

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Brave New World (Exploration)	Movers and shakers (Leadership)	Creating a community (Diversity)	Game changers and change makers (Innovation)	Earth Matters (Environment)	Astonishing Achievements (Creativity)
Curriculum Books	The Journey - Aaron Becker The Sheep Pig Dick King-Smith	Egyptian Cinderella & Cinderella of The Nile The Sheep Pig, Dick King- Smith The Iron Man, Ted Hughes	Please Mrs Butler, Allan Ahlberg The Witches – Roald Dahl	The Witches – Roald Dahl	Driver text- The Flower: John Light Related texts - Varmints:Helen Ward & Mark Craste The Lorax: Dr Seuss Butterfly Lion – Michael Morpurgo	Bubble and Squeak – Philippa Pearce
Curriculum Links	Science Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Science Animals inc humans: 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. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Science Every day Materials: Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Science Forces and Magnets: Set up a simple practical comparative test to Compare how things move on different surfaces. Draw conclusions.	Science Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants.	Science Light: Recognise that they need light 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 an opaque object.

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025

					Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Find patterns in the way that the size of shadows change.
History Imagine if we lived in the Stone Age To understand how our knowledge of the past is constructed from a range of sources including archaeology. Note connections, contrasts and trends over time and develop the appropriate use of historical terms, especially focusing on changes within the Stone Age. Civilisation	History Imagine if we discovered an unexplored tomb Pyramids and tombs Tutankhamun Howard Carter Comparison of time periods (with Stone Age) Worship/ Belief	History Imagine If we lived under the reign of Cleopatra. Entry point – enter the world of Ancient Egypt. What do we want to know about the Egyptians? Society ie. pharaohs, priests, viziers, scribes, merchants, farmers etc Civilisation	History Imagine if we lived in the Iron Age To understand the changes in Britain from the Stone Age to The Iron Age. Recap learning of the stone age and continue the timeline into stone age and note the changes Civilisation Worship and belief			
Geography	Geography Where is Egypt?	Geography Where is Egypt? Physical geography inc climate, River Nile etc Why was the River Nile so important to the Ancient Egyptians?	Geography: Human Geography - settlements, Where and why people settle. Relate to Varmints and the building of the skyscrapers. Field trip to town – development and loss			Geography Local geography: Newbury Understand geographical similarities and differences through the study of human and physical geography of a

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025

			Map to get to tomb – geography skills: compass points and key. Clues outside	of nature, shopping local, businesses with eco credentials to inspire our market: LaLa Vintage, Lonely lentil, veggie market, Artisans		region of the United Kingdom Physical features of Newbury Human geographical features of Newbury
	<p>Design technology Technical knowledge – build Stone Age axes, exploring how they can be made stronger, stiffer and more stable</p>	<p>Design Technology/Art Make & decorate canopic jar. Sculpture Use equipment and media with confidence. Join two parts successfully (pinch pots) Construct a simple base for extending and modelling other shapes. Learn to secure work to continue at a later date. Continue to explore carving as a form of 3D art. Produce larger ware using pinch, slab and coil techniques. Produce more intricate surface patterns and textures and use them when appropriate.</p>	<p>Design Technology Healthy Diet Exit point – make it bake it room – Egyptian flatbreads. Design a cookie flavour to share with members of our community (Argyles, toddler groups, neighbours)</p>	<p>Design Technology Levers and linkages Shuduf - Lifting water out of the River Nile. Put onto an informative poster with a moving Shuduf.</p>		<p>Design Technology: Textiles Create a fabric bag for use at school linking to 3D nets learning in maths.</p>

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025

		Use language appropriate to skill and technique.				
	Art	<p>Art</p> <p>Impressionist Painting: Van Gogh Demonstrate increasing control with the types of marks made. Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects. Use a range of brushes to create different effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, tints and shades with increasing confidence. Know where each of the primary and secondary colours sits on the colour wheel.</p>	<p>Art</p> <p>Printing: Warhol (recap from Yr1) Continue to explore relief printing and mono printing. Print simple pictures using different printing techniques. Begin to demonstrate experience in three colour printing. Experiment with overprinting motifs using two colours. Start to combine prints taken from different objects to produce an end piece. Explore the work of a <i>range</i> of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. ICT - Warhol</p>	<p>Art – Edgar Degas</p> <p>Drawing: To know how to create different tones using a wider range of media. Develop intricate patterns and marks with a variety of media. Use different grades of pencil shade to show different tones. Create textures and patterns using known skills with a wide range of media. Begin to show an awareness of objects having a third dimension and perspective. To choose appropriate methods to represent textures. Write an explanation of their sketches year group vocabulary. Can use shading and tone for effect.</p>	<p>Art</p> <p>Art day - collage Patrick Bremer portraits Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture. Cut materials and shapes with developing accuracy. Experiment using different colours. Begin creating and experimenting with mosaic.</p>	

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025

			Use the printed images they take with a digital camera and combine them with other media to produce art work. Use IT programs to create a piece of work that includes their own work and that of others (using the internet). Use the internet to research an artist or style of art.			
	RE	RE: Christianity – Has Christmas lost its true meaning? Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	RE Could Jesus heal people? Were these miracles or is there some other explanation?	RE What is ‘good’ about Good Friday?	RE How can Brahman be everywhere and in everything?	RE : Would visiting the River Ganges feel special to a non-Hindu?
	Computing	Computing Desktop Publishing Online Identity Coding - Sequencing	Computing Digital Art and music	Computing Coding - movement	Computing Branching Databases	Computing Digital Devices and Networks
	Music Improvise and compose music for a range of purposes including	Music Finish This –English National Opera – Music making programme	Music Learn about a song from a religion in our community		Music: compose, annotate and perform a jingle to advertise our	

YEAR 3 CURRICULUM OVERVIEW 2024 - 2025

	using Stone Age type instruments.	Develop listening and composition skills: learning how to interpret music, record music, and experiment with telling stories through music, using voice, body and instruments	Learn about a song from a cultural group in our community (deaf community – Blackbird signed)		shop. Introduce simple terminology.	
	PHSE Relationships: families and friendships, diverse families; what makes a family, features of family life	PHSE Relationships: Safe relationships Respectful disagreement Personal boundaries, safely responding to others, the impact of hurtful behaviour, Multicultural London; Respecting ourselves and others recognising respectful behaviour, the importance of self-respect, courtesy and being polite	PHSE Living in the wider world Money and work, careers in space science, Different jobs and skills, job stereotypes, setting personal goals	PHSE Living in the wider world Belonging to a community, working children, the value of rules and laws, rights, freedoms and responsibilities Media Literacy and digital resilience How the internet is used assessing information online	PHSE: Health and Wellbeing Keeping safe; risks and hazards, safety in the local environment and unfamiliar places.	PHSE Health and Wellbeing Physical health and mental well being Eyes on the ball, health choices and habits, what affects feelings, expressing feelings. Growing and changing, Coping strategies: personal strengths and achievements, managing and reframing set backs
	PE: Dodge ball Pickle ball	PE Hockey Gymnastics	PE: Dance Touch Rugby	PE: Ball Games – Throwing and Catching Tennis and Badminton	PE: Basketball OAA	PE: Athletics-Track Athletics-Field