as a result of what has been found out during a scientific enquiry</li> <li>• Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning</li> </ul>					
<b>History</b>			<b>History</b> <b>Ancient Egypt</b> Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of Ancient Egypt. <u><b>Key Vocabulary</b></u> Archaeologist, pharaohs, tombs, pyramids, vizier, hieroglyphs, scribe, sarcophagus, mummy, papyrus and scarab.		<b>History</b> <b>Stone Age</b> Know how Britain changed between the beginning of the stone age and the iron age. Know the main differences between the stone, bronze and iron ages. Know what is meant by 'hunter-gatherers'. <u><b>Key Vocabulary</b></u> Archaeologists, artefact, Neolithic, B.C, chronology, tribal, hunter-gatherers, shelter, civilization, settlement and prey.	

<b>Geography</b>	To know about and understand key aspects of, volcanoes and earthquakes Know what causes an earthquake Label the different parts of a volcano.					<p>- use maps, atlases, globes and digital/ computer mapping to locate and name countries, counties and cities of the United 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.</p> <ul style="list-style-type: none"><li>• Know the name of and locate at least 8 European countries.</li><li>• Know the names of and locate at least 8 countries and at least 6 cities in England.</li><li>• Know the names of the four countries from the Southern and four from the northern hemisphere.</li><li>• Know at least 5 differences between living in the UK and a Mediterranean country.</li><li>• Know and name the eight points of a compass</li></ul>
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<p><b>Art</b></p>	<p><b><u>Margaret Godfrey – volcano landscapes</u></b>          Children to practice a range of techniques in order to create their own volcano painting in the style of Margaret Godfrey using watercolours. Look at landscape art by a range of artists.</p> <p>*know how to identify the techniques used by different artists</p> <p>*know how to use a range of brushes to create different effects in painting</p> <p>*know how to create a background using a wash</p> <p>*know how to use sketches to produce a final piece of art</p> <p>*know how to compare the work of different artists</p> <p><b><u>key Vocabulary</u></b>          landscapes          volcanoes          water colours          paint wash          lava          Eruption</p>		<p><b><u>Egyptian art – clay jewellery</u></b>          Research and look at a range of Egyptian jewellery. Discuss techniques that may have been used. Children to design and create their own Egyptian jewellery using clay.</p> <p>*know how to use different grades of pencil to shade and to show different tones and textures</p> <p>*recognise when art is from different cultures</p> <p>*know how to use sketches to produce a final piece of art</p> <p><b><u>key vocabulary</u></b>          Egyptian          clay          mould          sculpt          design          ornamental</p>		<p><b><u>Prehistoric art</u></b>          Looking at stone age art. Children to create paintings of people and animals, create pots and jewellery from clay, make stone age houses using natural materials and blow paint to create hand stencils.</p> <p>*recognise when art is from different historical periods</p> <p>*know how to use sketches to produce a final piece of art</p> <p>*know how to show facial expressions in art.</p> <p><b><u>key vocabulary</u></b>          Stone age          Pre-historic          Stencil          Clay          Mould          Shape          Natural          Structure          Charcoal</p>	<p><b><u>Andy Goldsworthy – natural art</u></b>          Using the forest school area and outdoor classroom to create natural art sculptures based on the work of Andy Goldsworthy. The children will collect their own resources, design their own artwork and take photographs.</p> <p>*know how to identify the techniques used by different artists</p> <p>*know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others</p> <p><b><u>key vocabulary</u></b>          natural art          sculpture          land art          environmentalist          design</p>
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<p><b>Computing</b></p>	<p><b><u>Computing</u></b>  <b><u>Digital Literacy</u></b>  <i>-use technology respectfully and responsibly- Know different ways they can get help if concerned.</i></p> <p><b><u>Key Vocabulary</u></b>  Anti-virus, Acceptable Use Policy, avatar, blog, browser, chat, computer, cookie, Copyright Law, cyberbullying, data, digital citizenship, hacker, password, personal information, privacy, social media.</p>	<p><b><u>Computing</u></b>  <b><u>Information Technology</u></b>  <i>-understand what computer networks do and how they provide multiple services.</i>  <i>-discern when it is best to use technology and where it adds little or no value.</i>  <i>-navigate the web to complete simple searches.</i>  <i>-use a range of software for similar purposes- collect and present information.</i></p> <p><b><u>Key vocabulary</u></b>  Information technology, communication technology, data, input, internet, network, selection, World Wide Web, mouse, keyboard, icon, software, operating system</p>	<p><b><u>Computing</u></b>  <b><u>Computer Science</u></b>  <i>-write programs that accomplish specific goals.</i>  <i>-design a sequence of instructions, including directional instructions.</i>  <i>-understand what computer networks do and how they provide multiple services.</i></p> <p><b><u>Key vocabulary</u></b>  Computer science, algorithm, coding, computational logic, debug, sequence, decomposition, repetition, selection, variable, compile</p>	<p><b><u>Computing</u></b>  <b><u>Information Technology</u></b>  <i>-understand what computer networks do and how they provide multiple services.</i>  <i>-discern when it is best to use technology and where it adds little or no value.</i>  <i>-navigate the web to complete simple searches.</i>  <i>-use a range of software for similar purposes- collect and present information.</i></p> <p><b><u>Key vocabulary</u></b>  Information technology, communication technology, data, input, internet, network, selection, World Wide Web, mouse, keyboard, icon, software, operating system</p>		
<p><b>D&amp;T</b></p>			<p><b><u>Structures</u></b>  <b><u>Shell Structures</u></b>  <b><u>Key vocabulary</u></b>  Cuboid, edge, face, font, net, prism, scoring, shell structure, vertex</p>	<p><b><u>Food</u></b>  <b><u>Healthy and varied diet</u></b>  <b><u>Key vocabulary</u></b>  Appearance, texture, sensory evaluation, preference test, strawberry huller, processed food</p>	<p><b><u>Textiles</u></b>  <b><u>2-D shape to 3-D product</u></b>  <b><u>Key vocabulary</u></b>  Applique, pattern, template, seam, seam allowance, prototype, aesthetics</p>	

<b>Music</b>	<ul style="list-style-type: none"> <li>• Describe the difference between pulse and rhythm</li> <li>• Play a simple rhythm on an instrument</li> <li>• Sing in tune and with expression</li> <li>• Develop an understanding of breathing and posture</li> <li>• Experience the use of staff notation in performing</li> <li>• Recognise crotchet, quaver, and minim rhythms</li> <li>• Be able to memorise and play/sing an extended melody</li> <li>• Choose appropriate dynamics for a piece of music</li> <li>• Improvise using the interrelated dimensions of music</li> <li>• Sing and play in solo and ensemble contexts with increasing accuracy</li> <li>• Recognise different instrumental families when listening</li> <li>• Recognise how instruments can be used to create different moods and effects</li> <li>• Appreciate and understand a wide range of recorded and live music drawn from different traditions and composer/musicians</li> <li>• Recognise how musical elements are combined and used expressively</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in tune with expression and sensitivity to basic performance directions</li> <li>• Experience the use of staff notation when performing</li> <li>• Be able to recognise crotchet, quaver, semiquaver and minim rhythms</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Thoughtfully select appropriate tempi to create a specific/mood/atmosphere</li> <li>• Appreciate and understand a wide range of recorded and live music drawn from different traditions and composer/musicians</li> <li>• Sing and play in solo and ensemble contexts with increasing accuracy and confidence</li> <li>• Recognise how musical elements are combined and used expressively</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to read notation for a 4-beat rhythm/pitch pattern (e.g. flashcard)</li> <li>• Sing and play with a strong sense of pulse and find the pulse in a range of different music</li> <li>• Sing/play in tune with expression and sensitivity to basic performance directions</li> <li>• Be able to recognise and create short rhythmic patterns consisting of crotchet, quaver, semiquaver and minims</li> <li>• Recognise common orchestral and popular musical instruments when listening</li> <li>• Sing and play in solo and ensemble contexts with increasing accuracy, intention and confidence</li> <li>• Compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Choose carefully and order sounds within simple structures</li> <li>• Experiment with layers of sound in their own compositions</li> <li>• Appreciate and understand a wide range of recorded and live music drawn from different traditions and composer/musicians</li> <li>• Recognise how musical elements are combined and used expressively</li> </ul>
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<p>PE</p>	<p><b>Tag rugby</b>  be aware of space and use it to support team-mates and to cause problems for the opposition  •know and use rules fairly</p> <p>recognise own improvement in ball games</p> <p><b>Outdoor and adventurous activities</b>  follow a map in a familiar context  •use clues to follow a route  •follow a route safely</p>	<p><b>Hockey/Basketball/Volleyball</b>  be aware of space and use it to support team-mates and to cause problems for the opposition  •know and use rules fairly</p> <p>recognise own improvement in ball games</p> <p><b>Outdoor and adventurous activities</b>  follow a map in a familiar context  •use clues to follow a route  •follow a route safely</p>	<p><b>Gymnastics</b>  adapt sequences to suit different types of apparatus and criteria  •explain how strength and suppleness affect performance</p> <p>compare and contrast gymnastic sequences</p>	<p><b>Dance</b>  improvise freely and translate ideas from a stimulus into movement  •share and create phrases with a partner and small group  •remember and repeat dance perform phrases</p>	<p><b>Cricket/Rounders</b>  be aware of space and use it to support team-mates and to cause problems for the opposition  •know and use rules fairly</p> <p>recognise own improvement in ball games</p> <p><b>Outdoor and adventurous activities</b>  follow a map in a familiar context  •use clues to follow a route  •follow a route safely</p>	<p><b>Athletics</b>  run at fast, medium and slow speeds; changing speed and direction  •take part in a relay, remembering when to run and what to do</p>
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<p><b>PSHE</b></p>	<p><b>Keeping/Staying Safe:</b> Leaning out of windows</p> <p><b>Money Matters:</b> An introduction</p> <p><u>Additional areas to cover:</u> Starting the new school year Rules, roles and responsibilities New core values Democracy (School Council and Mayoral elections)</p> <p><u>Key vocabulary:</u> safe danger hazard budget save spend responsibility democracy mayor council</p>	<p><b>Keeping/Staying Healthy:</b> Medicine</p> <p><u>Additional areas to cover:</u> Bonfire and firework safety As appropriate</p> <p><u>Key vocabulary:</u> safe danger hazard medicine illness</p>	<p><b>Being Responsible:</b> Helping someone in need Stealing</p> <p><u>Additional areas to cover:</u> As appropriate</p> <p><u>Key vocabulary:</u> stealing theft borrow need vulnerable</p>	<p><b>Relationships:</b> Body language Touch</p> <p><u>Additional areas to cover:</u> As appropriate</p> <p><u>Key vocabulary:</u> body language touch appropriate private comfortable personal</p>	<p><b>Feelings and Emotions:</b> Anger Grief</p> <p><u>Additional areas to cover:</u> As appropriate</p> <p><u>Key vocabulary:</u> anger grief loss feeling emotion</p>	<p><b>Computer Safety:</b> Making Friends Online Computer Safety Documentary</p> <p><u>Additional areas to cover:</u> Transition to a new year group Safety over the holidays</p> <p><u>Key vocabulary:</u> online safe danger block report transition</p>
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<p><b>Spanish (KS2)</b></p>	<p>Greet someone Know how to pronounce vowels Count numbers 1-10</p> <p><u>Key Vocabulary:</u> Hola, Buenos dias, adios, hasta luego, ¿Cómo estas? (Muy) bien, regular, mal. Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. ¿Cuántos años tienes?</p>	<p>Name pencil case items Begin to have an awareness of noun gender Christmas traditions</p> <p><u>Key Vocabulary:</u> ¿Que es? En mi estuche, tengo, un lápiz, un bolígrafo (boli), un lápiz de memoria, un bote de pegamento, un sacapuntas, una goma, una regla, unos rotuladores, unas tijeras. Feliz Navidad.</p>	<p>Understand classroom instructions Learn names of animals (plural nouns) Continue awareness of noun gender Begin to understand noun/adjective gender agreement Learn names of colours Understand a simple spoken text</p> <p><u>Key Vocabulary:</u> ¡Silencio! ¡Sacad un bolígrafo! ¡Un voluntario! ¡Abrid los cuadernos! ¡Mirad! ¡Brazos cruzados! ¡Entregad los cuadernos! ¡Escuchad! ¡Escribid! un gato, un perro, un pez, un oso, un pájaro, un pato, un caballo, una rana, una oveja, rojo, amarillo, negro, rosa, blanco, marron, azul, verde, gris, morado, naranja.</p>	<p>Continue to revise colours and animals Join in with rhymes and songs Listen attentively to spoken texts with familiar and unfamiliar language</p> <p><u>Key Vocabulary:</u> un gato, un perro, un pez, un oso, un pájaro, un pato, un caballo, una rana, una oveja, rojo, amarillo, negro, rosa, blanco, marron, azul, verde, gris, morado, naranja.</p>	<p>Read a familiar text in Spanish (The Very Hungry Caterpillar) Learn names of fruits and days of the week through the story Continue awareness of noun gender Continue to understand noun/adjective gender agreement</p> <p><u>Key vocabulary:</u> lunes, martes, miércoles, jueves, viernes, sábado, domingo. una manzana, una pera, una ciruela, una fresa, una naranja.</p>	<p>Learn foods you might order in a café. Take part in a simple café role play ordering food.</p> <p><u>Key vocabulary:</u> una ensalada, una hamburguesa, una limonada, una fruta, unas patatas fritas, un perrito caliente, un helado, un zumo, un bocadillo ¿Qué quieres? Quiero un / una... Por favor Gracias De nada</p>
<p><b>Additional Unaided Writing (Cross-Curricular)</b></p>	<p>Non-chronological report based on volcanoes <b>(Geography link)</b></p>	<p>Creating an explanation text to explain how magnets work <b>(Science link)</b></p>	<p>Recount of visit to museum linked to Ancient Egypt <b>(History link)</b></p>	<p>Non chronological report based on a religious festival studied <b>(R.E link)</b></p>	<p>Recount - Diary of a Stone Aged Boy <b>(History link)</b></p>	<p>Instructions of how to grow plants from a seed <b>(Science link)</b></p>