



Termly Curriculum Overview: Autumn		Year: 3
Subject	Topic and content	NC Coverage
History	<p>Prehistoric Britain What evidence is there of prehistoric people? How did early humans live in the Mesolithic era? What changes happened in the Neolithic era? What did prehistoric people do differently in the Bronze age? What changes occurred in the Iron age?</p>	<p>Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.</p>
Geography	<p>Our European Neighbours Locate Europe on a world map. To be able to identify and locate countries in Europe. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe. Compare two European capital cities. To find out about the human and physical features of a European country.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Locate the world's countries, using maps to focus on Europe (including the location of Russia). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. 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 within North or South America.</p>
Science	<p>Rocks, Soils and Fossils Identify natural and manmade rocks. Group rocks according to characteristics. Plan, carry out and evaluate experiments to compare rocks. Identify rocks that are used for particular purposes. Explore soil and how it is formed. To explore what fossils are and how they are formed.</p> <p>Animals including humans (The Body) To identify that humans, get the nutrition they need from what they eat. To identify that a balanced diet is needed in order to stay healthy. To investigate which foods different animals eat.</p>	<p>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.</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>

	To carry out an investigation to find out what pets eat.	
Art	<p>Drawing Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p> <p>Painting and mixed media – prehistoric paintings Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p>	<p>Develop their techniques, including their control and their 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 their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>
Design Technology	<p>Constructing a castle Designing a castle with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes. Designing and/or decorating a castle tower on CAD software. Constructing a range of 3D geometric shapes using nets. Creating special features for individual designs. Making facades from a range of recycled materials. Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design. Suggesting points for modification of the individual designs.</p> <p>Textiles – making a cushion Designing and making a template from an existing cushion and applying individual design criteria. Following design criteria to create a cushion. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué.</p> <p>Completing design ideas with stuffing and sewing the edges.</p> <p>Evaluating an end product and thinking of other ways in which to create similar items.</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

		<ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world
Music	<p>Developing notation skills – How does music bring us closer together? This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p>Enjoying improvisation – What stories does music tell us from the past? This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.
RE	<p>Hinduism - Diwali Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? How is Diwali celebrated by Hindus?</p> <p>Christianity - Christmas Has Christmas lost its meaning? The Christmas Story.</p>	<p>To understand Hindus, celebrate Diwali by making a Puja tray as a family. This helps them feel that they are important in the family as they all do this together, and important in their religion because they all share the same beliefs. This feels really strong when the family goes to the temple together. If I were a Hindu, Diwali would be important to me because it is a special time for families to be together and celebrate and remember the story of Rama and Sita. I think I would enjoy sharing presents, having new clothes and the special food as this would add to the atmosphere of celebration and make me feel like I belong to my family and my religion.</p> <p>The true meaning of Christmas for Christians is to remember that God gave Jesus to the world to show people how to behave well towards each other. God thought people needed help to work out how to look after the environment and be nice to each other, so Jesus was sent to sort it all out.</p>

	<p>Animals Recall, remember and write up to ten animal nouns in Spanish with their correct article/determiner with improving accuracy. Understand, say and write 'I am' in Spanish. Understand better that one article/determiner may have different versions in Spanish. Put together a short sentence using an article/determiner, a noun and the verb 'soy' (I am) with some/all 10 animals.</p>	<p>others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>
<p>PE</p>	<p>Football Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p>Tag Rugby Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p>Dodgeball Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst</p>	<p>Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p>avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p>Orienteering Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>	
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