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| Year 3 | Curriculum Overview – Great Western | | | | | | | | | | | | |
|  | Topic | English | Maths | Science (Y3) | Art/DT | PE | Humanities | Computing | MfL | Music | RE | PHSE |
| Term 1 | From caves to roads! | Finding story  Information text | **White Rose:** place value, addition and subtraction, multiplication and division | Rocks | Pencil sketching ; shading, texture | Football  Gym - movement | Stone Age to Iron Age | Word processing skills | Getting to Know You | Environment  Building | Hinduism – Diwali | Me and my relationships |
| Term 2 | Warning story  Explanation text | Forces | DT: mechanisms to make a movable Christmas card | Tag Rugby  Dance | Romans | Online safety | All About Me | Sounds  Poetry | Christianity Incarnation: What is the Trinity? | Valuing difference |
| Term 3 | The World Around Us | Change story  Persuasion text | Multiplication & division, money, statistics, length & perimeter, fractions | Forces - magnets | Collage: Contrasting textures, colours, patterns | Netball  Gym | Somewhere to Settle | Internet research and communication | Food Glorious Food | China  Time | Christianity  Creation & Fall: Creation | Keeping myself safe |
| Term 4 | Fear story  Discussion text | Light | Textiles: creating brooches | Basketball  Dance | Mountains | Presentation skills | Family & Friends | In the past  Communication | Christianity  Salvation: Good Friday | Rights and responsibilities |
| Term 5 | Lead By Example! | Beating the monster  Recount | Fractions, time, shape, mass & capacity, | Plants | Printing: silhouette portraits | Tennis  Athletics | Local history study | Programming Turtle, Logo & Scratch | Our School | Human body  Singing French | Hinduism  The Gods | Being my best |
| Term 6 | Journey story  Instruction text | Animals’ including humans (nutrition and skeletons) | Food: waste | Cricket  Athletics | Land use and maps | Drawing and DTP | Time | Ancient Worlds  Food & drink | Hinduism  Pilgrimages | Growing and changing |
| **Formal Assessment** | Every term:  STAR reading; Single Word Spelling Test; White Rose end of term maths assessments | | | | | | | | | | | |

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| **Skills progression** | **Year 3/4** | **Science** |

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|  | **Year 3** |  | **Year 4** |  | **Year 5** |
| **Working scientifically** | * Devise a simple fair test * Take accurate measurements * Record data in a simple suitable format * Use results to draw conclusions * Identify similarities and differences between objects or processes studied * Explain accurately what has been done and observed | **Working scientifically** | * Set up practical enquiries, comparative and fair tests * Make systematic observations and measurements * Record, classify and present data helpfully * Use results to make predictions, suggest improvements and raise further questions * Identify similarities and differences between scientific ideas * Present the process and findings of an enquiry to others | **Working scientifically** | * take precise measurements at intervals * use test results to set up further comparative and fair tests * record more complex data using appropriate representation |
| **Plants** | * Describe the functions of different parts of flowering plants, including the contribution of flowers to the life cycle of flowering plants * Recognise how different plants fulfil their requirements e.g. for light, nutrients * Understand how water is transported in plants | **Living things and their habitats** | * Classify living things * Understand that environments change and that this can sometimes pose dangers to living things | **Living things and their habitats** | * describe differences in the life cycles of a mammal, amphibian, insect & bird * describe the life process of reproduction in some plants & animals |
| **Animals, including humans** | * Understand that animals eat to secure the right types and amount of nutrition * Understand the function of a skeleton | **Animals, including humans** | * Describe the basic functions of the digestive system * Identify types of teeth in humans, and their functions * Construct and interpret food chains, identifying producers, predators and prey | **Animals, including humans** | * describe the changes as humans develop into old age |
| **Rocks** | * Compare and group different types of rock * Describe how fossils are formed * Recognise that soils are made from rocks and organic matter | **States of matter** | * Group and compare materials according to whether they are solids, liquids and gases * Know that some materials change state at certain temperatures * Understand the role of evaporation and condensation in the water cycle, and link evaporation with temperature | **Properties and changes of materials** | * understand solubility and how to recover a substance from a solution * understand how mixtures might be separated e.g. filtering, sieving, evaporating * give reasons for the suitability of a material for a particular job based on its properties * understand that dissolving, mixing and changes of state are reversible, and that there are exceptions |
| **Light** | * Know that darkness is the absence of light * Understand how shadows are formed and why they change shape * Know that light reflects from surfaces * Understand that sunlight can be dangerous | **Sound** | * Know how sounds are made and how they travel through the air as vibrations * Link the pitch of a sound with the features of the object that made it * Link the volume of a sound with the strength of vibrations that produced it * Recognise that sound gets fainter as the distance from the source increases | **Earth and space** | * name and know the size and position of the planets in our solar system * understand the movement of planets around the sun and the moon around the Earth * describe the sun, Earth and moon as roughly spherical bodies * understand how rotation produces night & day |
| **Forces and magnets** | * Compare how things move on different surfaces * Understand that magnets can repel or attract, work at a distance, and have 2 poles; work out whether they will attract or repel * Compare the response of different materials to magnets and identify some magnetic materials | **Electricity** | * Identify common appliances that run on electricity * Construct and label a simple series electrical circuit, and say whether a lamp will light up based on its position * Understand the way a switch works * Know common conductors and insulators, and that metals are good conductors | **Forces** | * understand the basic idea of gravity * recognise air resistance, water resistance and friction acting between two surfaces * understand how levers, pulleys and gears work |

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| **Skills progression** | **Year 3/4/5** | **Art and Design** |

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|  | **Year 3** | **Year 4** | **Year 5** |
| * Has made effective use of a sketch book to record observations and gather ideas * Has experienced a range of drawing tools and materials and made clear progress in one or more of these * Can describe the work and distinctive style of a handful of significant artists, craftmakers and architects across time | | * Has made effective use of a sketch book to gather and develop early ideas * Has experienced a range of painting tools and materials and made clear progress in 2D arts * Can describe the work and distinctive style of a handful of significant artists, craftmakers and architects of a particular period in time | * Has made effective use of a sketch book to gather, develop and experiment with ideas * Has experienced a range of 3D art tools and materials and made clear progress in one or more of these   Can describe the work and distinctive style of a handful of significant artists, craftmakers and architects of a particular movement |

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| **Skills progression** | **Year 3/4/5** | **Design and Technology** | | |
|  | **Year 3** |  | **Year 4** | **Year 5** |

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| **Design** | * Can research and discuss ideas, and review existing products, to inform a new design | * Can articulate criteria for the design of a product based on its purpose, intended user and resourcing | * Can generate and develop ideas in the form of sketches, prototypes, plans |
| **Make** | * Can select an appropriate tool for a job, and use it safely | * Can select the most suitable tool from a range on offer, and use it safely | * Can select suitable materials and components for the job |
| **Evaluate** | * Can comment on the strengths and weaknesses of existing products | * Can measure own products against criteria | * Can seek and respond to the opinions of others to help to improve a product |
| **Technical knowledge** | * Know how to strengthen a structure | * Know a range of mechanisms to assist the working of a design | * Understands and applies electrical systems to products |
| **Cooking & nutrition** | * Knows the main food groups and that a healthy diet is balanced | * Can explain, in basic terms, what is meant by a healthy and balanced diet and where the major risks to health lie | * Can prepare a few savoury and healthy dishes, most of which are fresh, baked, boiled or grilled. |

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| **Skills progression** | **Year 3/4/5** | **Physical Education** | | |
|  | **Year 3** | | **Year 4** | **Year 5** |
| * Can perform movements in isolation or in combination * Can work as a team player * Demonstrates effective attack skills * Performs dances with a range of movements * Has played one or two competitive sports | | | * Can demonstrate and develop flexibility and strength e.g. in gymnastics * Is able to reflect on performance and improve performance * Demonstrates effective defensive skills * Has participated in two or three team sports | * Can demonstrate and develop techniques for success e.g. in athletics * Demonstrates stamina and resilience in the course of a match or tournament * Can critique performance of self or team and suggest ways to improve * Has participated in 3 or 4 competitive sports * Knows how to stay safe and self-help in the water * Can use a range of swimming strokes * Can swim 100m confidently |

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| **Skills progression** | **Year 3/4/5** | **Geography** | | |
|  | **Year 3** | | **Year 4** | **Year 5** |
| **Locational knowledge** | * Can identify the main geographical features of the UK and its distinctive regions * Can describe the local region and recognise its distinctive geographical features | | * Can locate the countries of Europe (inc Russia) and describe their principle features | * Can explain longitude and latitude and associated terms e.g. equator * Can locate the countries of North and South America and describe their principle features |
| **Place knowledge** | * Can describe in some detail the geographical characteristics of a region of the UK | | * Can make key comparisons between an area of the UK and one in a Europe | * Can make key comparisons between an area of the UK and one in the Americas |
| **Human & physical geography** | * Can explain the water cycle and the river system | | * Can explain volcanoes, earthquakes and geography of mountains | * Recognises climate zones and biomes and can explain vegetation belts |
| **Geographical skills & fieldwork** | * Can use the 8 point compass, 4 and 6 grid references, symbols and keys | | * Can use maps to research and then describe the features of an area | * Is able to observe, measure and record what is seen in fieldwork |

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| **Skills progression** | **Year 3/4/5** | **History** | | |
|  | | **Year 3** | **Year 4** | **Year 5** |

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| **British history** | **Stone age to iron age**  **Britain’s settlement by Anglo-Saxons and Scots** | Can describe what life was like during this period, how the discovery of metals changed it, and knows what kind of evidence survives | Understands where, when and why settlers arrived in England after the Roman Empire collapsed and how they influenced and adapted to British life | Understands where, when and why settlers arrived in England after the Roman Empire collapsed and how they influenced and adapted to British life |
| **The Roman Empire & its impact on Britain**  **The Viking and Anglo-Saxon struggles for the kingdom of England** | n/a | Understands why the Romans invaded Britain, can identify some of the benefits they brought, and knows what kind of evidence survives | n/a |
| **A local history study** | | Can describe a significant local *event or period* (person, group or event) and explain why it/he/she is considered important | Can describe how the locality has changed over time e.g. from village to town to city; from agricultural to industrial | Recognises evidence of the past in the local environment |
| **An aspect or theme in British history that extends beyond 1066** | | Can trace the development of a simple object or commonplace activity over time, showing how it changed and why. | Can trace the development of a more complex subject over time, such as a family or an occupation, showing how it changed and why | Can describe a turning point or a change in British history, explain what happened, why it happened and why it turned out to be important |
| **Earliest civilisations** | | Can describe the achievements of the earliest civilisations, and the lives of people in either Sumer, Indus or Egypt | Can describe the achievements, society and everyday life of the ancient Greeks and how they have influenced the western world | Recognises similarities and differences between British and Islamic, Mayan or Benin societies around 900AD |

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| **Skills progression** | **Year 3/4/5** | **Computing** | |
| **Year 3** | | **Year 4** | **Year 5** |
| * Can write simple programmes to do specific things e.g. to control physical systems * Can explain in simple terms a computer network and the internet, and why they are useful * Understands the benefits and threats of the internet and how they can be minimised | | * Can use logic to explain or correct algorithm, and solve a programming problem by breaking it down into smaller parts * Can use a search engine with some discrimination and understand how it selects and ranks items * Recognises acceptable and unacceptable behaviour on digital media and how to respond to it | * Use sequence, selection and repetition in programmes * Can draw from a variety of software to get sound information and put it to good use * Can discriminate between useful, reliable information and that which is less reliable |

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| **Skills progression** | **Year 3/4/5** | **French** | |
| **Year 3** | | **Year 4** | **Year 5** |
| * Knows that there are many languages across the world and that they use different words and ways of making sense * Knows words and useful phrases in the target language e.g. numbers, yes/no/please thank you, hello, Where is...?, I am.. * Responds to a handful of simple questions such as What is your name? Would you like...? Where is...? * Can recite a simple rhyme in the target language | | * Can write and illustrate some simple sentences in the target language and know what each word means e.g. This is a... I wish to buy a... I like.... I don’t like... * Knows that some languages distinguish between genders and how this happens in the target language * Knows a range of everyday nouns * Know a number of useful adjectives such as big, little, good, bad, red, green * Knows the definite and indefinite articles * Knows a handful of useful prepositions such as to, in, up, down | * Knows a handful of useful verbs such as be, go, like, have, do and how they are used in the present tense * Can respond to common instructions e.g. Go to... Pick up... Tell me.... * Can start a conversation in the target language e.g. in a shop, when meeting new people, etc * Has a sense of the order and construction of simple sentences in the target language * Can generate and write down simple sentences |

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| **Skills progression** | **Year 3/4/5** | **Music** | |
| **Year 3** | | **Year 4** | **Year 5** |
| * **Perform-** Can adapt and improve a musical performance e.g. singing or playing a short piece * **Compose**- Can improvise a short simple musical piece * **Listen-** Can listen to and recall a short musical sequence * Can describe the main features of longer pieces | | * **Perform**-is able to increase accuracy, control and expression through practice and rehearsal * **Compose** -Can compose a short, simple and coherent musical piece * **Listen**-Can identify the kind of music they have listened to and give a reasoned personal reaction to it | * **Perform**- Can practise, rehearse and perform with others and contribute to gradual improvement in the performance * **Compose-**Appreciates that there may be different ways to perform or express the same piece of music * **Listen**- Can describe the salient features of a piece of music they have heard and know what tradition it belongs to |

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| **Skills progression** | **Year 3/4/5** | **RE** | |
| **Year 3** | | **Year 4** | **Year 5** |
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