OVER HALL COMMUNITY SCHOOL

Curriculum Overview – Year 3

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn | | | | Spring | | | Summer | |
| **Whole school** | **Our town, our county, our country** | | | | **Marvellous Mountains** | | **Our Environment** | **Egyptians** | **Adrift** |
| English | * **The Iron Man**   Approaching Threat  Narrative  **Poetry**  Haiku  Seaview Haiku – John Foster  Windy Day – John Foster  Haiku Riddle – Celia Warren | * **Fox**   Fable Narrative  Non-Chron Report - Foxes  **Poetry**  Tanka  Silver Aeroplane – John Foster  The Penny Black – John Foster  Two Tanka Riddles – Marian Swinger | | | * **The Rhythm of the Rain**   Setting Narrative  Information Leaflet  **Poetry**  Free verse poems  <https://clpe.org.uk/poetry/poems>  Michael Rosen – The Space on the Page, Our Flat & Jellyfish | | * **Great Paper Caper**   Additional Writing Unit   * **Jemmy Button**   Return Narrative | * **Egyptology**   Egyptian Mystery  Letter – Recount  **Poetry**  Performance poetry  On the Ning, Nang, Nong – Spike Milligan  The Adventures of Isabel – Ogden Nash  Nature Trail – Benjamin Zephaniah  The Book – Michael Rosen | * **Into the Forest**   Lost narrative |
| Reading | **Forces, Magnets and Rocks**   * Forces in Action * The Wild Robot * Rocks and Minerals * The Tin Forest * The Robot and the Bluebird | **Reading Breadth & Poetry**   * Varjak Paw * Charlotte’s Web * Hot like Fire * Leon and the Place Between | | | **Rivers and Mountains**   * Where the Mountain Meets the Moon * King of the Cloud Forests * Rivers and Mountains | | **Fairy Stories & Poetry**   * The Princess Blankets * The Princess and the Pea * The Snow Queen Fire Burn, Cauldron Bubble | **Egyptians**   * Cinderella of the Nile * Secrets of A Sun King * The Genius of the Ancient Egyptians * Life in Ancient Egypt * Poetry: Included in the Unit | **Reading Breadth & Poetry**   * Pippi Longstocking – Astrid Lindgren * Harry the Poisonous Centipede – Lynne Reid Banks * Stig of the Dump – Clive Webb * Welcome to my Crazy Life – Joshua Seigal |
| Maths | Place Value  Addition & Subtraction | Addition & Subtraction Multiplication & Division | | | Multiplication & Division  Length & Perimeter | | Fractions  Mass & Capacity | Fractions  Money  Time | Time  Shape  Statistics |
| Science | Magnets & Forces  Sc3/4.2a compare how things move on different surfaces  Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others  Sc3/4.2d 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  Sc3/4.2e describe magnets as having 2 poles  Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing | | Rocks & Soils  Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock  Sc3/3.1c recognise that soils are made from rocks and organic matter. | | Plants  Sc3/2.1a    identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers    Sc3/2.1b    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    Sc3/2.1c    investigate the way in which water is transported within plants  PSc3/2.1d    explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | Light  Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light  Sc3/4.1b notice that light is reflected from surfaces  Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes  Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object  Sc3/4.1e find patterns in the way that the size of shadows change | Animals including Humans  Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.  Skeleton & Muscles  Sc3/2.2a 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 | |
| History | **Local History: The Salt Works**  Through this unit, pupils will learn more about the Lion Salt Works. They will discover how salt was produced and how local land use has changed over time. They will plot Weaver Navigation link towns on a map and discuss how salt was transported to Liverpool.  Visit Lion Salt Works |  | | | **Changes in Britain from the Stone Age to the Iron Age**  **Community.**  Pupils develop their knowledge of how life differed across the Stone and Iron Ages. They will learn how tools developed and how housing, food and clothing became what it is today.  Begin to select and record relevant information, communicate findings in a variety of ways.  Begin to understand the terms BC/AD, place events on a timeline, use evidence to describe and compare the past,  Investigate how the Stone Age people communicated their findings and investigate Stone Age art and culture.  Answer historical questions using evidence, ask historically valid questions.  Use evidence to describe and compare the past. Find out where the best place to build Iron age settlements and why? | |  | **Early Civilisations-**  **Egyptians**  Begin to understand the terms BC/AD, address and devise historically valid questions about change, cause, similarity and difference, and significance.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.  This unit allows pupils to discover more about the life of Tutankhamen and his rule over the Ancient Egyptians. They will also learn about the significance of the River Nile in trade and travel. |  |
| Geography |  | | | **How is Winsford linked to salt?**  Analyse and discuss a map of the local area, using Digimaps.  Analyse map of local area, including salt mines. Discuss human and physical features of maps using a key.  Plan and discuss a route to the salt mines, from school, using Digimaps.  Create a sketch map of the local area, including salt mine. |  | **Why do so many people visit megacities?**  Observe and describe the key features of cities.  Describe and begin to explain the distribution of megacities across the continents of the world.  Identify and locate the top 10 cities in the United Kingdom with the largest populations.  Understand the main reasons why the population of any city can increase.  Compare and contrast the benefits and disadvantages of city.  Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world. | |  | **Why are deserts so dry and jungles so wet?**  Observe, describe and explain in basic terms the pattern of climate in the United Kingdom.  Identify, describe and begin to offer reasons for the distribution of different types of climate around the world.   |  | | --- | | Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world.  Construct a climate graph from temperature and rainfall data for their home location.  Understand how climate affects both the landscape of different biomes and the plants and animals that can live there. |   Describe and explain how plants and animals are adapted to the climate. |
| PSHE | Staying Safe  Leaning Out of Windows | Medicine  Touch | | | Stealing  First Aid | | Grief  Making Friends Online | No Outsiders | Looking After Our World  Is it safe to play with? |
| RE | Values - Patience | Christianity  What do I think about Jesus and how is he portrayed in art from around the world? | | | Christianity  How do Christians use the Bible to help them with their lives? | | Christianity  What is my point of view about God and why do people have faith?  **HALF OF THIS** | Hinduism  How do Hindus view God and how is Diwali celebrated?  half | Islam  How do Muslims worship? |
| PE | Netball  Gymnastics unit 1 | Basketball  Dance unit 1 | | | Dance unit 2  Tag Rugby | | Gymnastics unit 2  Cricket | Rounders  Athletics | OAA  Tennis |
| Computing | Online Safety Spreadsheets | Coding | | | Touch Typing | | Email | Databases | Simulations  Graphing |
| Music | Charanga-  Let Your Spirit Fly  What stories does music tell us about the past? – Model music curriculum - Charanga | Charanga-  Glockenspiel 1  How does music help us to get to know our community? – Model music curriculum - Charanga | | | Charanga-  Three Little Birds  Three Little Birds + 1 Celt song from Celts and Romans – Celtic clothes and appearance. (Freestyle Charanga). | | Around the world  Freestyle – Charanga  **EASTER PERFORMANCE** | Ancient Egypt  Freestyle – Charanga  Learn:   1. The Nile by Donna Minto 2. Mummies 3. Mighty Pyramids 4. Hootin Rootin Tootin | Model Music Curriculum Charanga  Unit 6 Opening Night  How does Music connect us with our planet? – |
| Art | N/A | N/A | | | Drawing & Painting  Stone Age Artwork  Experiment with different effects and textures with paints (washes and textures using sponges – like cave wall, then draw over) | | Collage – Criminal Mugshots/Wanted Posters  Tearing, overlapping and layers to create images and textures. Build wanted face using these techniques. | N/A | Digital Art –  Linked to either refugees or deserts – children to research and collect images on topic, save on ipad or pc, children to then upload to PM and add effects 2Paintapicture plus further information. |
| DT | Mechanical Systems  Levers and Linkages  (Iron Man Theme) | Food  Visit local allotments  Make soup | | | N/A | | N/A | Textiles  Creating an Egyptian Themed Bag  - Use research and design criteria to design an Egyptian themed bag, fit for purpose.  - Make an Egyptian themed bag using a range of textiles, focusing on developing accuracy with the running stitch.  - Evaluate my own ideas and products against my own design criteria and consider the views of others to improve my work. | N/A |
| French (Rouge) | Phonics  Grammar  Describing me and others | Phonics  Grammar  Saying What I and others have | | | Phonics  Grammar  Saying what I and others do | | Phonics  Grammar  Saying how many and describing things | Phonics  Grammar  Describing things and people | Phonics  Grammar  Expressing likes and saying what I and others do |
| Staying safe | Safe on line  Stranger danger | Fire safety & fireworks | | | Safe on line (Safer Internet Day) | | Water safety | Road safety | Fun in the sun |
| Visits | PGL | Library  Salt Works  Pantomine | | |  | | Library | TBC | Library |