Year 3
Curriculum Overview

YEAR 3	1st half Autumn	2nd half Autumn	1st half Spring	2nd half Spring Forest School	1st half Summer	2nd half Summer
ART	ART: Drawing Stone Age	ART: Painting	ART: 3D - Ceramics Italy			
COMPUTING	e-mail - attachments	PowerPoints – transitions, timings and animation	Kodu – controlling and programming	Online safety	Internet searching – how it works	Scratch – quiz builder
DT				DT: Mechanical Systems Levers, linkages - Books	DT: Pneumatics Enterprise project	DT: Textiles & Printing 2D shape to 3D product - purses
GEOGRAPHY			UK Geography Countries of the UK & Mountains	GEOGRAPHY: Volcanoes		
HISTORY	HISTORY: Stone Age Stonehenge Trip	HISTORY: The Romans Bath Trip & Badbury Rings Trip			HISTORY: Invaders & Settlers	HISTORY: Nelson Mandela & Apartheid in South Africa
LANGUAGES (Spanish)	Taught informally across the year					
MUSIC	Body percussion and awareness of pulse.	Introduction to notation	Singing and playing instruments with a Roman theme.	Singing and playing instruments and continued notation.	First access teaching – cornet with specialist teacher (Rob Taylor)	First access teaching – cornet with specialist teacher (Rob Taylor)
P.E.	Gymnastics IG: - Netball	Dance IG: Football – a.m.	IG: Tag-Rugby Fitness Circuits	Swimming Athletics	SF: Cricket YOGA	Swimming DODGEBALL
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	HINDUISM: Divali	CHRISTIANITY: Christmas	CHRISTIANITY: Jesus' Miracles	CHRISTIANITY: Easter - Forgiveness	HINDUISM: Brahman is in everything	HINDUISM: Pilgrimage to the River Ganges
SCIENCE	Light	Forces and Magnets	Forces and Magnets	Rocks	Plants	Bones, muscles and nutrition

Year 3
Curriculum Overview

Art & DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Stone Age ART: Drawing	ART: Painting	ART: 3D ceramics; sculpture, carving & clay	DT: Mechanical Systems – Levers and linkages; books	Enterprise Project DT: Pneumatics	South Africa: DT: Textiles & Printing – 2D shape to 3D product; purses
Overarching Question	How can I show line, tone and texture to depict what I can see?	How can texture, line, shape and pattern be used to create an image?	How can I apply my knowledge of working with clay to create something beautiful?	How can I use mechanical systems to enhance an information book?	How can I use pneumatics to create a product that is appealing to younger children?	How can I make a product that is attractive and practical?
Key Concepts & Vocab	Use pencils with a different degree of hardness to show line, tone and texture	Mixing a wider range of colours effectively; Shape; Texture; Pattern & Line.	Shape, form model and join. Decorative techniques, replicate pattern and texture	Mechanical systems, levers, linkages, generation of ideas	Mechanical systems, pneumatics, research,	Textiles, joining, research, selecting materials.
Key artists, designers, artwork, objects	Grotte Chauvet – France Cave drawings Feathers	(See Artists PowerPoint) The Eiffel Tower - By Georges Seurat	Clay Examples of clay vessels Examples of Scrafitto Examples of Italian renaissance style	Examples of pop-up & interactive books. Key geographical knowledge will be required to apply to book.	Examples of pneumatic systems and products e.g. toys or moving items that incorporate balloons, syringes or pumps.	Examples of purses / money holders African themed printed materials Pupils own African themed printed materials.
Precis	Drawing – Focus on the cave drawings. How do they capture the essence of their subject matter? How do they suggest movement? 1. Use pencils with a different degree of hardness to show line, tone and texture 2. Sketch lightly 3. Develop the skill of looking closely at an object and depicting what seen. This is a sketch book unit	They will be taught how to use light and shadow to create form (tints & tones make flat objects appear 3 dimensional). Artwork studied, of an abstract nature, where shapes used to create a basic composition. Study artists use of texture, pattern or line. Pupils create own compositions, inspired by artwork shared and techniques practised.	Children begin by copying vessels using techniques practised in Year 1 & 2 before going on to design their own. Pupils study the Italian Renaissance style and use these features in their own designs. Pinch pot method used to make a further vessel which is then decorated using the scrafitto method. Both vessels painted using acrylics before being sealed with varnish	Investigate, analyse & evaluate books which have a range of lever and linkage mechanisms. Experiment with making different mechanisms. Ask children to consider the main stages in making before assembling the final high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs	Investigate, analyse & evaluate familiar objects that use air to make them work e.g. bicycle pump, balloon, inflatable swimming aids. Demonstrate how to assemble systems using syringes, tubing, balloons and plastic bottles. Pupils experiment with systems before designing own toy product based on what they have learnt. Sell products.	Investigate a range of purses that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. Give opportunities to disassemble purses to gain an understanding of 3-D shape, patterns and seam allowances. Practise fastening & joining techniques. Demonstrate a range of stitching techniques. Plan then assemble purses using existing knowledge, skills and understanding from IEAs and FTs.
Outcome:	Cave painting based on sketches, developed into final piece.	Create an abstract painting of their own using a mixture of shapes, texture, pattern & lines.	2 different vessels. Using different techniques and finishes including scrafitto.	Design, make and evaluate interactive pages for a book about volcanoes.	Design, make & evaluate a moving toy for a younger child to try and generate funds for class	Design, create and evaluate an African print themed money holder/purse for an adult
NC Skills & knowledge	- To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay. About great artists, architects and designers in history.	- To use a range of materials, creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	- 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 - Investigate and analyse a range of existing products. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	- 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 group. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Understand and use mechanical systems in their products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	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. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including, textiles, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Art Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: hardness, line, tone, texture, sketch lightly, movement, shape and pattern, light and shadow, composition, abstract, representational, shape, pattern, texture, line, pinching, coiling, sgrafitto, decorate, vessel, acrylics, pointillism **Drawing**: * Know how to look closely at an object or image and represent what is seen when drawing. * Know how to show movement in their drawing. * Know how to sketch lightly. * Know how to use pencils with different degree of hardness to show, line, tone, texture. **Painting**: * Know the difference between representational and abstract art. * Know, understand and use shape, texture, lines and pattern in paint. **3-D**: * Know how to join clay pieces using scratch, moisten and merge created using pinching and coiling. * Know how to decorate clay pieces using sgraffito and acrylics. * Understand how Italian renaissance can influence the design of your pieces.					
DT Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: mechanism, lever, linkage, pivot, slot, bridge, guide, system, linear, rotary, user, purpose, function, prototype, design criteria, tubing, syringe, plunger, compression, pressure, inflate, deflate, pump, seal, air-tight, linear, rotary, oscillating, reciprocating, 2D, 3D, zip, Velcro, pattern, sew, stitch, seam, allowance. **Mechanical Systems**: * To understand and use lever and linkage mechanisms. *To be able to investigate and analyse books, videos and products with lever linkages or pneumatic mechanisms. * To be able to select and use appropriate tools with some accuracy to cut, shape and join paper and card. * To know how to generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. **Textiles**: * To be able to investigate a range of purses that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. * To know how to produce mock-ups and prototypes of their chosen purse. * To be able to sew two small pieces of fabric together, including the use of seam allowances.					

Year 3
Curriculum Overview

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**e-mail - attachments**	**PowerPoints – transitions, timings and animation**	**Kodu – controlling and programming**	**Online safety**	**Internet searching – how it works**	**Scratch – quiz builder**
Overarching question	**What are the positives and draw backs of e-mails?**	**How can we present information in an engaging way?**	**How many ways can we control computer characters?**	**Is all information online accurate and safe?**	**How do internet search engines work?**	**KQ – How interactive can we make quizzes?**
Key Concepts	Responsible and confident users of ICT.	Competent and creative users of ICT	Practical experience of writing computer programs in order to solve such problems.	Responsible users of ICT.	Can evaluate and apply IT.	Understand and apply the fundamental principles and concepts of computer science – algorithms.
Precis	*Building on Year 2 e-mails – recapping lessons learnt in KS1 about this, as well as the e-safety aspects of keeping information safe.* *Identify uses of e-mails – attachments, editing documents, sharing ideas. How is this a positive? How could this be problematic?* *Discuss computer viruses and the dangers of unknown senders.*	Whilst this is a ICT overarching activity, the children will be programming and debugging to ensure transitions and PowerPoints are engaging. Look at how to animate images and words. *Can you have a PowerPoint use transition independently?* Focus on Romans for context.	Recap scratch – *how were characters controlled? What skill did we use?* Show the children how Kodu and the basics in how it works. Children to control using keyboard – *can you have two people using the same keyboard to control 2 characters? What about pre-set journey?* In created lands, children to program and set movements for a range of characters using the 'when' command.	Children to become more analytical of information stored online. Look at the well-known websites which may be used for researching – Wikipedia for example – and how they operate. Discuss the themes from e-mails of bugs and how websites aren't always what they say they are. **Look for the padlock in the corner**. Lessons around being aware whilst online of what their intent is.	Through the History unit of invaders and settlers, undertaking research with one key question as their focus. Look at what happens if they limit the key words searched for – *how does this change the results? Is each result relevant?* Using skills learnt in Year 2 – children to bookmark best results for future reference.	*Linked back to Scratch from Year 2 – how does scratch work? What are the basic skills needed? Compare to Kodu – easier? Different?* *Practise using the different functions of Scratch – music, sounds, background changes. What is needed in a quiz? Investigate which bits they think are needed to an interactive and engaging quiz.* *Click and drag blocks into order. Need to debug if errors.*
NC Skills & Knowledge	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	solve problems by decomposing them into smaller parts. detect and correct errors in algorithms and programs. To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and **presenting data and information**.	To use sequence, selection, and repetition in programs To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	To use sequence, selection, and repetition in programs To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.
Computing Assessment Fundamentals Knowledge	- The positives and negatives of e-mails - How PowerPoints can be used in an engaging manner to display information. - The need to be really specific when programming and instructing computers for game buildings. - How internet searches are ranked. - Some websites aren't as safe as others. - How to tell if a website is safe. - There is more than one version of coding and can talk about the difference type of coding.					
Skills	- Attached, download, edit and send attachments in e-mails. - Program images, texts and slides with transitions – in some cases setting a timed limit on each slide. - Use concise algorithms to control a character in a game – use the keyboard to move this character. - Program character to move on a set path. - Use blocks for coding. Search specific terms in search engines and be able to return relevant pages.					

Year 3
Curriculum Overview

Geography History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Society – How did Stone Age Britons organise their society?	How did British Culture develop through the influence of others?	Mutual Respect - What can British people learn from other cultures?	Individual Liberty – Should people be able to live in danger?	What influences from foreign lands became accepted in Britain?	Individual Liberty – What impact can one man have in fighting oppression?
Area of Focus	HISTORY: Stone Age Stonehenge Trip	HISTORY: The Romans Bath Trip & Badbury Rings Trip	GEOGRAPHY: Mountains – UK	GEOGRAPHY: Volcanoes	HISTORY: Invaders & Settlers	HISTORY: Nelson Mandela & Apartheid in South Africa
Overarching Question	How do we know about the Stone Age?	What did the Romans ever do for us?	What are mountains and how do they change?	How do volcanoes affect the lives of people who live near them?	Who invaded and settled in the British Isles?	Why was Nelson Mandela important?
Key Concepts & Vocab	Civilisation; Society; Trends over time; period	Empire, invasion, oppression, rebellion, culture,	Erosion, landscape, location	Landscape, Hazard, Change,	Invasion, settlement, culture Monarchy, Tyranny	apartheid, racism, oppression, rebellion.
Precis	A focus on the beginnings of society, and the part of Stonehenge in this. What parts of society that Stone Age developed we still see today - Amesbury Archer - Stone structures Visit to Stonehenge – Investigate the mysteries of How & Why?	Focus on the invasion of Great Britain, and its impact on the country, including what we still see today. Towns – language – Culture – Government – Religion – Trade. Will look at what Britain was like pre-invasion, how the Romans were able to invade; the changes they introduced; the reaction of the Celts; why they left; how Britain was once the Romans had left.	Extends understanding of the location and relative positions of the countries within the UK. By the end of this unit, the children should be able to answer these questions with confidence: What is a mountain? / How do mountains form? / How do they change over time? /What are the features of mountains? / What is the difference between mountains and hills? / What are the most common types of mountains?	Focus on two of the most famous volcanoes in Europe (whilst also highlighting Stromboli), look at: How they were created. Tectonic plates / Ring of fire - Exact locations - one is on an island - make links back to Year 2 (Islands) and Year 1 (Madagascar). Focus on Vesuvius and Pompeii 79AD (Link back to Romans from Autumn)	Follow the chronology of the invaders and settlers of the British Isles; referring to the Romans before focusing on: - **Boudicca**'s Revolt - Saxon Invaders (**Alfred the Great**) - Viking Raiders (Raiding then settling). Look at cross over between all.	A study of the story of Nelson Mandela. Look at difficult concepts of apartheid, racism, oppression and rebellion. Compare and contrast with earlier oppression of Romans of the British and the rebellion led by Boudicca amongst others. Within study of South Africa: elements of geography addressed: Biome; Settlement; Culture ; Perspective; Diversity; Migration
NC Skills & knowledge **ALL GEOGRAPHY:** - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To locate the worlds countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics countries and major cities. **ALL HISTORY**: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives across the periods they study.	* Basic UK Geography here (England–Stonehenge-Poole) - To understand how our knowledge of the past is constructed from a range of sources. - Changes in Britain from the Stone Age to the Iron Age.	* Basic UK Geography here (England–Bath-Poole & Roman towns) To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. The Roman Empire and its impact on Britain.	- To name and locate 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 - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. - To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. And human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	* UK Geog here To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information A local history study.	- To construct informed responses that involve thoughtful selection and organisation of relevant historical information. GEOG - To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. And human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geography Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence:, Landscape, Change, Hazard, Biome, Settlement. * To know ways in which mountains are formed. To identify features of mountains. * To explain how volcanoes are created and erupt. * To explain why Vesuvius and Pompeii were two of the most famous volcanic eruptions.					
History Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: Society, Civilisation, Empire, Oppression, Monarchy, Apartheid, Racism and settlement. (Plus recap on previous history key vocab) * To describe key people and events studied: Who was Boudicca? Alfred the Great? Nelson Mandela? What is Stonehenge and why is it important? * To explain why Bath, Badbury Rings, Stonehenge and York are important places when discussing invaders and settlers to Britain. * To be able to explain who the following historical groups were: Romans, Saxons, Vikings and Celts, giving some defining characteristics of each during their descriptions. * To be able to present their point of view regarding a historical event with confidence.					

Year 3
Curriculum Overview

MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Body percussion and awareness of pulse.	Introduction to notation	Singing and playing instruments with a Roman theme.	Singing and playing instruments and continued notation.	First access teaching – cornet with specialist teacher (Rob Taylor)	First access teaching – cornet with specialist teacher (Rob Taylor)
Overarching Question	Can you work as part of a group to compose a performance with a focus on rhythm, pulse and texture?	Can you feel the strong pulse beat in each song and read basic rhythm using the Kodaly method?	Can you sing and play musically with increasing confidence and control, reproducing sounds from aural memory?	Can you read basic rhythm notation using the Kodaly method? Can you sing and play musically with increasing confidence and control, reproducing sounds from aural memory?	Can you learn to play a brass instrument (cornet) as a whole class? (first access) Can you identify all the instruments in the brass family?	Can you learn to play a brass instrument (cornet) as a whole class? (first access) Can you play well enough to put on a concert, using the cornet, to another year group?
Key Concepts & Vocab	*Listen, recall sounds and appraise. Compose and improvise. Perform and share.* *Vocabulary:* percussion, pulse, rhythm, texture, beat, perform, dynamics	*Listen, recall sounds and appraise. Use voices to sing.* Playing instruments. Perform and share. Use musical notation. *Vocabulary:* *Pulse, meter, shekere, Djembe drums, crotchet, quaver, minim, notation, canon*	*Listen, recall sounds and appraise. Use voices to sing.* Playing instruments. Perform and share. *Vocabulary:* Musical genres – Blues/swing, classical, brass, cymbal, trumpet, horn, tuba, xylophone, glockenspiel. Wood block, maraca, guiro, tambourine, triangle.	Use musical notation. *Use voices to sing.* Playing instruments. Perform and share. *Vocabulary:* Kodaly, *crotchet, quaver, minim, rest, notation,* xylophone, glockenspiel. Wood block, maraca, chords, harmony, melody.	Playing instruments. Listen and appraise. Use musical notation. *Vocabulary:* *Brass, Cornet, trumpet, French horn, Euphonium, tenor horn, trombone, tuba, crotchet, quaver, minim, rest, semibreve, buzz,* valves, lead pipe, Embouchure, pitch	Playing instruments. Listen and appraise. Perform and share. Use musical notation. *Vocabulary:* *buzz,* Embouchure, breathing, diaphragm, pitch, tuning,
Precis	What is percussion? Lots of vocal and body percussion games to establish a strong sense of pulse. Using the body as a percussion instrument, learn call and response rhythms and study the pieces 'Hands free' and 'connect it' by Anna Meredith (BBC choice of ten pieces) Compose own body percussion rhythms. Perform their composition and record. Create texture and dynamics within the piece. Analyse product.	Use basic instruments – djembes and shekere to continue rhythm work. Concentrate on pulse and meter – SIng African songs to hear strong pulse points and learn about Canons. Study basic graphic score and then Kodaly notation and compare to standard notation – read and perform only (no writing yet) Use crotchet, quaver and minim beats with an awareness of rests. \use visual aids (sticks) to represent the notation.	Linking musical songs to the work just completed on the Romans, including introducing the brass section of the orchestra as these were used extensively by Romans for sending signals. Listen and appraise Holst's Mercury from the planet suite. Sing different styles with percussion added for texture to create weekly performances. Each song has its own style and rhythm structure and has a story basis from the Roman era. Pitched percussion is also used – xylophones, Glockenspiels. Learn how to use and hold all small piece percussion.	Continue linking musical songs to the work on the Romans. Sing different styles with percussion added for texture to create weekly performances. Each song has its own style and rhythm structure and has a story basis from the Roman era. Learn the difference between melody and harmony and how chords can be played using more than one note at a time – use Xylos and glocks. Revisit Kodaly notation and this time write some simple four beat rhythms to perform. Only include Ta, Te Te, Sh and Ta-ah.	Learn all about the brass family (one instrument a week) Learn the physical techniques needed to play a cornet and how to produce a sound (buzz) in the mouth piece and then individual notes. Understand the parts of a cornet and what they are called. Read music with standard notation and learn the rhythms that go with this. Discuss pitch and how this is related to the size of instruments. Learn tonguing technique. Watch demo of using recorded riffs to overlay on repeat. Pedal recorder and amp to play back overlayed tracks while the melody is played. This is how modern pop is laid down.	Really focus on breathing techniques as this will help with note control and purity of sound. Keep working on pitch which will come from diaphragm control and good mouth shapes (embouchures). Practise different short pieces of music to build repertoire for a concert (Final piece) Listen to some recorded brass music and live examples from specialist teacher and describe the instruments and sounds being played. Perform a concert as a final piece to another year group to include explanations of techniques as well as multiple melodies. Analyse product.

Year 3
Curriculum Overview

MUSIC YEAR 3 FUNDAMENTAL SKILLS and KNOWLEDGE	Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases. Recognise how musical elements can be used together to compose music. Comment on likes and dislikes.	Sings and chants expressively to reflect meaning. Sing in tune. Start to show control in voice. Perform with confidence. Be able to notate in a variety of ways, initially with graphic scores and then using Kodaly method. Know how many beats in a minim, crotchet and quaver and recognise their symbols. Know the symbol for a rest in music, and use silence for effect.	Describe the different purposes of music throughout history and in other cultures. Can demonstrate the way that different kinds of instruments make their sounds. Begin to recognise and identify instruments being played. Perform simple melodic and rhythmic parts. Can listen to pieces of music and describe the kinds of instruments and sounds that they include. Listen to different types of composers and musicians.	Be able to notate in a variety of ways, initially with graphic scores and then using Kodaly method. Know how many beats in a minim, crotchet and quaver and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music. To compose music that combines basic musical elements. To notice and explore the way sounds can be combined and used expressively.	Begin to recognise and identify instruments being played. Comment on likes and dislikes. Know how many beats in a minim, crotchet and quaver and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music.	Understand that the sense of occasion affects the performance. Perform simple melodic and rhythmic parts. Can listen to pieces of music and describe the kinds of instruments and sounds that they include.
Music Assessment	Keep a pupil evidence log/ bubble ups in a scrapbook per year group to evidence work and performances. Where possible photograph and video key pieces from the end of a unit – Anna Meredith work Autumn 1 Record of WT/ARE/GD per term against level descriptors.					
NC Primary Curriculum	Key stage 2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.					

Year 3
Curriculum Overview

P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Gymnastics GS4PE – Yr 3	Dance GS4PE – Yr 3	Fitness GS4PE – Yr **3**/4	Swimming (See Swimming Plan)	SF: Cricket GS4PE – Yr **3**/4	Swimming (See Swimming Plan)
Overarching question	How can I improve the quality and 'look' of my gymnastic performance?	What are some of the different ways that a dance can be performed in a group?	How fit am I? How do Improve?		How can we use our fielding skills to stop batters from scoring against us?	
Key Concepts, Skills & Vocab	**Physical**: Individual point and patch balances / Straight roll / Barrel roll / Forward roll / Straight jump / Tuck jump / Star jump / Rhythmic gymnastics **Social**: Collaboration / Communication / Respect **Emotiona**l: Confidence **Thinking**: Observing and providing feedback / Selecting and applying actions / Evaluating and improving	**Physical**: Using canon, unison, formation, dynamics, pathways, direction / Copying and performing actions **Social**: Sharing ideas / Respect / Inclusion of others / Leadership / Working safely **Emotiona**l: Confidence/ Acceptance **Thinking**: Selecting and applying actions / Creating / Observing and providing feedback	**Physical**: Strength / Speed / Power / Agility / Coordination / Balance / Stamina **Socia**l: Supporting others / Working safely / **Emotional**: Perseverance / Determination **Thinking**: Identifying areas of strength and areas for development		**Physical:** Underarm and overarm throwing / Catching / Over and underarm bowling / Fielding and tracking a ball / Batting **Socia**l: Collaboration and communication / Respect **Emotional**: Perseverance / Honesty **Thinking**: Observing and providing feedback / Applying strategies	
Precis	In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness, speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.		Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils must demonstrate an understanding of the rules, being respectful of opponents.	
Assessment Statements	I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I understand the benefits of exercise. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.	I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. I understand the benefits of exercise.	I can collect and record personal fitness data. I can complete exercises with control. I can persevere when I find a challenge is hard. I can provide feedback. I can use key points to help me to improve my sprinting technique. I can work safely with others. I show balance when changing direction. I understand the benefits of exercise.		I can bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I understand the aim of the game and this shows in my performance. I understand the benefits of exercise.	
Health & Safety	For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' and 'Rolls'.	For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space. Base stations can help to aid this.	Encourage pupils to focus on own results. All actions need to be performed with control.		Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of the bat at all times.	

Year 3
Curriculum Overview

Area of Focus	**IG**: - Netball	**IG: Football - a.m.**	IG: Tag-Rugby GS4PE – Yr 3	Athletics – GS4PE – Yr 3 **Forest School**	Yoga GS4P.E. - Yr **3**/4	Dodgeball GS4P.E. – Yr **3**/4
Overarching question	How do I know which type of pass to make in a game?	Why does practising skills make me a better player?	How can I evade defenders?	How do I improve my strengths and weaknesses?	How can Yoga help me?	What are the 4 D's? (Dodge, duck, dip, dive)
Key Concepts, Skills & Vocab	**Physical**: Passing / Catching / Footwork / Intercepting / Shooting **Social**: Working safely / Communication / Collaboration **Emotional**: Honesty and fair play / Perseverance **Thinking**: Planning strategies and using tactics / Observing and providing feedback	**Physical**: Dribbling / Passing / Ball control / Tracking/ jockeying / Turning **Social**: Communication / Collaboration / Cooperation **Emotional:** Honesty / Perseverance **Thinking**: Selecting and applying tactics / Decision making	**Physical**: Passing / Catching / Dodging / Tagging / Scoring **Social:** Communication / Collaboration / Inclusion Emotional: Honesty and fair play / Perseverance / Confidence **Thinking**: Planning strategies and using tactics / Observing and providing feedback	**Physical**: Sprinting / Running over obstacles / Jumping for distance and height / Push and pull / throwing for distance **Social**: Working collaboratively / **Emotional**: Perseverance / Determination **Thinking**: Observing and providing feedback	**Physical:** Breathing / Balance / Flexibility / Strength / Coordination / **Social:** Working safely / Sharing ideas / Leadership **Emotional**: Calmness / Focus / Confidence **Thinking**: Selecting actions / Creating poses and flows / Providing feedback	**Physical**: Throwing / Catching / Dodging / Blocking **Social:** Collaboration / Respect **Emotional**: Honesty / Perseverance **Thinking**: Decision making
Precis	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition.	Pupils will develop basic running, jumping & throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve a personal best.	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.
Assessment Statements	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my team and move into space to support them. I can defend an opponent and try to win the ball. I can move with a ball towards goal with increasing control. I can pass, receive and shoot the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games.	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker / defender. I work cooperatively with my group to self-manage games.	I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback I understand my role as an attacker and as a defender.	I am developing jumping for distance and height. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help to improve my sprinting technique. I understand benefits of exercise.	I can copy and link yoga poses together to create a short flow I can describe how yoga makes me feel. I can move from one pose to another thinking about my breath. I show some stability when holding my yoga poses.	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
Health & Safety	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	Unused balls must be stored in a safe place. Tag rugby is non-contact.	Check area is clear before throwing & there is adequate space between throwers Runners only hurdle the obstacles in one direction	Pupils remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn't feel comfortable.	Unused balls must be stored in a safe place. Use softballs to play dodgeball. Head shots do not count in dodgeball.
P.E. Assessment Fundamentals SKILLS & KNOWLEDGE	- With help, I can recognise how performances could be improved. - I can pass, receive and shoot the ball with some control. - I am learning the rules of the game and I am beginning to use them to play fairly. - I can choose and plan sequences of contrasting actions. - I can throw a variety of objects, changing my action for accuracy and distance.					

Year 3
Curriculum Overview

P.S.H.E. - (Jigsaw)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overarching Question	How important is it to set goals and recognise my achievements?	How can words affect someone's feelings?	What can I do to improve my learning?	Which things, people and places do I need to keep safe from? What do I need to do to keep myself safe?	How do people around me help and influence my life?	How do boys and girls bodies change on the inside when we grow?
Key Concepts & Vocab	Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning our learning charter	Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference Compliments	Dreams and goals My dreams and ambitions A new challenge Our new challenge Our new challenge- overcoming Obstacles Celebrating my learning	Being fit and healthy 1 Being fit and healthy 2 What do I know about drugs? Being safe Being safe at home My amazing body	Family roles responsibilities Friendship Keeping myself safe Being a global citizen 1 Being a global citizen 2 Celebrating my web of relationships	How babies grow Babies **Rainbow lessons 4 and 5 Outside body changes Inside body changes Family stereotypes Looking ahead
Precis	Children will continue to develop ownership of rights and responsibilities through understanding how easy it is to get things wrong.	Children will explore family settings and understand how families can be very different.	Children will look further ahead in their lives to recognise ambitions for the future.	Children will learn about the dangers of drugs and how to stay safe at home.	Children will explore their place in the world.	Children will be prepared for changes at school and to themselves.
Outcome	Learning charter	Compliment kites	Window box of dreams flowers & garden decorations	Recipe book ch 3 - Keeping Safe	Film clips and streamers	Ribbons for the tree of change
PSHE Assessment Fundamentals SKILLS & KNOWLEDGE.						

Year 3
Curriculum Overview

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	**HINDUISM: Divali**	**CHRISTIANITY: Christmas**	**CHRISTIANITY: Jesus' Miracles**	**CHRISTIANITY: Easter - Forgiveness**	**HINDUISM: Brahman is in everything**	**HINDUISM: Pilgrimage to the River Ganges**
Overarching Question	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus really heal people? Were these miracles or is there some other explanation?	What is "good" about Good Friday?	How can Brahman be everywhere and in everything?	Why is the River Ganges so important to Hindus? (original q - Would visiting the River Ganges feel special to a non-Hindu?)
Key Concepts & Vocab	Divali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, Diva lamp, Puja tray, Mandir, Hindu, Hinduism, belonging, temple	Advent, incarnation (God taking human form), Christian, Christianity, meaning	miracle, the paralyzed man, the story of the blind man, the story of Jairus's daughter, incarnation (God taking human form),	Jesus, Palm Sunday, The Last Supper, cross, tomb, bread and wine, Maundy Thursday, Good Friday, disciples, Judas, betrayal, salvation, gospel	Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Omnipresent	Pilgrimage, sacred, funerals, importance of water, bathing, cleansing
Precis	To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.	To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	To understand how Hindus believe that **Brahman** is in everything and therefore everything deserves **respect.** To understand the Hindu belief that there is one God with many different aspects.	To understand the significance of the **River Ganges** to a Hindu. **Pilgrimage** to wash away (cleanse) the wrong things. **Funerals.**
Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE.	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus. **Suggested final assessment:** Activity: Children to have a picture of some Hindu children during Divali and complete thoughts/feelings bubbles about their thoughts and feelings during Divali. Activity Sheet.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me. **Suggested final assessment:** Children complete the Activity Sheet. Then use what they have learned to answer enquiry question.	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. **Suggested final assessment:** Use activity sheet to compare their thoughts about events in the Bible stories with those of a Christian. Use what you have learned to answer enquiry question.	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death. **Suggested final assessment:** Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them? Activity Sheet	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. **Suggested final assessment:** Use what you have learned to answer enquiry question. How can Brahman be in everything? What difference does it make to how Hindus live if they believe in gods?	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. **Suggested final assessment:** Write 2 postcards from River Ganges one in role as Hindu and one in role as a non-Hindu. Why might the two postcards say different things?

Year 3
Curriculum Overview

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**Light**	**Forces and Magnets**	**Forces and Magnets**	**Rocks**	**Plants**	**Bones, muscles and nutrition**
Overarching Question	What makes a shadow?	How does a magnetic force work?	How does a magnetic force work?	Why are rocks different?	What do the different parts of flowering plants do?	What do we need to eat and how do we move?
Key Concepts & Vocab	Photons, Reflective, Shadow, Opaque, Transparent, Translucent	Friction, Magnetism, Attract, Repel, Magnetic materials, Poles		Igneous, Metamorphic, Sedimentary, Fossilisation, Solubility	Pollination, Germination Seed Dispersal, Seed Formation, Fertilisation Xylem/Phloem	Nutrition, Diet, Eat well plate, Skeleton, Bones, Cartilage, Muscles, Endo- Exo- and Hydrostatic skeletons
Precis	Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.	Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary. They should explore the behaviour and everyday uses of different magnets.		Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
NC Skills & Knowledge	To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect their eyes To recognise that shadows are formed when the light from a light source is blocked by a solid object To find patterns in the way that the size of shadows changes	To compare how things move on different surfaces To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To 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. To describe magnets as having 2 poles To predict whether 2 magnets will attract or repel each other, depending on which poles are facing		To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognise that soils are made from rocks and organic matter	To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To 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 To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	To 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 To identify that humans and some other animals have skeletons and muscles for support, protection and movement
Assessment Fundamentals Science KNOWLEDGE & SKILLS	**SCIENCE** **- Name and group different rocks according to their appearance - Describe how fossils are formed. - Know that soil comes from rock. - Light allows us to see and comes from many sources and produces shadows.** **- The sun can be dangerous and we need to protect ourselves from it. - Identify parts of a plant and their requirements for healthy growth. - Describe the lifecycle of a plant.** **- Magnetism is an invisible force that will either attract or repel certain materials. - Name the basic bones and muscles of the skeleton and know the requirements for a healthy lifestyle.** **WORKING SCIENTIFICALLY** **- Design and set up their own tests to answer their own questions. - Make and record measurements accurately using a range of equipment including thermometers and dataloggers.** **- Record results using a range of models and tables. - Draw conclusions from results based on their observations, findings and knowledge. - Answer questions based on evidence to support their conclusions**					