



St Anne's RC Primary

Curriculum Overview

Year 3



Subject	Autumn			Spring			Summer		
RE	Domestic Church Homes	Baptism/ Confirmation Promises	Advent/ Christmas Visitors	Local Church Journeys	Eucharist Listening & Sharing	Lent/ Easter Giving All	Pentecost Energy	Reconciliation Choices	Universal Church Special Places
	Judaism – the synagogue Islam – the mosque Interfaith Week								
Literacy	The children will encounter a range of books that look at the themes of -Favourite Year 3 Stories -Black History Month -Immigration -Christmas -Traditional Tales They will write in the below forms: Narrative Recount Report Poetry – favourite poems Letters			The children will encounter a range of books that look at the themes of -Chinese New Year -Diversity & Stereotypes -Traditional Tales They will write in the below forms: Report Recount Narrative Poetry – tongue twisters			The children will encounter a range of books that look at the themes of -Our Planet -SEND & Personal Difficulties - Favourite Year 3 Stories They will write in the below forms: Report Persuasive Writing Recount Instructions Narrative		
Maths	Number and place value to 200 Number addition and subtraction (to200) Geometry - shape Multiplication and division (2x, 3x, 5x, 10x tables) Measurement (length and perimeter)			Number: Place Value (within 1000) Multiplication and division (3x, 4x, 8x tables) Number addition and subtraction (money) Fractions Measurement (time)			Fractions Geometry – shape and angles Measurement (mass, volume, capacity) Number Statistics		
Science	<u>Animals including Humans</u> Identify that animals, including humans, need the right types and amount of nutrition Identify that animals 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 Identify that humans and some other animals have skeletons and muscles for protection Identify that humans and some other animals have skeletons and muscles for movement <u>Rocks</u> Compare different kinds of rocks on the basis of their appearance and			<u>Light</u> Recognise that we need light in order to see things and that dark is the absence of light Identify that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect our eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object. Recognise and find patterns in the way that the size of shadows changes. <u>Plants</u> Identify the functions of			<u>Forces and magnets</u> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act as 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 magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facin		

	simple physical properties 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	different parts of flowering plants: roots, stem, trunk, leaves, flowers I can describe the functions of different parts of flowering plants: roots, stem, trunk, leaves, flowers I can 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. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>Health and Wellbeing</u> Recap why humans need the right types and amount of nutrition Identify the effect of exercise on physical and mental health Explain how germs travel and spread disease and how we can keep ourselves safe and healthy
ICT	<u>WORD PROCESSING</u> Word processing including; copy / paste / save / print Safe Internet searches Email – compose and send Different colour text / fonts Keeping safe online <u>PROGRAMMING</u> Choose a sprite Change backgrounds Some simple motion Some simple speech Some simple sound effects Changing Sprites costumes Some simple repetition	<u>VIDEO EDITTING</u> Children will be introduced to video editing software. Children should learn the following skills: Record a short video Save and retrieve video Edit video Create opening / closing credits Add special effects Programmes to use could include: 1. iMovie 2. Windows Movie Maker	<u>PHOTO EDITTING</u> Children will be introduced to photo editing. Children should be taught the following skills: Take photo's Upload photos Crop and resize Edit colour, tone, brightness Photo manipulation Photo collages <u>DATABASES</u> Children will be introduced to safety and Databases'.: Safety – Children will create a poster on safety Children should learn the following skills: Word Art Text boxes Clip art Page border
Art	<u>Sculpture</u> Application of skill · To use a range of tools to apply paint in various ways. · Mix secondary and primary colours with white and black to get desired colour. · To show a developed control with tools. Development of skills · To use a range of tools to apply paint in various ways. · Mix secondary and primary	<u>Painting & Drawing</u> Application of skill · To use drawing skills to recreate historical feature art. · To show a developed control with pencil and developing control with new medium. · Show detail and texture with pastel to create a particular effect. Development of skills	<u>Printing</u> Application of skill · To use a range of tools to apply different variations of paint to gain different effects · Mix secondary and primary colours to get desired colour and make a print Development of skills · To use a range of tools to apply paint in various ways. · Mix secondary and primary

	colours with white and black to get desired colour. · To show a developed control with tools.	· To use historical knowledge and drawing skills to create Egyptian headdress · Use drawing skills and new medium (oil pastel) to design and create Egyptian hieroglyphics.	colours with white and black to get desired colour. ·To show a developed control with paint brushes, pencils, scissors to create a mark
Design Technology	<u>Aspect of DT - Structures</u> How can I design and build my own model castle? • Children investigate a collection of different castle structures and different model castles. • Children discuss and explore the graphics techniques and media that could be used to achieve the desired appearance of their models. • Practise using computer-aided design (CAD) software to design the net, text and graphics for their products according to purposes. • Test and evaluate their own products against design criteria and the intended user and purpose.	<u>Aspect of DT - Mechanisms</u> How did Egyptians move water from the river to the land? • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.	<u>Aspect of DT - Textiles</u> What can I make to keep my money safe? • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.

History	<u>Stone Age to Iron Age British pre- History</u> What do we know about pre history from historical artefacts? Children will look at questions such as: Was Stone Age man just a hunter gatherer? Why did early man produce cave paintings? How much did life change when man learned to farm? What can we learn from the discovery of Skara Brea? Why is it so difficult to work out why they built Stonehenge? Can you solve the mystery of the 52 skeletons?	<u>Ancient Egypt– World History (ancient civilisations)</u> Why was Egypt so successful? Children will look at questions such as: How did the location of Egypt influence its success? What are the pyramids built for? How did Egypt become so successful? Why were the gods so important? How has life changed in Egypt?	<u>Local Study-- Britain's Maritime Heritage- British History</u> Who was Jack Crawford and why do we remember him? Children will look at questions such as: How and why was Britain a sea faring nation? Why did Britannia rule the seas? What and when was the Battle of Camperdown? Who was Jack Crawford? What happened to Jack Crawford and how do we remember him today?
Geography	<u>Natural Disasters</u> Why do some earthquakes cause more damage than others? • How has New Zealand been affected by earthquakes in the past? • Why does New Zealand have so many earthquakes? • Why don't the largest earthquakes always cause the most death and destruction? • Why do most volcanoes happen in the same places as earthquakes?	<u>Biomes and climate</u> Why are jungles so wet and deserts so dry? • Why is climate different across the United Kingdom? • What are the world's climates? • How do climate graphs help geographers compare the climate of one place with another? • How does the climate affect the plants and animals living in a place? • Why is the jungle of the Amazon Rainforest so wet and humid? • Why is Arica the driest inhabited place on Earth?	<u>Local study</u> How and why is my local are changing? (local study) • Why do places change? • How has my local area changed in the past? • How did my local area change as a result of World War I? • How and why does the quality of the environment change in my local area? • How do NASA satellite images inform us of environmental change on a global scale?

PE	Hockey Children to be able to -Dribble the ball with control -push pass and receive the ball with some control. -pass the ball over a longer distance with accuracy and power. -pass and receive a ball with control when moving. -tackle a player, keeping my stick on the floor with a wide grip on the stick. -hit a moving ball into a goal with some success. -play and embrace the rules, inspiring others with my fair play Rugby Children to be able to -tag another player when moving. - move with control in a variety of directions with the ball in my hands, using the correct handling position. -pass a ball backwards or sideways with some control or accuracy. -avoid a defender to score a try. -play and embrace the rules, inspiring others with my fair play	Gymnastics Children to be able to -perform a rocket jump with 1/4, 1/2 and a full turn with good control and body tension. -perform a teddy bear roll with control and pointed toes. - perform a complex matching and mirroring balance with control, precision and pointed toes. - perform controlled bunny hops, lifting my legs with control, height and pointed toes. - bunny hop onto apparatus with control. -perform a sequence showing good body tension, control and fluency. Tennis Children to be able to -move with balance and control when catching a tennis ball. -control a ball on my racket when moving. -hit a ball using a forehand with control. -hit a ball using a backhand with control. -hit a ball into a target with no bounces before hit. -rally when playing 1 v 1.	Dance Children to be able to -cooperate and collaborate with my group to make a warm-up using a variety of movement patterns. -respond imaginatively to a stimulus and explore movements. -copy and repeat basic dance steps with control mostly in time to the music. -dance in unison with a partner/group performing a range of movement patterns. -vary the levels and pathways when performing. -dance with a group performing a range of movement patterns. Athletics Children to be able to -react quickly and accelerate over short distances. -throw a javelin while standing in the correct stance. -perform a hop, step and jump with some control. -run over an obstacle/hurdle with speed. -throw a tennis ball/basketball/netball while standing in the correct stance. -pass a relay baton with control.
Music	Exploring Rhythm Children will explore Use different elements in composition · Create instrumental and written accompaniments for different songs · Combine different sounds to create a specific mood or feeling. · Sing in tune with expression. · Control their voice when singing. · Improve their work and explain how it was improved. · Describe a piece of music, discussing the use of words and the mood. · Describe what they like and dislike about a piece of music. · To learn the recorder including notation	Exploring repeating patterns Children will explore Identify how pattern is created in music. · Create different patterns using instruments. · Create instrumental and written accompaniments for songs with different patterns. · Combine different sounds to create a specific mood or feeling. Know how the pattern can effect this. · Continue to improve their work and explain how it was improved. · Describe a piece of music, discussing the use of rhythm and pattern using musical vocabulary. · Describe what they like and dislike about a piece of music. · Continue to learn the recorder including notation, including notes B and D. · To read basic notation and understand performance directions.	Exploring Pitch Children will explore · Identify different types of pitch in musical pieces. · Identify how pitch is created in music. · Create different pitch using a selection of instruments. · Create instrumental and written accompaniments for songs with different pitches. · Combine different sounds to create a specific mood or feeling. Know how the pitch can effect and change this. · Explain and evaluate how their work it was improved. · Describe and identify the character of a piece of music, discussing the use of pitch and the mood it creates. · To read basic notation and understand performance directions. · Sing songs using accurate pitch. · Use notation to interpret the sequence of pitch. · Use notation in a performance. · Combine different sounds to create a specific pitch. · Describe what they like and dislike

			about a piece of music. · Continue to learn the recorder including notation, including notes A, B, C and D.
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