## ‘WORKING AND GROWING TOGETHER’

### Year 3

#### Annual Curriculum Cycle

<table>
<thead>
<tr>
<th>Cycle</th>
<th>AUTUMN</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td>The Stone Age</td>
<td>Extreme Environments</td>
<td>Travelling Through China</td>
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<tr>
<td><strong>British Key Question</strong></td>
<td>How has modern Britain been shaped by our Neolithic ancestors?</td>
<td>How does the British climate compare with the climates of other countries?</td>
<td>How can we compare British and Chinese cultures and traditions?</td>
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<tr>
<td><strong>Challenging Stereotypes</strong></td>
<td>Dorothy (Lit) - Gender Satoshi Kitamura (His) - Race/Ethnicity</td>
<td>Amy Johnson (His) – Gender Ruth Issett/Rachel Reynolds/Clare Burchell (Art) - Gender</td>
<td>Lila (Lit) - Gender Ottoline (Lit) - Gender Barbara Hepworth (Art) - Gender Lady Fu Hao (His) - Gender</td>
</tr>
</tbody>
</table>
| **History**  
(All NC subject content covered) | **From the Stone Age to the Iron Age.**  
The changes in Britain from the Stone Age to the Iron Age  
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.  
- Bronze Age religion, technology and travel, for example, Stonehenge.  
- Iron Age hill forts: tribal kingdoms, farming, art and culture | **Famous Explorers- Captain Robert Scott and Amy Johnson**  
Historical Concepts and Enquiry  
- To study and complete biographies of the lives and achievements of Captain Robert Scott and Amy Johnson.  
- To compare and contrast their achievements and how their lives ended.  
To understand the impact their achievements have had on our lives today. | **The Shang Dynasty of Ancient China**  
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient China:  
- Time line of significant events in Ancient China and the location of Ancient China.  
- Living in the Shang Dynasty-what life was like for different people.  
- Gods and Kings- Terracotta Warriors  
- Life in the Shang Army- weapons  
- Shang Artefacts  
- Oracle Bones  
- Learning from the artefacts of Lady Fu Hao’s Tomb |
| **Geography**  
(All NC subject content covered) | **Locational Knowledge:**  
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landscape patterns; and understand how some of these aspects have changed over time:  
*The Stone Age settlement of Skara Brae*  
**Place Knowledge:**  
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America: *Skara Brae*  
**Human and Physical Geography:**  
Describe and understand key aspects of:  
- physical geography, including: *climate zones*, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **Locational Knowledge:**  
Identify the position and significance of latitude, longitude, *Equator, Northern Hemisphere, Southern Hemisphere*, the Tropics of Cancer and Capricorn, *Arctic and Antarctic Circle*, the Prime/Greenwich Meridian and time zones (including day and night)  
**Place Knowledge:**  
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  
**Human and Physical Geography:**  
Describe and understand key aspects of:  
- physical geography, including: *climate zones*, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  
**Geographical Skills and Fieldwork:**  
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  
Use fieldwork to observe, measure, record and present the human and physical features in the United Kingdom. | **Locational Knowledge:**  
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.  
**Human and Physical Geography:**  
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  
**Geographical Skills and Fieldwork:**  
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. |
| **Science**<br>(All NC subject content covered) | **Rocks**<br>Pupils should be taught to:<br>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br>• describe in simple terms how fossils are formed when things that have lived are trapped within rock<br>• recognise that soils are made from rocks and organic matter.<br>**Animals, including humans**<br>Pupils should be taught to:<br>• 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<br>• identify that humans and some animals have skeletons and | **Plants**<br>Pupils should be taught to:<br>• identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers<br>• 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<br>• investigate the way in which water is transported within plants<br>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br>**Light**<br>Pupils should be taught to:<br>• notice that light is reflected from surfaces<br>• find patterns that determine the size of shadows | **Forces and magnets**<br>Pupils should be taught to:<br>• notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>• observe how magnets attract or repel each other and attract some materials and not others<br>• 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<br>• describe magnets as having two poles<br>• predict whether two magnets will attract or repel each other, depending on which poles are facing. |
## ‘WORKING AND GROWING TOGETHER’

### Art (All NC subject content covered)

**DRAWING/PAINTING**
- Using Pastels and Charcoal
- Stone Age cave paintings
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- **ARTIST:** Edgar Degas

**PRINTING**
- Using Paint
- Repeated Patterns on material to reflect an environment.
- To design a tent/sleeping bag cover for an explorer that reflects the climate they are exploring
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- **ARTISTS:** Ruth Isset/Rachel Reynolds/Clare Burchell

**SKETCHING**
- Drawing Pencils

**SCULPTURES**
- Clay
- Terracotta warriors
- To create sketch books to record their observations and use them to review and revisit ideas

### DT (All NC subject content covered)

**To construct own models of Stonehenge.**

*Design*
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

*Make*
- Select from and use a wider range of tools and equipment to perform practical tasks

**Design and make a flag to represent you and your school.**

*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

*Make*
- Select from and use a wider range of tools and equipment to perform practical tasks

**Chinese Food**
- To create, make, taste a spring roll using ingredients eaten in Ancient China.

*Design*
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided 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.

*Make*
- Select from and use a wider range of tools and equipment to perform practical tasks
<table>
<thead>
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<th><strong>Technical Knowledge</strong></th>
<th><strong>Evaluate</strong></th>
<th><strong>Technical Knowledge</strong></th>
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</table>
| Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | - 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. *(The Stone Age to the Bronze Age)* | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |

**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.

**Technical Knowledge**

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.

[for example, cutting, shaping, joining and finishing], accurately.

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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.
### Music

(All NC subject content covered)

Mr. Ellis
Music Services
Focus - Djembe Drumming

<table>
<thead>
<tr>
<th>Songs from Charanga</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To develop an understanding of the history of music.</strong></td>
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<tr>
<td><strong>To use and understand staff and other musical notations.</strong></td>
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<tr>
<td><strong>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</strong></td>
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<tr>
<td><strong>To listen with attention to detail and recall sounds with increasing aural memory.</strong></td>
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</tbody>
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### PE

#### Autumn 1
- **Outdoor: Games** – Ball skills / Invasion focus & creative games making
- **Indoor: Gym** – Stretching & Curling

#### Autumn 2
- **Outdoor/Indoor: OAA** – Individual Team building challenges
- **Indoor: Gym** - Pathways

#### Spring 1
- **Indoor: Dance** – Intro to Dance
- **Indoor: Gym** – Travelling with a change of front & change of direction

#### Spring 2
- **Outdoor: Games** – Ball skills / Invasion focus & creative games making - LC
- **Indoor: Gym** – Symmetry & Asymmetry

#### Summer 1
- **Outdoor: Athletics** – Running/Jumping/Throwing skills
- **Outdoor: Games** – Striking & Fielding

#### Summer 2
- **Outdoor: Athletics** – Agility/Co-ordination & Balance skills
- **Outdoor: Games** – Net / Court / Wall Games

### Computing

#### Autumn 1 - Online Safety
- Digital Literacy
  - Introduction to Cyberbullying
  - Advertisements
  - Creating passwords
  - Online communication

#### Autumn 2 - Word Processing
- Information Technology
  - Screenshots

#### Spring 1 - Programming Turtle Logo and Scratch
- **Computer Science**
  - Using Turtle Logo to draw more complex shapes.
  - Using Scratch to draw shapes and patterns

#### Spring 2 - Drawing and Desktop Publishing
- **Information Technology**
  - Drawing using shapes and lines.

#### Summer 1 - Internet Research and Communication
- Information Technology
  - Digital Literacy
  - Search results
  - Sharing webpages
  - Safe communication online

#### Summer 2 - Presentation Skills
- Information Technology
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<tbody>
<tr>
<td>Changing between upper case and lower case.</td>
</tr>
<tr>
<td>Aligning text</td>
</tr>
<tr>
<td>Bullets and numbering</td>
</tr>
<tr>
<td>Keyboard shortcuts (ctrl)</td>
</tr>
<tr>
<td>Text boxes</td>
</tr>
<tr>
<td><strong>Ordering and grouping objects.</strong></td>
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<tr>
<td>Combining text and images to create an effective poster layout.</td>
</tr>
<tr>
<td><strong>Creating slide templates and hyperlinks.</strong></td>
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<tr>
<td>Transitions, animation and theme</td>
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<tr>
<td>Inserting audio and video.</td>
</tr>
</tbody>
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<tr>
<th><strong>PSHE (INCLUDING RSE)</strong></th>
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</table>
| **Aspirations Week:**  
  - Class Vision and Golden Rules  
  - School Council and manifesto  
  - One Page Profiles / Aspirations  
  - Presentation Contract  
  - Marking and Feedback arrangements  
  - E:safety agreement  
  - **Living in the Wider World**  
    - W1, 2, 7, 8  
    - W8, 13, 17, 18  
  - Rights and Responsibilities/Money  
  - **Relationships and Sex Education**  
    - L1, 2, 3, 4  
    - L5, 6, 7  
    - Friendships  |
| **Relationships**  
  - R1, 7, 11, 13, 14  
  - R18, 16, 21  
  - Feelings and Emotions/Healthy Relationships/Valuing Difference  |
| **Health and Well-Being**  
  - H1-4  
  - H7, 8  
  - H13, 17, 18  
  - Keeping Safe/Healthy Lifestyles/Growing and Changing |
| **Relationships and Sex Education**  
  - L8  
  - L9, 10, 11  
  - Friendship Chains |
| **RE** |
| **Christianity/Islam/Hinduism** |
|  - What do different people believe about God?  
  - Why are festivals important to religious communities? |
<p>| <strong>Christianity/Islam/Hinduism</strong> |
|  - Why do People Pray? |
| <strong>Christianity</strong> |
|  - Why is the Bible important for Christians today? |
|  - What does it mean to be a Christian in Britain today? |</p>
<table>
<thead>
<tr>
<th><strong>MFL</strong></th>
<th><strong>Lessons 1-5</strong></th>
<th><strong>Lessons 5-8</strong></th>
<th><strong>Lessons 9-11</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Lessons 1-5</td>
<td>- Numbers</td>
<td>- Revision of previous learning</td>
</tr>
<tr>
<td></td>
<td>- Numbers</td>
<td>- Colours</td>
<td>- Days of the Week</td>
</tr>
<tr>
<td></td>
<td>- Greetings</td>
<td>- Names of Fruit</td>
<td>- Months of the Year</td>
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<tr>
<td></td>
<td>- Classroom Instructions</td>
<td>- Other Food items</td>
<td></td>
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<td></td>
<td>- Conversations</td>
<td>- Easter</td>
<td></td>
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<tr>
<td></td>
<td>- Revision of Numbers/Age</td>
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<tr>
<td></td>
<td>- Christmas</td>
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<tr>
<th><strong>Outdoor Learning</strong></th>
<th><strong>History/D&amp;T - Make Stonehenge</strong></th>
<th><strong>Science - Plants/Light-Shadows</strong></th>
<th><strong>FOREST SCHOOL</strong></th>
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<tr>
<td></td>
<td></td>
<td>Geography - Fieldwork in the local Area</td>
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| **Other Provision** | **PE - Ackworth School - Table Tennis** | | |