



## Year 3 Curriculum Yearly Overview 2018-19



Teachers: Mr Beauchamp, Mr Allen, Mrs. Schmidt, Mr Jenkins and Mrs. Prince

Support: Mr Fairweather and Mrs. Mather

Dates	Autumn 1 2018	Autumn 2 TBC	Spring 1TBC	Spring 2 TBC	Summer 1/2 TBC
<b>Overarching Theme</b>	Where we are in space and time	How the world works	How we express ourselves	How we share the planet	Where we are in time and place
<b>Central Idea</b>	We use artefacts to discover the secrets of Ancient Egypt.	Animals are affected by changes in their environment	People use the arts to express their identity	The things we need and want are not always shared equally	We will be remembered for being environmentally responsible citizens
<b>Focus curriculum areas and key themes</b>	History	Science	Arts, PSHE	Geography	Local Geography + Citizenship
<b>Lines of enquiry</b>	<ul style="list-style-type: none"> <li>Where is Egypt?</li> <li>What was life like in Ancient Egypt?</li> <li>What do artefacts tell us about Ancient Egyptian burials?</li> </ul>	<ul style="list-style-type: none"> <li>Why were the dinosaurs so successful at surviving?</li> <li>What natural phenomenon did dinosaurs experience and why did they then become extinct?</li> <li>How can we help animals today that are facing changes</li> </ul>	<ul style="list-style-type: none"> <li>What are the Arts?</li> <li>Why do people need to express themselves?</li> </ul>	<ul style="list-style-type: none"> <li>What is a pirate stereotype?</li> <li>Were pirates right to take resources from others?</li> <li>Are we modern day pirates?</li> </ul>	<ul style="list-style-type: none"> <li>How far does our food travel to get on our plates?</li> <li>How can you source food more responsibly?</li> <li>Is Sheffield still the greenest city?</li> </ul>
<b>Art</b>	<p>Children will be developing their mastery of painting and clay by creating art inspired by Ancient Egypt (clay shabtis and Egyptian sunsets)</p> <p>Children will be designing and making Christmas celebration cards.</p>	<p>Children will be introduced to their art sketchbooks to record their observations and use them to review and revisit ideas throughout the year.</p> <p>Children will design, create and decorate clay model dinosaurs.</p>	<p>Children will be learning about colour mixing and understanding fundamental painting techniques</p>	<p>Children will be learning about a great artist in history.</p>	<p>Children will be working to produce a whole class piece of artwork for the art auction at the Summer Fayre</p>
<b>Computing</b>	<p>Children will be learning how to:</p> <ul style="list-style-type: none"> <li>Log on to a computer using a username and password;</li> <li>Use iPads devices to take photographs and collect sound recordings for SEESAW, our online virtual learning environment;</li> <li>Log on to the internet to use My maths programme;</li> <li>Be safe online</li> </ul>	<p>Although specific IT curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and IT activities</p>	<p>We are publishers</p> <p>Children will create a narrative e-book (based on the Ice Palace) using I-pads and apps.</p>	<p>We are programmers</p> <p>Rodocodo coding software – Children will be using a learning game that teaches them the fundamentals of computer programming without complexity or jargon.</p> <p><b><u>National curriculum coverage</u></b></p> <p>Children will learn to:</p>	<p>Although specific IT curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and IT activities</p>

				<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals</li> <li>• solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs</li> <li>• work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	
<b>Design Technology</b>	Children will be learning to research, design, create and evaluate their own Ancient Egyptian death masks.	Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities.	Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities.	Children will be creating their own greenhouse using recycled materials. It will be used to grow a range of plants.	Children will be designing, making and selling a T-shirt that promotes a moral message
<b>Geography</b>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• locate Egypt on a map</li> <li>• identify the Northern/Southern hemisphere</li> <li>• identify the Equator on a map</li> <li>• identify the Tropics of Cancer/Capricorn.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<p><b><u>National Curriculum Coverage</u></b></p> <p>Children will describe, and understand key aspects of physical geography, specifically earthquakes, volcanoes and biomes (habitats).</p>	Although specific geography objectives are not covered, children will continue to draw comparisons and consider the world around them.	<p><b><u>National Curriculum Coverage</u></b></p> <p>Children will Identify the Northern/Southern hemisphere, the Equator on a map and the Tropics of Cancer/Capricorn on a map.</p> <p><b><u>Skills</u></b></p> <p>Children will begin to use four points of the compass, use four-figure grid references and symbols and a key on basic maps.</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b><u>Skills</u></b></p> <p>Local fieldwork study including transport and travel in local community? Topography Rivers of Sheffield Pollution in our local area.</p> <p><b><u>National Curriculum Coverage</u></b></p> <p>Children to present findings as plans and sketch maps.</p> <p>Children to observe and measure physical features of the local area and record their observations</p>

<b>History</b>	Children will be: <ul style="list-style-type: none"> <li>learning about the achievements of the Ancient Egyptians.</li> <li>studying Egyptian life through artefacts and sources</li> <li>studying its influence on the western world.</li> </ul>	Although skills are not specifically addressed, we will be covering historical content linked to the history of communication.	Children will be: <ul style="list-style-type: none"> <li>learning about the achievements of the Ancient Greeks.</li> <li>studying Greek life through artefacts and sources</li> <li>studying its influence on the western world.</li> </ul>	Although skills are not specifically addressed, we will be covering historical content linked to the history of communication.	A local history study of Sheffield
<b>Maths (KPIs)</b>	<ul style="list-style-type: none"> <li>Find 10 or 100 more or less than a given number</li> <li>Compare and order numbers to 1000</li> <li>Identify, represent and estimate numbers using different representation</li> <li>Read and write numbers up to 1000 in numerals and in words</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a three digit number (Hundreds, tens, ones)</li> <li>Add and subtract numbers mentally, including: a 3 digit number and ones, a 3 digit number and tens, a 3 digit number and hundred</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>Count up and down in tenths</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2 digit X 1 digit numbers, using mental and progressing to formal written methods.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>Compare and order unit fractions, and fractions with the same denominators</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Add and subtract fractions with the same denominator within one whole (e.g. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>)</li> </ul>
<b>MFL</b>	German	German	German	German	Spanish
<b>Music</b>	Children will learn to use and understand staff and other musical notations  To identify and perform rhythm and pitch.  To perform with increasing control in an ensemble context (Gift of the Nile).	Although specific Music curriculum skills and objectives are not taught during this time,  The children will continue to be engaged in musical activities and provided with weekly singing practice	<ul style="list-style-type: none"> <li>Children will be playing and performing in ensemble contexts, using their voices with increasing accuracy, fluency, expression and control.</li> <li>Children will be taking part in the Sheffield music hub's Christmas singing festival at the Cathedral.</li> <li>Children will be appreciating and learning to understand a wide range of music drawn from different traditions and from great composers and musicians</li> <li>Children will develop an understanding of the history of music.</li> </ul>	Although specific Music curriculum skills and objectives are not taught during this time,  The children will continue to be engaged in musical activities and provided with weekly singing practice	
<b>PE</b>	Physical literacy	Physical literacy	Physical literacy Orienteering	Gymnastics Football	Physical Literacy Athletics
<b>PSHCE</b>	See whole school PSHCE syllabus In class P4C assemblies	See whole school PSHCE syllabus In class P4C	See whole school PSHCE syllabus In class P4C assemblies	See whole school PSHCE syllabus In class P4C assemblies	See whole school PSHCE syllabus In class P4C assemblies Sex and Relationship Education

		assemblies			(SRE)
<b>Reading</b>	<b>Fiction</b> Miu and the Pharaoh – Focus reading groups  <b>Non-fiction</b> Shabtis	Developing positive attitudes towards reading for pleasure <b>Fiction</b> Dino Cave	Using and applying the key reading strategies taught within HBJS. <b>Fiction</b> The Circus Performer <b>Non – fiction</b> Sheffield arts	<b>Fiction</b> The Ice Palace  <b>Non-fiction</b> The life of a pirate	<b>Fiction</b> Poetry: Limericks and kennings  <b>Non-fiction</b> The story of chocolate
<b>RE</b>	How and why do people become Buddhists? Children will be learning about the life of Prince Siddhartha, the Four Noble Truths and the Eightfold Path.	Prayer: How do religious families live out their faith?	Although skills are not specifically addressed, we will be covering R.E. content linked to the science R.E.	Charities: How do religions and beliefs respond to global issues?	Buddhism – Learning about festivals within the Buddhist faith
<b>Science</b>	Although skills are not specifically addressed, we will be covering scientific content linked to the science curriculum.	Teeth, living things, food chains, fossils, rocks and soils	Light Plants	Although skills are not specifically addressed, we will be covering scientific content linked to the science curriculum.	Forces and magnets
<b>Writing</b>  <b>Persuasion</b> <b>persuasive letter writing</b>	<b>Narrative stories</b> – Children will be using characterisation to describe Howard Carter’s discovery of Tutankhamen’s tomb  <b>Instructions</b> Children will be learning how to mummify a Pharaoh	<b>Non-chronological report</b> Writing a Dinosaur fact file using accurate sentences.	<b>Adapting a familiar narrative</b> – Peter and the wolf  <b>Poetry</b> HBJS Poetry competition	<b>Adventure stories</b> Kassim and the Greedy pirate’s treasure  <b>Recount writing</b> A pirate’s diary Tanouga	<b>Non-fiction report</b> School report writing  <b>Poetry</b> Limericks <b>Writing and performing a play:</b> An Ancient Greek myth <b>Explanation texts</b>
<b>Enrichment</b> • (trips, experiences, visits, visitors, etc.) • Trip to Buddhist Centre	<ul style="list-style-type: none"> <li>Stunning start: Visit to an Egyptian tomb</li> <li>Trip to Weston Park Museum – mummification workshop – 5<sup>th</sup> and 9<sup>th</sup> October</li> <li>Mummification ceremonies</li> <li>Fabulous finish - Pop up museum for parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>Stunning start: Dinosaur egg</li> <li>Fabulous finish: Dinosaur Museum</li> </ul>	<ul style="list-style-type: none"> <li>Arts exploration enrichment day</li> <li>Stunning start: Trip to the Lyceum Theatre</li> <li>Fabulous finish: Cathedral singing festival</li> </ul>	<ul style="list-style-type: none"> <li>Stunning start: Black Boot Bart and Pirate enrichment day</li> </ul>	<ul style="list-style-type: none"> <li>Local field work geography trip</li> <li>Porter Brook Deli visit</li> <li>Visit to an allotment</li> </ul>