Curriculum Yearly Overview Year 3 2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	**Word.** Understanding how communication has changed through the ages. Cave painting/Anglo Runes Linking to sign language/and semaphore Performance – Sign Language to song Rapper/spoken word. **ENTERPRISE –**		**Summit 22** -how can we change the planet? Greta Thunburg speeches Climate change and the effects it has on animals, plants and the planet. Focussing on endangered species **Make inspirational sculptures, that shows the damage on our planet/animals**		**All the fun of the fair** Creating Lancots very own fun fair. Using our DT and science skills to make fairground rides. **ENTERPRISE – making/selling food products, charging for a funfair ride.**	
Topic start/ WOW	**Hook** – Cave entrance to classroom. Stone age day with carousel activities.		**Hook -**		**Hook - Trip to Wicksteed Park** **Bekonsfield model village** **Mad Museum**	
Educational Visits/visitors	Sign Language Blind dog Horrible Histories	Spoken word – Tanga? Rapper Visit to a local hill fort.	college lake	herrings green farm	Stratford Museum Mad	https://www.fairground-heritage.org.uk/learning/
English & Cross Curricular Writing Opportunities	Adventure stories/ Historical settings. Non -chronological reports Character and setting descriptions ● Stone age boy ● The invisible boy ● How to wash a wholly Mammoth	Instructions/ Information text (How to stay safe on the internet) Poetry to include kennings.	Persuasive writing Fables/Stories with a moral Stories with a warning tale.	- Adverts - Shape poetry/ calligrams ● Accidental prime minister	- Letters for different purpose/ Invitations -Adverts for produce Portal story – ● Leon and the place between	- Poetry – Shape poems/ Calligrams

Computing		To have an awareness of E Safety and use technology/the internet safely. To be able to use a range of online tools purposefully.	To be able to collect, display and manipulate data using technology.		Design your own Rollercoaster Can you program your own funfair ride. To be able to program and code. -Scratch -stykz
History	To know about changes in Britain from the Stone Age to the Iron Age To describe the Late Neolithic hunters and early farmers. To describe the Bronze Age religion, travel and technology. To describe Iron Age hill forts, farming and culture. To have knowledge of Britain's settlement by Anglo-Saxons and Scots. To describe Roman withdrawal from Britain. To describe Scots invasions from Ireland to north Britain. To explain the impact of Anglo-Saxon invasion and settlement and kingdoms.				To place events, artefacts and historical figures on a timeline using dates. To understand the concept of change over time, representing this, along with evidence, on a timeline.2 To use dates and terms to describe events. To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements. +Local Evidence

	To describe Anglo Saxon art and culture. To explain the impact of Christian conversation. To place events, artefacts and historical figures on a timeline using dates. To understand the concept of change over time, representing this, along with evidence, on a timeline. To use dates and terms to describe events. To place events, artefacts and historical figures on a timeline using dates. To understand the concept of change over time, representing this, along with evidence, on a timeline. To use dates and terms to describe events. To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements. ANGLO SAXONS + local evidence		

Science	Materials – rocks To compare and group rocks together. To explain how rock formation gives it its properties. To explain how fossils are formed. To explain what soils and rocks are made of. Working Scientifically		To know that animals get nutrition from what they eat. To know that humans need the right types of nutrition to survive. To know that humans and some animals have skeletons. To name the purpose of a skeleton To know that what a plant needs to grow will vary from plant to plant. To describe the function of roots, leaves, stem/trunk, flower. To understand the purpose of a flower. To discuss pollination, seed formation and seed dispersal. To explain how water is transported in a plant.	To test how things move on different surfaces. To know that some forces need contact, but magnets work apart. To understand that magnets attract some materials and not others. To predict whether two magnets will attract or repel each other, depending on which poles are facing. To know which materials are magnetic. To describe magnets as having two poles. Working scientifically	

				To predict whether two magnets will attract or repel.	
Geography			To name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. To describe some of the characteristics of these geographical areas. To name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these have changed over time. To describe and understand key aspects of physical geography: climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle. To describe how the locality of the school has changed over time. To create maps using symbols and keys of the local area.		

		To use symbols and a key to communicate knowledge of the United Kingdom and the wider world.	
Art Design Drawing Painting Sculpture Print	To mix colours effectively. To use watercolour paint to produce washes for backgrounds then add detail. To create weavings (Iron Age) To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). (roundhouses) To include texture that conveys feelings, expression or movement. To use clay and other moldable materials. To use tools to carve and add shapes, texture and pattern (Bronze Age pottery) To use layers of two or more colours. To make printing blocks (e.g. from coiled string glued to a block). To make precise repeating patterns	To select and arrange materials for a striking effect. Ensure work is precise To create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). To include texture that conveys feelings, expression or movement. To use clay and other moldable materials. To use tools to carve and add shapes, texture and pattern To use different hardness of pencils to show line, tone and texture. To sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	To use different hardness of pencils to show line, tone and texture. To sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. To colour fabric. (T-shirts for performance) To make printing blocks (e.g. from coiled string glued to a block). – print on T-shirts

Design Technology Materials Mechanisms Construction Textiles Electrics & Electronics Food			To prepare ingredients hygienically. To follow a recipe (food produced for WOW?) I can choose suitable techniques to construct and repair items. To choose to strengthen materials using suitable techniques. To use knowledge of forces to choose appropriate mechanisms e.g. levers, winding mechanisms, pulleys and gears. To control models using software designed for this purpose. To identify some of the great designers in all areas of study (including pioneers of horticultural techniques) to generate ideas for designs To use famous designs to borrow ideas. To improve existing designs, giving reasons for choices. To disassemble products to understand how they work

R.E.	Where, how and why do people worship? (Muslims, Jewish people, Christians.) What is the 'Trinity' and why is it important for Christians? (Christians.)		Why do Christians call the day Jesus died 'Good Friday'? (Christians) How and why do people try to make the world a better place? (Christians, Muslims, Sikhs, non-religious people) What kind of world did Jesus want? (Christians)		How and why do people try to make the world a better place? (Christians, Muslims, Sikhs, non-religious people)
PSHE/British Values	**Jigsaw** Being Me in My World **British Values** Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	**Jigsaw** Celebrating Difference **British Values** Individual Liberty Democracy	**Jigsaw** Dreams and Goals **British Values** Individual Liberty Democracy	**Jigsaw** Healthy Me **British Values** Individual Liberty Democracy	**Jigsaw** Relationships **British Values** Rule of Law	**Jigsaw** Changing Me **British Values** Rule of Law
Enterprise						