Richmond Hill Primary School		
Termly Curriculum Overview: Summer		Year: 3
Subject	Topic and content	NC Coverage
History	**Romans** When did the Romans come to Britain and what did this mean? How do we know so much about Roman Britain? What technology did they bring with them? How did Britain change under Roman rule? What did Boudica do?	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. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
Geography	**India** Can I locate India on a map? Which major rivers flow through India? What mountain ranges are found in India? What human and physical features do Indian cities have? What are the similarities and differences between the UK and India?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe and understand key aspects of: 1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 2. 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.
Science	**Plants** To identify and describe the functions of the roots of flowering plants. To investigate the way in which water is transported within plants. To identify and describe the functions of leaves in flowering plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. To explore some of the ways in which flowering plants disperse their seeds.	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. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

	To understand the structure of seeds and their importance as a food source. **Forces and Magnets** To explore what forces are and notice that some forces need contact between two objects. To compare how things move on different surfaces. To explore how magnetic forces work. To be able to identify magnetic materials. To investigate uses for magnets.	Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
Art	**Sculpture and 3D – Interactive installation** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.	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. 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.
Design Technology	**Electrical systems – poster** Explain what 'information design' is and understand its impact, considering what could happen if we had no signage, posters, or written communication in public places of interest. Research and choose a specific Ancient Roman topic on which to base their initial poster ideas. Complete design criteria based on a client's request. Review their initial ideas against the design criteria and peer feedback, developing a final design. Assemble an electric poster, including a functional simple circuit with a bulb, following a demonstration. Acknowledge, with a brief explanation, the need to mount the poster using corrugated card. Test that the simple circuit works by adding a battery. Evaluate their electric posters in a letter to a client.	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]. When designing and making, pupils should be taught to: **Design** • 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 **Make**

	Pneumatic toy – mechanical systems Draw accurate diagrams with correct labels, arrows and explanations. Correctly identify definitions for key terms. Identify five appropriate design criteria. Communicate two ideas using thumbnail sketches. Communicate and develop one idea using an exploded diagram. Select appropriate equipment and materials to build a working pneumatic system. Assemble their pneumatic system within the housing to create the desired motion. Create a finished pneumatic toy that fulfils the design brief.	• 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. Evaluate • 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 • understand how key events and individuals in design and technology have helped shape the world.
Music	Learning more about musical styles – How does music make a difference to us every day? 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. Recognising different sounds – How does music connect us with our planet? 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.	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: • 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	Hindu Brahman	Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced

	We are learning to understand the Hindu belief that there is one God with many different aspects. River Ganges We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.	to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.
PSHE	Relationships Changing Me	Feel positive about themselves. Talk and write about their opinions, and explain their views, on issues that affect themselves and society. Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. Actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. Think about the lives of people living in other places and times, and people with different values and customs. Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. Differences and similarities between people arise from a number of factors.
ICT	Branching databases To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice Simulations To consider what simulations are. To explore a simulation. To analyse and evaluate a simulation.	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

		• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Spanish	Transport Recognise and recall 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish. I can Read out loud, ten popular verbs with good pronunciation in Spanish. Say from memory a few/some/all ten popular verbs with good pronunciation in Spanish. Write a few/some/all ten polular verbs from memory with accurate spelling in Spanish. Use "puedo" followed by some/all of the 10 popular verbs in Spanish in both spoken and written work	Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that 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.
PE	Athletics Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Rounders Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and	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. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. Tennis Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Hockey Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	