






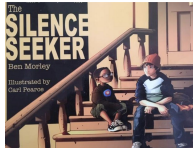
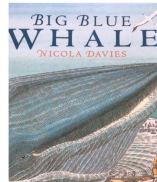
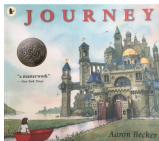















Year Three Curriculum

	<div>Connector 1 Discovery!</div> <div></div>	<div>Connector 2 Shelter</div> <div></div>	<div>Key Stage Project Adrift</div> <div></div>	<div>Whole School Conservation</div> <div></div>
English	<div></div> <div></div>	<div></div>	<div></div>	<div></div> <div></div>
Maths	<div></div> <div>See Maths No Problem Overviews</div>			
RE	<div></div> <div>See The Way the Truth the Life Overviews</div>			
Science	<div><u>Light</u> Knowing light is needed to see things. Noticing light is reflected from surfaces. Exploring how shadows are formed.</div>	<div><u>Rocks</u> Comparing rocks based on their physical appearance. Understanding how fossils and formed and that soil is made up of rocks and organic matter</div>	<div><u>Forces and Magnets</u> Comparing how things move on different surfaces. Observing how magnets attract and repel each other. Knowing that magnets have two poles.</div>	<div><u>Plants</u> Identifying and describing the parts of functions of a flowering plant. Knowing the requirements for plant growth. Investigating how water is transported in plants. Understanding the life cycle of a plant.</div>

History	<p><u>Earliest Civilisations</u> Knowing when the earliest civilisations began and ended, placing on a timeline. Comparing the achievements of world civilisations and knowing what was happening in Britain at the same time.</p>	<p><u>History of the UK</u> Stone Age- Iron Age Identifying the main events, changes and periods of time from Stone Age to Iron Age. Using sources to ask perceptive questions about this period of time.</p>	<p><u>History of the UK - Chronology</u> Apply previous knowledge of the Stone Age to help make direct comparisons with modern day refugees/migration.</p>	
Geography	<p><u>Beyond the UK - Locating ancient civilisations (Rivers)</u> Locating Egypt, China, Pakistan/Indus Valley on a world map and their main rivers. Knowing what source, tributary, mouth or delta mean. Using a range of sources of geographical information maps, atlases, digital/computer mapping to describe what Indus Valley was like then and now.</p>	<p><u>The UK - (Mountains and Rivers) NW in focus</u> Identifying the geographical regions of the UK - SE, NW, Highlands, Lake District, West Country and key rivers and mountains. Knowing the human and physical features in the local area and how humans have changed the landscape from prehistoric times.</p>	<p><u>Syria, then and now</u> Applying skills/ knowledge learnt in previous connectors e.g. rivers, regions, mountains to the area of Syria. Investigating how the landscape has changed over time.</p>	<p><u>Fieldwork Study</u> Through a visit to Chester Zoo, use sketches to represent the physical and human features of the area. Using an Ordnance Survey map and the 8 point compass to describe and record points in relation to each other.</p>
Music	<p>Unit: Let Your Spirit Fly Style: R&B, Western, Classical, Musicals, Motown, Soul</p> <p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Unit: Three Little Birds Style: Reggae</p> <p>Learn to play the ukulele</p> 	<p>Unit: The Dragon Song Style: A little bit funky and music from around the world.</p>	<p>Unit: Bringing Us Together Style: Disco</p> <p>Unit: Reflect, Rewind and Replay Style: Western Classical Music</p>
Art	<p><u>Sculpture</u> Create a sarcophagus or another Egyptian artefact and decorate in the style of Klimt.</p> <p><u>Artists</u> - Gustav Klimt</p> <p><u>Colour Focus</u> Metallics</p>	<p><u>Printing</u> Create an incised clay tablet to print off.</p> <p><u>Artists / Culture</u> - stone age cave art</p> <p><u>Colour Focus</u> Tones</p>	<p><u>Digital Media</u> Create a stop motion animation</p> <p><u>Artists</u> - look at various stop motion animations for inspiration.</p> <p><u>Colour Focus</u> Colour temperature</p>	<p><u>Mixed Media</u> - using skills taught throughout the year</p>

				
DT	<p><u>Electrical Systems</u> Torches</p> <p>Creating simple circuits and designing casings for torches. Designing torches for a particular purpose.</p>		<p><u>Food Technology</u> Seasonal Foods</p> <p>Identifying the times of year food is grown.</p>	<p><u>Structures</u> Designing Mini Greenhouses</p> <p>Investigating stable structures and selecting appropriate materials to design a greenhouse.</p>
Computing	 <p>Computer science (Unplugged)</p>	 <p>Computer science (coding)</p>	 <p>Information Technology</p>	 <p>Digital literacy / eSafety</p>
PE	<p>A1: Swimming Invasion Games- Tag Rugby A2: Swimming Gymnastics Sp1: OAA Dance Sp2: Fielding Games- Cricket Tri Golf Su 1: Fielding Games- Rounders Athletics Su 2: Tennis Athletics</p> 			
Spanish	<p>A1: A New Start- colours and Numbers A2: The Calendar and Celebrations- months of the year Sp1: Animals around us Sp2: Carnival and Playground Games- Easter Celebrations Su 1: The Hungry Giant- food Su 2: Going on a picnic- places and food</p>			