







CURRICIULUM OVERVIEW GRID

YEAR 3

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
OVERVIEW	THEME	Returning to your Roots Who are we?	What on Earth? – Rocks, Relics and Rumbles How the World Works	House of Life Where we are in place and time	Tales from Thailand How We Organise Ourselves	Dare to be Different How We Express Ourselves	What Do You See When You Look At a Tree? Sharing the Planet	
	SUBJECT FOCUS	History (Local)	Geography (Physical)	History (Ancient /Non-European) Ancient Egypt	Science/ Geography (Human)	History (UK)	Science	
	CENTRAL IDEA	Identity and Diversity <i>What is identity?</i> Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	Sustainable Development <i>Why is housing a right?</i> Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Power and Governance <i>Why is the law important?</i> Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Peace and Conflict <i>How do we create peace?</i> Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Social Justice and Equality <i>What is equality?</i> Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Human Rights <i>How do we save our planet from climate change?</i> Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	
	SCHOOL VALUE							
	ROLE MODGELS	Mo Farah Sir Sydney Waterlow Diane Abbott Malorie Blackman	Greta Thunberg	Dalai Lama Mahatma Ghandi	Rosa Parks Marcus Rashford	Amanda Gorman Benjamin Zephaniah	David Attenborough	
	LEARNING MUSCLE	Resilience	Resourcefulness	Reciprocity	Reflectiveness	Resilience	Reflectiveness	
	TRIPS VISITORS	Waterlow Park RE – Place of Worship Visit	Natural History Museum	British Museum Policeman visitor	Buddhist Temple and Thai visitor	Visitor from judicial system	Kew Gardens	
	KEY EVENTS	Black History Month (Oct) Ethiopian New Year's Day 11 th September Harvest Festival 27 th September Sukkot 3 rd Oct	Diwali 14 th November Anti-Bullying Week	Martin Luther King Day 18th Jan LGBTQ+ History Month (Feb) Safer Internet Day 9th Feb World Poetry Day 21st March	World Book Day 4th March Holi 29th March Easter 4th April Ramadan begins 13th April Songkran – Thailand 13 th - 15 th April	Earth Day 22nd April Stephen Lawrence Day 22nd April VE Day 8th May	World Ocean Day 8th June Windrush Day 22nd June Mandala Day 18th July	
	ENGLISH	WRITING	Narrative (A Walk in London) (Hybrid text) (3 weeks) Chronological reports - History area (2 weeks) BLACK HISTORY FOCUS – Letter - Malorie Blackman	Non-chronological Reports Narrative Debate	Recount - Newsreport Biography - The story of Tutankhamun (3 weeks)	Folk tales - Myths from another culture Travel Brochure – Comparison Persuasive – Comparison of where to live	Roman Myths Performance Poetry - Amanda Gorman/Michael Rosen	Narrative (Text – Tidy) Instructions – 4 R's Persuasion
		CORE TEXTS	A Walk in London London Non-fiction (North London)	Stig of the Dump	Egyptian Cinderella Videos	F Thai Children's Favourite Story (Collection of Thai myths and fables)	Roman myths – Romulus and Remus	Peotry Great Kapok Tree
SHARED READING		Cloud Busting	Non-fiction - DK Stone Age	Flat Stanley – The Great Egyptian Grave Robbery	Thai folktales	Escape from Pompeii	Evie in the Jungle	
MATHS	MATHS THEME	Unit 1: Number sense and exploring calculation strategies (3 weeks) Unit 2: Place Value (2 weeks) Unit 3: Graphs (1 week)	Unit 4: Addition and subtraction (3 weeks) Unit 5: Length and perimeter (2 weeks)	Unit 6: Multiplication and division (2 weeks) Unit 7: Deriving multiplication and division facts (3 weeks)	Unit 8: Time (2 weeks) Unit 9: Fractions (3 weeks)	Unit 10: Angles and Shape (3 weeks) Unit 11: Measures (2 weeks)	Unit 11: Measures (1 week) Unit 12: Securing multiplication and division (1 week) Unit 13: Exploring calculation strategies and place value (2 weeks)	
	MULTIPLICATION FOCUS	(2x) 4x	(4x) 8x	3x	(3x) 6x	(6x) 12x	revision	

SCIENCE & COMPUTING	SCIENCE THEME	<p>Animals including humans</p> <p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Forces and Magnets</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Light</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p>
	WORKING SCIENTIFICALLY						
	COMPUTING	KAPOW - Computing systems and networks 1: Networks and the internet	KAPOW - Programming: Scratch	KAPOW - Computing systems and networks 2: Emailing	KAPOW - Computing systems and networks 3: Journey inside a computer	KAPOW - Creating media: Video trailers	KAPOW - Data handling: Comparison cards databases

FOUNDATION SUBJECTS	HISTORY	Local history	Changes in Britain from the Stone Age to the Iron Age.	Ancient Egypt		Roman empire and its impact on Britain	.
	GEOGRAPHY	Local Study – Where do we live	Natural Disasters	Modern Day Egypt	COUNTRY COMPARISON – UK and Thailand		Human and Physical Geography
	ART	Side portraits - Hanging	Sculptures of Stonehenge KAPOW – Prehistoric Art Cave painting /Chalk pastels	KAPOW: Art and Design skills	KAPOW: Formal elements of art Plant life – Rousseau		KAPOW: Craft
	DT	KAPOW Structures: Constructing a castle	KAPOW - Digital world: Electronic charm	KAPOW - Textiles: Egyptian collars	KAPOW - Food: Eating seasonally	KAPOW - Mechanical systems: Pneumatic toys	
	MUSIC (WIDER OPPS)	Playing in Unison (Up to 3 notes)	Playing and reading from rhythm notation (5 notes and crochets, quavers and rests)	Oral dictation of simple song (Rhythm SOL-FA)	Composing simple songs (Rhythm SOL-FA)	Playing pieces in 2 parts	Reading staff notation – The 3 line stave
	SPANISH	Language Angels: Me Presento	Language Angels: La Familia	Language Angels: Mi Clase	Language Angels: La Ropa	Language Angels: Que Tiemprr Hace?	Language Angels: Mi Casa
	PSHE	Jigsaw Being me in my world	Jigsaw Celebrating difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
	RE	What do different people believe about God? <i>Christians and Hindus</i>	What do different people believe about God? <i>Christianity and Hinduism</i>	Why are festivals important to religious people? <i>Buddhism and Judaism</i>	Why are festivals important to religious people? <i>Buddhism and Judaism</i>	Why do people pray? <i>Sikhism and Islam</i>	Why do people pray? <i>Sikhism and Islam</i>
PE	Indoor: gymnastics Outdoor: cricket	Indoor: Dance Outdoor: Basketball					

NOTES – INITIAL IDEAS

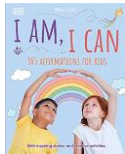
TEXT



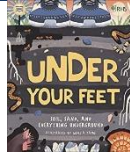
A walk in London



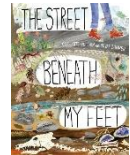
The National Archives: The Buildings That Made London



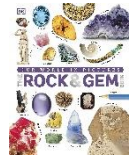
I Am, I Can: 365 affirmations for kids



Under your feet



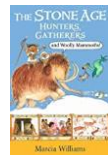
The street beneath my feet



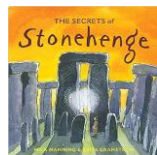
Rock and Gems



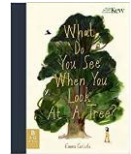
Stone Age Boy



The Stone Age: Hunters, Gatherers and Woolly Mammoths














The Secrets of Stonehenge










What Do You See When You Look At a Tree?

SYMBOL GUIDANCE

ASPIRATION	COMPASSION	INDEPENDENCE	INNOVATION	RESILIENCE	RESPECT
					

SCIENTIFIC ENQUIRY SKILLS		COMPARATIVE AND FAIR TESTING		RESEARCH USING SECONDARY SOURCES		OBSERVATION OVER TIME		PATTERN SEEKING		IDENTIFYING, CLASSIFYING AND GROUPING		PROBLEM SOLVING
	<i>Changing one variable to see its effect on another, whilst keeping all others the same.</i>	<i>Using secondary sources of information to answer scientific questions.</i>	<i>Observing changes that occur over a period of time ranging from minutes to months.</i>	<i>Identifying patterns and looking for relationships in enquiries where variables are difficult to control.</i>	<i>Making observations to name, sort and organise items.</i>	<i>Applying prior scientific knowledge to find answers to problems.</i>						

ENQUIRY SKILLS		Evaluating		Asking question		Making predictions		Setting up tests		Observing and measuring		Recording data		Interpreting and communicating results
	<i>Reflecting on the success of the enquiry approach and identifying further questions for enquiry.</i>	<i>Asking questions that can be answered using a scientific enquiry.</i>	<i>Using prior knowledge to suggest what will happen in an enquiry.</i>	<i>Deciding on the method and equipment to use to carry out an enquiry.</i>	<i>Using senses and measuring equipment to make observations about the enquiry.</i>	<i>Using tables, drawings and other means to note observations and measurements.</i>	<i>Using information from the data to say what you found out.</i>							

CURRICULUM

GEOGRAPHY	Local Study – Where do we live	Natural Disasters	Modern Day Egypt	COUNTRY COMPARISON – TBC	Geographical Skills and Fieldwork
	<p>Locational Knowledge</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Place Knowledge</p> <ol style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America 	<p>Human and Physical Geography</p> <ol style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of 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 	<p>Geographical Skills and Fieldwork</p> <ol style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

GEOGRAPHY	Local Study – Where do we live	Natural Disasters	Modern Day Egypt	COUNTRY COMPARISON – TBC	Geographical Skills and Fieldwork
	<p>Locational Knowledge = Objective 2</p> <p>Place Knowledge = Objective 1.</p> <p>Human and Physical Geography = Objective 2</p> <p>Geographical Skills and Fieldwork = Objective 1 and 3</p>	<p>Locational Knowledge = Objective 2</p> <p>Human and Physical Geography = Objective 1 and 2</p> <p>Geographical Skills and Fieldwork = Objective 1</p>	<p>Locational Knowledge = Objective 1</p> <p>Human and Physical Geography = Objective 2</p> <p>Geographical Skills and Fieldwork = Objective 1</p>	<p>Place Knowledge = Objective 1.</p> <p>Human and Physical Geography = Objective 2</p>	<p>Locational Knowledge = Objective 2</p> <p>Place Knowledge = Objective 1.</p> <p>Human and Physical Geography = Objective 2</p> <p>Geographical Skills and Fieldwork = Objective 1, 2 and 3</p>

ART	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>about great artists, architects and designers in history.</p>
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