

LONG TERM PLANNING – 2020-2021 CURRICULUM OVERVIEW

Year Group: 3

The Avenue Primary



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Road Trip USA	Predator	Gods and Mortals	I Am Warrior!	Mighty Metals	Urban Pioneers
Science	Light • Reflection • Sun light • What makes a shadow • Find patterns in the way that the size of shadows change • Role of light in sight	Animals including Humans • Skeletons and muscles • Nutrition and food chains	Fossils and Rocks • Compare and group rocks based on properties • Describe how fossils are formed • Describe how soils are made	Plants • Functions of different parts of a flower • Requirements of a plant to enable life and growth • Investigate how water is transported within plants • Role of flowers within life cycles of flowering plants	Forces and magnets • Movement of objects on different surfaces. • Compare and group materials based on magnetic properties • Observe magnets • Make predictions about magnets	
Geography	Locational Knowledge • Identify the UK and USA on a map in relation to their continent • Know the names of and locate a number of South and North American countries including the USA • Locate a major capital city: Washington DC and Rome • Know the names of four countries from the Northern and Southern hemisphere • Know about time zones across the USA and work out differences Place Knowledge • Know key differences between living in the USA and the UK Human and Physical Geography • Know the main human and physical differences between the UK and USA Topic taught Geographical Skills and Fieldwork • Use Google Earth to locate and follow the Route 66	Human and Physical Geography • Label layers of the rainforest and know what deforestation is				

	<u>Geographical Skills and Fieldwork</u> <u>Nunthorpe</u> • Use 4 compass points to follow/give directions • Use letter/ no. co-ordinates to locate features on a map • Try to make a map of a short route experienced with features in correct order • Try to make a simple scale drawing • Know why a key is needed • Use standard symbols • Begin to draw a sketch map from a high viewpoint					
History			<u>Ancient Greece</u> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics	<u>The Roman Empire and its impact on Britain</u> • Understand key points within the rise and fall of the Roman Empire • Know how Britain changed from the Iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor (Julius Caesar)		
Art	<u>Drawing People:</u> 'All About Me' self-portraits showing expression <u>Drawing:</u> Shading light and dark shadows across a face using light sources (linked to Science)		<u>Drawing:</u> Drawing Medusa's head and snake hair and using blended oil pastels in the style of <i>Michelangelo Merisi de Caravaggio</i> <u>Digital Media:</u> Using children's own digital photograph of themselves and using paint tools to create snake hair in the style of Medusa <u>Drawing:</u> Drawings in the style of Baroque art, considering the features used	<u>Drawing People:</u> Drawing a portrait of Boudicca showing her features and expression <u>Collage and Printing:</u> Easter Craft Collage and Easter printing		<u>Painting:</u> Landscape paintings of the local area in the style of <i>Zoe Emma Scott</i>
DT				<u>Mechanisms:</u> Design, make and evaluate a catapult inspired by <i>Dionysius the Elder of Syracuse</i>	<u>Materials:</u> Design, make and evaluate a sculpture of the Angel of the North by <i>Antony Gormley</i>	

Computing	<u>Online Safety</u> To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group <u>Coding:</u> To create and debug simple programs (using 2Code and 2Chart), and in the process looking at programming, sequencing and debugging by inputting different variations of input and output	<u>Spreadsheets:</u> To use technology with a purpose to design and create spreadsheets, using 'greater than, more than and equal to' commands to order data so that bar charts and pie charts can be created from this	<u>Touch typing:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to study typing skills and finger placement using 2Type	<u>Emailing:</u> Understanding how to use technology effectively and the possibilities offered by the internet and different software available. Children to learn general emails skills and how email each other using 2Email and 2Connect	<u>Branching databases:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices by using 2Question to complete branching databases about vegetables <u>Simulations:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices by studying and evaluating simulations using 2Simulate	<u>Graphing:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices by completing a maths investigation and presenting the data in a graph format
Music	<u>Singing tuition</u> Study the inter-related dimensions of music through singing. <u>Harvest festival</u> To play and perform in an ensemble to celebrate the Harvest festival.	<u>Singing tuition</u> Study the inter-related dimensions of music through singing. <u>Carol concert</u> To sing and perform as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged.	<u>Singing tuition</u> Study the inter-related dimensions of music through singing.	<u>Singing tuition</u> Study the inter-related dimensions of music through singing. <u>Motivation assembly</u> To sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged.	<u>Recorder</u> To use the recorder to learn musical notation. To create their own stomp using metals and other materials. Children are to compose their own rhythms using musical notation and the inter-related dimensions of music.	<u>Recorder</u> To use the recorder to experiment with the inter-related dimensions of music. To play and perform simple songs using the recorder. <u>Charanga</u> Bob Marley To understand and use the inter-related dimensions of music through singing Bob Marley. <u>Listen and appraise</u> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
PE	<u>Netball</u> Defending, attacking, throwing, catching and shooting.	<u>Dance</u> Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances	<u>Swimming</u> Swim competently, confidently and proficiently over a distance of at least 25m.	<u>OAA</u> Problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies.	<u>Rounders</u> Striking a ball into space and running around cones or bases. Throwing, catching and batting skills.	<u>Athletics</u> Running, jumping and throwing techniques.

PSHE	<u>Being me in my world</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives	<u>Celebrating difference</u> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<u>Dreams and goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<u>Healthy me</u> Exercise Fitness challenges Food labelling / healthy swaps Attitudes towards drugs Keeping safe and why it’s important online and off line scenarios Respect for myself and others Healthy and safe choices	<u>Relationships</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<u>Changing me</u> How babies grow Understanding a baby’s needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
RE	<u>What do different people believe about God?</u> What do I think about believing in God? What do Christians believe about God? What do the stories of Moses and the Burning Bush and of Saint Paul’s conversion tell us about God in Christianity? What do Muslims believe about Allah? What do Muslims believe about the Holy Quran, Allah’s gift to humanity? How do Hindu people show what they believe about gods and goddesses? Why are three of the gods of the Hindu way especially important? What difference does it make to life if you believe there is no God? What are the similarities and differences between different ideas about God? What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims?	<u>Why is the Bible important for Christians today?</u> How do Christians find and use ancient wisdom from the Bible? How is the Bible put together? Why is it so popular? What does the Bible teach Christian people about God, life and the universe? How do Christians use Bible stories e.g. story of creation to inspire drama, music, art or dance? How can the Bible help people if they are tempted to do wrong things? Can Bible stories of lost and found help people today? What are the main ways Christians use the Bible? What are your favourite wise words? What Bible ideas are your favourites?	<u>Why do people pray?</u> What is prayer? Is prayer helpful? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? How and why do Christians like to pray? How do Hindus pray and worship at home and in the Mandir? What is similar and different in the words of three prayers (Muslim, Christian, Hindu)? Prayer and me: why do some people pray every day, but others not at all?	<u>Why are festivals important to religious communities?</u> (Christianity and Easter focus) What is worth celebrating? What do Christians celebrate at Easter? What was the meaning of Jesus’ last meal with his friends? What does the crucifying of Jesus mean to Christians? What do Christians believe happened on Easter Sunday morning? What can we learn from celebrations and festivals?	<u>What does it mean to be a Christian in Britain today?</u> How do Christians show their beliefs in the home? What do Christians do to show their beliefs at Church? How and why do different Christians use music in worship? How and why do different Christians celebrate holy communion? How do Christians make a difference in their local community? Why do people stand up against injustice because of their religion?	