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| Year 3 – Curriculum Overview | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme – Hooks and Visits | The Great Dales  Visit the Yorkshire Dales – imagine you are a tourist – why would you visit here?  Visit Brimham Rocks – look at the rock formations – can combine with visit to the Dales. | | The Romans are Coming!  Roman Day to include:  Wearing costumes  Eating as a Roman  Making swords and shields  Becoming a Roman soldier | Dem bones!  Make skeletons and use them for a puppet show.  Learn the song ‘dem bones’ | Living Earth  Art – use different medium to produce artwork around an earthquake  DT – design and make a volcano using clay | |
| English – Genres and Texts | Recount my holiday- baseline assessment  Coronavirus a book for children  Narrative – Sylvester’s Magic Pebble  National Poetry Day  Non-chron report –  Rocks/ Yorkshire Dales | Diary of a stone age child – using Stone Age Boy  Narrative – stone age boy/girl/family  PIRA assessments | Diary of a Roman Soldier  Newspaper report – The Romans are Coming! | Narrative – Funnybones  Poetry – Funnybones  PIRA assessments | Historical fiction – Escape from Pompeii  Information text about volcanoes | Poetry on volcanoes and earthquakes  Letter – write home about your geographical trip around the world – visiting places affected by volcanoes and earthquakes  PIRA assessments |
| Maths | White rose maths:  Place Value  Addition and subtraction  Multiplication and division  PUMA assessments | | White rose maths:  Multiplication and division  Money  Statistics  PUMA assessments | | White rose maths:  Fractions  Time  Properties of Shape  Mass and Capacity  PUMA assessments | |
| Science | Plants | Rocks |  | Humans including animals  Forces and magnets | Light | Famous scientists who made history |
| Art | Self-portraits – observational drawing | Cave drawings using pastels and chalk |  | Skeletons |  | Earthquake art using different techniques and mediums |
| D.T. |  |  | Roman tile mosaics – patterns, techniques | Design and make own skeleton habitats linked to Funnybones book | Design, make and evaluate a model of a volcano |  |
| Geography | The Great Dales:  Tourism, human / physical landmarks, identify key features using geographical vocabulary |  | Where did the Romans come from?  Using maps to locate continents / countries / journeys taken |  | Physical features – volcanoes and earthquakes – how they happen / why they happen / what causes them | |
| History |  | Life in Early Britain – Stone Age, Bronze Age, Iron Age  timeline, way of life | Romans – life in Britain before the Romans, the impact of Romans on Britain |  |  |  |
| Computing | Data handling  Media  Info Literacy  E-safety  Computer Science | Data handling  Media  Info Literacy  E-safety  Computer Science | Data handling  Media  Info Literacy  E-safety  Computer Scienceq | Data handling  Media  Info Literacy  E-safety  Computer Science | Data handling  Media  Info Literacy  E-safety  Computer Science | Data handling  Media  Info Literacy  E-safety  Computer Science |
| Spanish | Greetings  Name  Counting  Body parts  colours | Label pencil case  Label rooms  Days of the week  2D shapes  Christmas objects | Food  Family  Numbers  Colours | Clothes  Hair/eyes  Spanish culture | Objects  Maths  Weather  Seasons  Animals | Animals  Plurals  Famous art |
| PE | Gymnastics | Dance | Ball Games – team work, skills needed, tactics | Invasion Games – hockey | Athletics | Ball Games – football |
| PSHE | Zones of regulation  Jigsaw  Being Me in My World | Zones of regulation  Jigsaw  Celebrating Difference | Jigsaw  Dreams and Goals | Jigsaw  Healthy Me | Jigsaw  Relationships | Jigsaw  Changing Me |
| Music | <https://www.bbc.co.uk/bitesize/topics/zcbkcj6> all year - look at music terminology and skills  <https://classroom.thenational.academy/subjects-by-year/year-3/subjects/music> | Christmas songs  Music linked to Stone Age dance (PE) | Compose, learn and perform songs about the Romans | Call and response songs (e.g. Fred the Moose, My name is Joe, etc) |  |  |
| RE | What do different people believe about God? | | How do faith communities demonstrate what is sacred? | | How do believers use symbolism to show their beliefs? | |