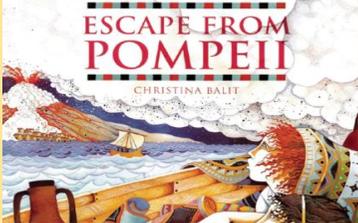


WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 3: AUTUMN TERM 2020

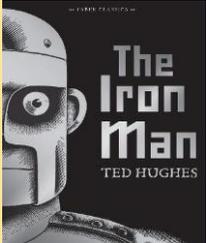
<p>SCIENCE Rocks</p> <p>Identify naturally occurring rocks Group rocks according to their characteristics Plan, carry out and evaluate experiments to compare rocks Identify rocks that are used for particular purposes How soil is formed How rocks change size over time How fossils are formed</p>	<p>HISTORY Romans Boudica</p> <p>Develop a chronologically secure knowledge and understanding of world history The Roman Empire and its impact on Britain Social structure and organisation Daily life in Ancient Rome Roman entertainment/gladiators Roman beliefs Black History: Politicians</p>	<p>GEOGRAPHY Europe / Italy / Mount Vesuvius</p> <p>Locate countries, using maps to focus on Europe. Recognise how places fit within a wider geographical context (Europe/Italy) Key physical and human characteristics major cities, land use Make comparison between Italy and Britain Describe & understand key aspects of volcanoes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>ENGLISH SPAG</p> <p>Revisit Y2 spag Homophones, Near homophones, Adverbs, Suffix, Articles, Time conjunctions, Subordinate clauses paragraphs Writing Outcomes</p> <p>Persuasive writing, travel brochures, narrative, recount, poetry, newspaper report, wanted poster, biography</p>	<p></p> <p>Escape from Pompeii by Christina Balit</p>	<p>MATHS</p> <p>Revisit Y2 objectives Place Value Number Addition and Subtraction Multiplication and Division Roman Numerals Reason & Problem solving</p>
<p>RE Central Beds Agreed Syllabus</p> <p>What kind of world did Jesus want? Where, how and why do people worship?</p>	<p>ICT</p> <p>Create a database of Roman Emperors use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Create a spreadsheet and corresponding bar graph use sequence, selection, and repetition in programs; work with variables and various forms of input and output Create a storybook using digital Technologies select, use and combine a variety of software on a range of digital devices to design and create content to presenting data and information</p>	<p>MFL LANGUAGE NUT</p> <p>songs and rhymes, repeat modelled words; listen and show understanding of single words through physical response; read, repeat and understand modelled short phrases; show awareness of word classes name the gender of nouns</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 3: Autumn Term 2020		
<p align="center">ART</p> <p align="center">Roman mosaics / Clay artefact model</p> <p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record observations</p> <p>Improve mastery of art including drawing, painting and sculpture with a range of materials (e.g. pencil, paint, clay etc)</p> <p>Understand the historical and cultural development of art forms (mosaics).</p>	<p align="center">DT</p> <p align="center">Design and make a Roman purse</p> <p>Use fabrics</p> <p>Research and develop design criteria</p> <p>Use range of tool to make a functional product which is fit for purpose</p> <p>Evaluate</p> <p align="center">Design and make a Roman shield</p> <p>Develop ideas through discussion</p> <p>Annotated sketches</p> <p>Cutting/Shaping</p> <p>Investigate and analyse products</p>	<p align="center">MUSIC</p> <p align="center">Songs exploring the history and people of Ancient Rome.</p> <p>Listen with attention to detail and recall sounds, appreciate and understand live and recorded music drawn from different traditions, develop an understanding of the history of music and the instruments used by the Romans</p>
<p align="center">PE</p> <p align="center">Tag Rugby, Football Fitness, Basketball</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games</p> <p>take part in outdoor and adventurous activity challenges</p>	<p align="center">PSHE</p> <p align="center">Health and Wellbeing, Relationships Living in the wider world</p> <p>what is meant by a healthy lifestyle</p> <p>how to maintain physical, mental and emotional health and wellbeing,</p> <p>to think about the lives of people with different values and customs ,</p> <p>how to recognise risky or negative relationships including all forms of bullying</p>	<p align="center">VALUES</p> <p align="center">Peace Confidence</p>
<p align="center">BRITISH VALUES</p> <p align="center">The Rule of Law</p> <p>Voting for a new school council member. Setting up classroom rules. Go over whole school rules and behaviour policy.</p> <p align="center">Democracy</p> <p>I can express and justify my opinion I know mine and others' views count Whole class voting session weekly.</p>	<p align="center">WOW FACTOR</p> <p align="center">e.g. make a Roman soldier mosaic collage, erupting a volcano, History of the pages workshop</p> <p align="center">FANTASTIC FINISH</p> <p align="center">e.g Create a clay sculpture of a Roman emperor, Trip to Verulamium Museum</p>	<p align="center">Awareness day/week dates</p> <p align="center">International Literacy Day Sept 8th</p> <p align="center">Road Dahl Day Sept 13th</p> <p align="center">MacMillian coffee morning Sept 27th</p> <p align="center">Black History Month October</p> <p align="center">Space week Oct 7th-11th</p> <p align="center">World mental health day Oct 10th</p> <p align="center">Remembrance day Nov 11th</p> <p align="center">Anti bullying week Nov11th-15th</p> <p align="center">Children in need Nov 15th</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 3: SPRING TERM 2021

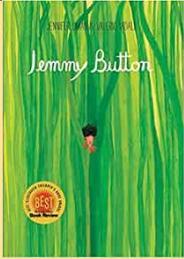
<p align="center">SCIENCE</p> <p align="center">Force and Magnets</p> <p>compare how things move on different surfaces, notice that some forces need contact between two objects, but magnetic forces can act at a distance, observe how magnets attract or repel each other and attract some materials and not others, compare and group together a variety of everyday materials 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 facing.</p> <p align="center">Rocks / Materials</p> <p>Make comparisons of different rocks, understand fossils, know how soil is made up</p>	<p align="center">HISTORY</p> <p align="center">Stone Age to the Iron Age</p> <p>Develop a chronologically secure knowledge and understanding of British history</p> <p align="center">Changes in Britain</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p align="center">GEOGRAPHY</p> <p align="center">World</p> <p>locate the world's countries, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p align="center">Rocks</p> <p>Explore different kinds of rocks and soils in the local environment,</p>
<p align="center">ENGLISH</p> <p align="center">SPAG</p> <p>Revisit Autumn term SPAG</p> <p>Nouns, verbs, articles</p> <p>Homophones, Near homophones, Adverbs, Suffix, Articles, Time conjunctions, Subordinate clauses, present perfect, inverted commas, prepositions</p> <p align="center">WRITING OUTCOMES</p> <p>Diary entry, persuasive letter, List poetry, Report, instructions, setting description, science fiction, comic strip</p>	<p align="center">The Iron Man by Ted Hughes</p> 	<p align="center">MATHS</p> <p>Revisit Autumn objectives</p> <p>Multiplication and Division</p> <p>Measurement: Money</p> <p>Statistics</p> <p>Measurement: Length and Perimeter</p> <p>Fractions</p> <p>Reason & Problem solving</p>
<p align="center">RE</p> <p align="center">Central Beds Agreed Syllabus</p> <p align="center">Sikhism</p> <p>How is faith expressed in Sikh communities and traditions?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p align="center">ICT</p> <p>Select and use software on a range of digital devices. Become responsible, competent, confident and creative users of information and communication technology.</p>	<p align="center">MFL</p> <p align="center">LANGUAGENUT</p> <p>Communicate with others using simple words and phrases,</p> <p>use the correct pronunciation in spoken work, recognise question forms and negatives, copy simple familiar words to describe people, places, things and actions</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 3: Spring Term 2021		
<p style="text-align: center;">ART</p> <p style="text-align: center;">Antony Gormley: Human form statues</p> <p>Study the work of a range of great artists, architects and designers in history, Create original pieces that are influenced by studies of others, Improve mastery of art and design techniques.</p>	<p style="text-align: center;">DT</p> <p style="text-align: center;">Prepare a Roman Feast</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">Space-bat-angel-dragon song</p> <p>Listen with attention to detail and recall sounds, appreciate and understand live and recorded music, play and perform</p>
<p style="text-align: center;">PE</p> <p style="text-align: center;">Gymnastic, Dance Dodgeball, Tennis</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Health and Wellbeing, Relationships Living in the wider world</p> <p>how to manage risks to physical and emotional health and wellbeing, ways of keeping physically and emotionally safe, managing change, how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts how to recognise and manage emotions, how to respond to risky or negative relationships and ask for help</p>	<p style="text-align: center;">VALUES</p> <p style="text-align: center;">Hope Positivity Friendship Compassion</p>
<p style="text-align: center;">BRITISH VALUES</p> <p style="text-align: center;">Individual Liberty</p> <p>I am developing an awareness of my own needs, views and feelings, I can talk about how I feel I can be sensitive to and respect the feelings of others</p> <p style="text-align: center;">Mutual Respect</p> <p>Tolerance and diversity know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. everyone is unique.</p>	<p style="text-align: center;">WOW FACTOR</p> <p style="text-align: center;">e.g. silhouette pictures, chalk and pastel iron man portraits</p> <p style="text-align: center;">FANTASTIC FINISH</p> <p style="text-align: center;">e.g. "Junk" orchestra, junk percussion workshop, Iron Man Presentation, designing an Iron Man and making a junk model prototype</p>	<p style="text-align: center;">Awareness day/week dates</p> <p style="text-align: center;">Chinese new year Jan 25th Road safety week Feb 3rd-7th Safer internet day Feb 11th World book day March 5th International women's day March 8th Science week March 12th Mother's day and world water day March 14th World poetry day 21st March Fair trade May 8th May</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 3: SUMMER TERM 2021

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<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">Light</p> <p>Recognise that light is needed in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p style="text-align: center;">Plants</p> <p>identify and describe the functions of different parts of flowering plants, explore the requirements of plants for life and growth, compare how sunflowers change over time, investigate the way in which water is transported within plants</p>	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;">Changes in Victorian times</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, sort events into chronological order, identify key ideas that has the biggest impact and made the biggest change in Victorian times, complete a tour of an area, plotting Victorian buildings, understand life inside Workhouses and compare, produce a Victorian style advert for a local business, research Queen Victoria and her reign, plan and conduct an interview</p>	<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;">UK</p> <p>name and locate counties and cities of the United Kingdom</p> <p>geographical regions and their identifying human and physical characteristics, key topographical features</p> <p style="text-align: center;">IMPROVING THE ENVIRONMENT</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p>
<p style="text-align: center;">ENGLISH</p> <p style="text-align: center;">SPAG</p> <p>Revisit Spring term SPAG</p> <p>Nouns, verbs, articles</p> <p>Homophones, Near homophones, Adverbs, Suffix, Articles, Time conjunctions, Subordinate clauses, present perfect, inverted commas, prepositions</p> <p style="text-align: center;">Genres</p> <p>retelling a story, interview, note writing, setting, description, fact file, discussion, shape poem</p>	<div style="text-align: center;">  <p>Jemmy Button by Jennifer Uman and Valerio Vidali</p> </div>	<p style="text-align: center;">MATHS</p> <p>Revisit Spring objectives</p> <p>Fractions</p> <p>Time</p> <p>Properties of Shape</p> <p>Mass and Capacity</p> <p>Reason & Problem solving</p>
<p style="text-align: center;">RE</p> <p style="text-align: center;">Central Beds Agreed Syllabus</p> <p style="text-align: center;">Hanukah</p> <p>How do festivals and family life show what matters to Jewish people?</p> <p style="text-align: center;">Buddhism</p> <p>How do Buddhists celebrate around the world?</p>	<p style="text-align: center;">COMPUTING</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p style="text-align: center;">MFL</p> <p style="text-align: center;">LANGUAGENUT</p> <p>join in with actions to accompany familiar songs, stories and rhymes;</p> <p>join in with words of a song or storytelling.</p> <p>use a simple negative form</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 3: Summer Term 2021		
<p style="text-align: center;">ART</p> <p style="text-align: center;">Landscape art: Lowry</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>	<p style="text-align: center;">DT</p> <p style="text-align: center;">Moving Monsters</p> <p>Design, make and evaluate</p>	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">The history of music in the UK</p> <p>Sing and play musically with increasing control and confidence, develop an understanding of musical composition, organising and manipulating ideas</p>
<p style="text-align: center;">PE</p> <p style="text-align: center;">Target Games, Cricket Athletics, Rounders</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Health and Wellbeing, Relationships Living in the wider world</p> <p>to identify different influences on health and wellbeing, how to respect equality, diversity and be a productive member of a diverse community, respecting and protecting the environment</p>	<p style="text-align: center;">VALUES</p> <p style="text-align: center;">Hope Positivity Friendship Compassion</p>
<p style="text-align: center;">BRITISH VALUES</p> <p style="text-align: center;">Tolerance for those of different faiths and beliefs</p> <p>To ensure that all children learn about the main religions and teach respect and understanding for the cultures, beliefs, opinions and traditions or others.</p> <p>Class assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. Additionally, Equality and Diversity Days give children the opportunity to enhance their understanding of their place in a culturally diverse society</p>	<p style="text-align: center;">WOW FACTOR</p> <p style="text-align: center;">e.g. Play jungle/rainforest sound effects, 'journey' to Tierra del Fuego</p> <p style="text-align: center;">FANTASTIC FINISH</p> <p style="text-align: center;">e.g. changes in telephone, stream train, iron steam ship, Victorian school visit day</p>	<p style="text-align: center;">Awareness day/week dates</p> <p style="text-align: center;">St Georges day April 23rd VE day May 8th Walk to school week June 18th – 22nd Healthy eating week June 8th – 12th</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW