 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 chains  Nearby Stone age site visit  Exploring and fieldwork on river Slea  Nature walks to collect collage materials | Animal walks  Local environment walks to compare to old pictures. | Comparing features of the Nile to those of the Slea |
| English  Fiction  Non fiction | Leon and the Place Between  The Heart and the Bottle  The BFG  The Tear Thief  The Tin Forest | The Pied Piper of Hamelin  Escape from Pompeii  Cloud Tea Monkeys  Cinderella of the Nile | The Mysteries of Harris Burdick  Flotsam  Jim, A Cautionary Tale  The Day I Swapped My Dad for Two Goldfish  The Legend of Sally Jones |
| Maths | Place Value  Addition and Subtraction  Multiplication and Division | Multiplication and division  Measurement (Money)  Statistics  Measurement (Length and perimeter)  Fractions | Fractions  Measurement (Time)  Geometry (Properties of shape)  Measurement (Mass and capacity) |
| Cross Curricular Maths | Mass work around rocks  Statistics work around science results and computing work  Properties of shape linked to printing and collage work | Practicing measurement length and perimeter on maps/scaled maps  Four operations work linked to coding on computing | Statistics work linked to river Slea fieldwork and Nile studies  Measurement 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 them  Looking 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 ideas  Chemistry –  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 curriculum  Collect:  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 curriculum  Collect:  Create a database to record the constellations | Code:  Create an Egyptian game  Connect:  Participate in class webpage and e safety curriculum  Collect:  Create a database to record results of the forces experiments |
| Art  (developing ideas should be covered constantly) | Print/Collage/digital media  Use sketch books to master the associated techniques and create prints based on cave paintings and stone age art  Collage work can be based around rivers and local area. | Drawing/Sculpture  Use sketchbooks to master the associated techniques and create art around different civilisations. (Sculptures could be the terracotta army for example) | Painting/Inspiration from the greats  Mastering 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/Hinduism  Beliefs in God | Pilgrimage |
| Music  (Charanga ) | 1. let your spirit fly  2. glockenspiel (1) | 1. Three little birds  2. The dragon song | 1. Bringing us together  2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world  2. Celebrating difference | 1. Dreams and goals  2. Healthy me | 1. Relationships  2. Changing me |
| PE | 1.  Dance Fit (Arts NK)  Games – Hockey/lacrosse  2.  Dance fit (Arts NK)  Games – Tennis/Badminton | 1.  Dance Fit (Arts NK)  Gymnastics  2.  Gymnastics  OAA | 1.  Athletics  Games – inventing games  2.  Games – striking and fielding  Athletics |
| French | 1. I’m Learning French  2. Animals | 1. Fruits  2. Musical instruments | 1. Little Red Riding Hood  2. I can… |