 Year 3 Curriculum Document

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| Term | Autumn | Spring | Summer |
| Topic | Stone Age | Ancient Civilisations | Egypt |
| Outdoor learning | Explore local area for food chainsNearby Stone age site visitExploring and fieldwork on river SleaNature walks to collect collage materials  | Animal walksLocal environment walks to compare to old pictures.  | Comparing features of the Nile to those of the Slea |
| EnglishFictionNon fiction | Leon and the Place BetweenThe Heart and the BottleThe BFGThe Tear ThiefThe Tin Forest | The Pied Piper of HamelinEscape from PompeiiCloud Tea MonkeysCinderella of the Nile | The Mysteries of Harris BurdickFlotsamJim, A Cautionary TaleThe Day I Swapped My Dad for Two GoldfishThe Legend of Sally Jones |
| Maths | Place ValueAddition and SubtractionMultiplication and Division | Multiplication and divisionMeasurement (Money) StatisticsMeasurement (Length and perimeter)Fractions | FractionsMeasurement (Time)Geometry (Properties of shape)Measurement (Mass and capacity) |
| Cross Curricular Maths | Mass work around rocksStatistics work around science results and computing workProperties of shape linked to printing and collage work | Practicing measurement length and perimeter on maps/scaled mapsFour operations work linked to coding on computing  | Statistics work linked to river Slea fieldwork and Nile studiesMeasurement of time work and extending this on number lines.  |
| Science | Biology – Explore food chains of the past in the UK and compare them to now. Explore the local area and find some food chains the children can experience first-hand. Chemistry – Comparing types of rocks and looking at how they formed.Physics – Stone age music and drumming linked to how we hear  | Biology – Finding out about different animals from countries with ancient civilisations and comparing them to those, we found in the UK. Grouping and sorting themLooking at how environments change over time.Chemistry – Look at fossils found in areas of ancient civilisations Physics – Earth’s movement in space linked to stargazing in the ancient civilisations | Biology – Exploring the composition of human bodies and linking this to the knowledge of the old Egyptian customs and ideasChemistry – Comparing rocks and soils – looking at best fit to build pyramids and tombs.Physics – Explore movement and forces to see how pyramids could be built (rocks transported) and finding metals in tombs with magnets. |
| Geography | Study nearby stone age sites through aerial photography and map work.Explore the river in Sleaford taking samples and completing fieldwork expanding this to surrounding cities and hills in the UK.  | Comparing ancient civilisations to now through investigation (UK and global map work) | Explore the features of rivers using the Nile as a comparison to our fieldwork in the Slea from earlier in the year. Find different features and look more in depth at what they are and how they are part of an expanded network that leads to a sea. (Global map work) |
| History | What was Lincolnshire like? Stone age links and explore what the world around us would have been like at that time.  | Discover the social, ethnic, cultural and religious diversity of the ancient civilisations of Sumer, Indus Valley and Shang Dynasty. | Compare the Egyptian civilisation to what the children learnt in the previous half term. Expand on this knowledge to look in depth at their belief systems and attitudes. Build an ancient cividisation timeline that supports chronology |
| Computing | Code:Create a stone age character game with specific conditions and if and then conditions. Connect: Participate in class webpage and e safety curriculumCollect:Create a database which can help identify different rock types | Code:Create a maths calculator based on ancient maths knowledge with reporter operators and variables Connect: Participate in class webpage and e safety curriculumCollect: Create a database to record the constellations | Code:Create an Egyptian game Connect: Participate in class webpage and e safety curriculumCollect:Create a database to record results of the forces experiments |
| Art (developing ideas should be covered constantly) | Print/Collage/digital mediaUse sketch books to master the associated techniques and create prints based on cave paintings and stone age artCollage work can be based around rivers and local area. | Drawing/SculptureUse sketchbooks to master the associated techniques and create art around different civilisations. (Sculptures could be the terracotta army for example) | Painting/Inspiration from the greatsMastering painting techniques in sketchbooks and then moving on to look at art based on work of Emad Ibrahim a famous Egyptian artist.  |
| D&T(Each D&T area must be split in to design, make, evaluate) | Construction/ materials – Create replicas of different stone age tools | Food/Taking inspiration from design throughout history–Creating food dishes from ancient civilisations and thinking about how we could improve on them with ingredients from our own country. | Mechanics – Create mechanisms that would help with transporting the huge stones for pyramids.  |
| RE | Christianity Beliefs in God | Islam/HinduismBeliefs in God | Pilgrimage |
| Music(Charanga ) | 1. let your spirit fly2. glockenspiel (1) | 1. Three little birds2. The dragon song | 1. Bringing us together2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world2. Celebrating difference | 1. Dreams and goals2. Healthy me | 1. Relationships2. Changing me |
| PE | 1. Dance Fit (Arts NK)Games – Hockey/lacrosse2. Dance fit (Arts NK)Games – Tennis/Badminton | 1. Dance Fit (Arts NK)Gymnastics 2. Gymnastics OAA  | 1. Athletics Games – inventing games2. Games – striking and fieldingAthletics  |
| French | 1. I’m Learning French2. Animals | 1. Fruits2. Musical instruments | 1. Little Red Riding Hood2. I can… |