



Curriculum Overview – Year 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic Question	What helps us to survive? Launch: Welcome to Year 3! Other WOW activities: Christmas Elf Day where the children have to come in dressed as an elf and 'work' in Santas workshop for the day. Final event: Supporting texts: Charlotte's Web		What makes Cornwall unique? Launch: Trip to Wheal Martyn Other WOW activities: Final event: Display of posters in Wheal Martyn Supporting texts: The Mousehole Cat		What secrets lie beneath our feet? Launch: Lady Time Traveller Other WOW activities: sleepover at school, Tutankhamun's tomb hunt Final event: Egyptian day Supporting texts: The Ancient Egypt Sleepover	
Mathematics	Place value	4 calculations	Multiplication and division , length and perimeter	Money, statistics,	Fractions, Time	Shape, weights + measures.
English	Grammarsaurus	Warning Tale: Charlotte's Web Diary Entries: The Diary of a Christmas Elf	The Mousehole Cat- defeating the monster Instructions: How to train a Storm Cat (Example written)	Warning Tale: Stone trolls- T4W toolkit. Formal Letters: Letter to Mrs Rundle	Finding Tale- Adventure at Thebes (T4W) Newspaper Report- discovery of Tutankhamun's tomb	Rags to Riches: Malala's Magic Pencil Persuasive Speech: Malala's Speech
Science	Animals inc humans	Forces and Magnets William Gilbert	Light James Clerk Maxwell- Visible and invisible waves of light)		Rocks and soils Mary Anning- palaeontologist Inge Lengmann-Earths Mantly Charles Lyell- Geologist	Plants Jan Ingenhousz-photosynthesis Plant potatoes in gorilla tub Joseph Banks- Botanist Adelle Davis Marie Curie
Geography	Where am I in the world? 1. Which region of the UK do I live in? How is it similar/ different to another region? 2. What countries are closest to the UK and how do I get there? 3. What countries can be found within Europe? What countries are important to us? 4. What cities can be found within these important countries? What cities are important to us? 5. What is the European Union and why is it important?		Where am I? 1. Where am I and what's so special about Treverbyn? 2. What is nearby to me and how do I know (St Austell/ The Clays)? 3. What does my world look like (Maps)? 4. What is a city and Is there one near me (Truro, Plymouth)? 5. Where are the key cities in the country and how do I get there?		Where do rivers wind? 1. What makes a mountain and mountain (features)? 2. What mountains can be found within the United Kingdom? 3. What are the key mountain ranges in the world? 4. What link do mountains have to rivers and what are the key features of a river? (Water Cycle) 5. What rivers can be found near us? 6. What are the key rivers found throughout the world and why are they important?	
History			Stone Age & Cornish Tin/Clay Mines		The Egyptians	
Computing	Information Technology I can use Book Creator I can edit and improve on-screen writing, including spell-check and thesaurus.	Computer Science I can de-bug a simple program	Digital Literacy I can recognise acceptable/unacceptable online behaviour I can identify a range of ways to report concerns about contact and content		Information Technology I can combine a variety of software to accomplish given goals	Computer Science I can create programs that accomplish specific goals

P.E.	Yoga	Dance	Gymnastics	Fitness	Athletics	Rounders
P.S.H.E.	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Growing and changing	Being my best
R.E.	CREATION / FALL: What do Christians learn from the Creation story?	How do festivals and family life show what matters to Jewish people?	PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Art and Design	Drawing <ul style="list-style-type: none">Experiment with different grades of pencil and other implementsPlan, refine and alter their drawings as necessaryUse the sketchbook to collect and record visual information from different sourcesDraw for a sustained period of time at their own levelUse different media to achieve variations In line, texture, tone, colour, shape and patternTextilesDevelop skills in stitching, cutting and joiningUse a variety of techniques inc printing, dying, weaving, applique, quilting, embroidery, paper and plastic trappings.Name the tools and materials they have used Artist: Adonna Khare		Painting <ul style="list-style-type: none">Mix a range of secondary colours, shades and tonesExperiment with tools and techniques inc layering, mixing media, scraping through workName different types of paint and their properties<ul style="list-style-type: none">Work on a range of scales—large brush on large paperMix and match colours using artefacts and objects e.g grouping colourPrintingUse a variety of techniques including carbon printing, relief, press and fabric printing and rubbings<ul style="list-style-type: none">Design patterns of increasing complexity and repetitionPrint using a variety of materials, objects and techniques Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2) National artist: Poul Webb Charcoal– Stone Age cave drawings.		Collage <ul style="list-style-type: none">Experiment with a range of media e.g. overlapping ,layering etc<ul style="list-style-type: none">Make a simple mosaic 3d form (linked to D&T)Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models<ul style="list-style-type: none">Build a textured relief tileUnderstand the safety and basic care of materials and tools Experiment with, construct and join recycled, natural and man-made materials more confidently Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2) Worldwide artist: Roy Litchenstein / Andy Warhol revisit from Year 2	
Music	Harvest festival Remembrance Sunday Unit: Human body <i>Musical focus: Structure</i> Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance. Unit: Environment <i>Musical focus: composition</i> The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. .	Christmas Unit: Building <i>Musical focus: Beat</i> The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance. Unit: Poetry <i>Musical focus: Performance</i> Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.	Easter Unit: China <i>Musical focus: Pitch</i> The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year. Cornwall beneath our feet – Exploring musical processes – (Separate unit designed for class topic) <ul style="list-style-type: none">Musical focus: Pitch Subject link: TopicHow music is composed from a variety of different stimuliUsing different starting points to create a compositionCreating and performing from a graphic score (representing sounds with symbols)Exploring timbre to create a descriptive piece of musicMaking choices about musical structure Your Imagination with elements of Glockenspiel 1 (Charanga) <ul style="list-style-type: none">Musical focus: A cyclic progression of Pulse, Rhythm, Pitch, Tempo, Timbre, Structure, Texture and Notation		Time – beat <ul style="list-style-type: none">Musical focus: Beat Subject link: MathematicsThe children develop their understanding of beat, metre and rhythm.They combine melodic and rhythmic patterns, and use staff notation as part of a final performance. Food and Drink – performance – <ul style="list-style-type: none">Musical focus: Performance Subject link: DTA feast of chants, songs and performances.Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time! Communication – composition <ul style="list-style-type: none">Musical focus: Composition Subject link: ComputingThe children learn to make music inspired by technology and computing.They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps. Ancient Worlds – structure	

		Sounds – exploring sounds – rhythmic patterns (week 1)	Unit: Dragon Song with elements of Glockenspiel 1 (Charanga) <ul style="list-style-type: none">Musical focus: A cyclic progression of pulse, rhythm, pitch, tempo, structure, texture and notation.	In the Past – Pitch Singing French – Pitch Painting with Sound – exploring sound colour Animal Magic – exploring descriptive sounds Musical focus: A cyclic progression of Pulse, Rhythm, Pitch, Tempo, Timbre, Structure, Texture and Notation Let your Spirit Fly. Step 2 (Charanga) Good ideas for filling in spare moments from Charanga:– Creative apps – Musical Toolkit – explains each word Rhythm Grid – Launch – display blobs or notes – turns green to hear, you can shuffle or randomise or turn the grid!
DT	Food – Nutrition / Hygiene Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. Follow instructions. Make healthy eating choices from and understanding of a balanced diet. Join and combine a range of ingredients e.g. snack foods. Work safely and hygienically. Prepare and cook a range of predominately savoury dishes using a range of cooking techniques.	Construction / Technical Knowledge Make structures more stable by giving them a wide base. Prototype frame and shell structures. Use glue gun with close supervision (one to one). Choose materials based on their functional properties and aesthetic qualities Textiles/Sheet Materials Create a simple pattern. Understand the need for patterns.	Construction / Technical Knowledge Make structures more stable by giving them a wide base. Prototype frame and shell structures. Use glue gun with close supervision (one to one). Choose materials based on their functional properties and aesthetic qualities Sheet Materials Cut slots. Cut internal shapes. Use lolly sticks/card to make levers and linkages. Create nets	