

Year 3 Curriculum Overview

Year 3	Autumn	Spring	Summer
Art	<ul style="list-style-type: none"> <li>Aztec Patterns (Digital Art)</li> </ul>	<ul style="list-style-type: none"> <li>Greek Pottery - Greyson Perry (Sculpture/ Clay)</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age Art (Printing)</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Computer systems &amp; networks - Connecting computers</li> <li>Creating media - Stop-frame animation</li> </ul>	<ul style="list-style-type: none"> <li>Programming A - Sequence in music</li> <li>Data and information - Branching databases</li> </ul>	<ul style="list-style-type: none"> <li>Creating media - Desktop publishing</li> <li>Programming B - Events and actions</li> </ul>
Design Technology (DT)	<ul style="list-style-type: none"> <li>Design and make a chocolate bar with packaging</li> </ul>	<ul style="list-style-type: none"> <li>Design and make a Greek inspired dish</li> </ul>	<ul style="list-style-type: none"> <li>Design and make a moving robot toy</li> </ul>
Geography	<ul style="list-style-type: none"> <li>South America: The Amazon <i>How is the Amazon rainforest changing?</i></li> </ul>	<ul style="list-style-type: none"> <li>Climate and Weather <i>Why is climate important?</i></li> </ul>	<ul style="list-style-type: none"> <li>Our World <i>Where in the world are we?</i></li> </ul>
History	<ul style="list-style-type: none"> <li>The Mayan Civilisations <i>What is the Mayan Civilisation best known for?</i></li> </ul>	<ul style="list-style-type: none"> <li>The Ancient Greeks <i>What did the Greeks do for us?</i></li> </ul>	<ul style="list-style-type: none"> <li>Stone Age <i>What was new about the Stone Age?</i></li> </ul>
Modern Foreign Languages (MFL)	<ul style="list-style-type: none"> <li>Greetings- Basic words</li> <li>Alphabet- Give your name and spell it.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 1-10- Understand and apply numbers including Euros.</li> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>Animals- Introducing gender and the start of short phrases.</li> <li>What I can do.</li> </ul>
Music	<p>Body and tuned percussion (Rainforests) (links to Geography) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer</p> <ul style="list-style-type: none"> <li>Develop their listening, composing and performance skills.</li> <li>Identify musical elements - developing vocabulary from loud and quiet to crescendo and diminuendo.</li> <li>Explore and discover sound makers in a specific environment (including one's own body and voice)</li> <li>Experience and explore a wealth of creative outcomes including soundscapes - graphic scores</li> <li>Perform and compose in line with a particular theme.</li> </ul>	<p>Finlandia by Jean Sibelius Learners will:</p> <ul style="list-style-type: none"> <li>listen and reflect on a piece of orchestral music</li> <li>create their own rhythmic ostinatos and structure them into a piece</li> <li>write a simple song</li> <li>perform as an ensemble</li> <li>begin to learn simple staff notation learn musical language appropriate to the task</li> <li>play and perform in ensemble contexts, using their voices and playing musical instruments</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</li> </ul>	<p>Jazz Learners will:</p> <ul style="list-style-type: none"> <li>explain what ragtime music is.</li> <li>play on the 'off beat' and sing a syncopated rhythm.</li> <li>play a call and then improvise a response.</li> <li>Improvise or compose a scat singing performance with sounds and words.</li> <li>compose and play a jazz motif fluently, using swung quavers.</li> <li>play a swung rhythm using a tuned percussion instrument.</li> <li>Perform and analyse expressive compositions.</li> <li>Extend their sound vocabulary.</li> </ul>
Physical Education (PE)	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Games</li> </ul>
Religious Education (RE)	<ul style="list-style-type: none"> <li>What is it like to be Jewish?</li> <li>What is the 'Trinity' and why is it important for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>What is it like to be a Sikh?</li> <li>What kind of a world did Jesus want?</li> </ul>	<ul style="list-style-type: none"> <li>Values; What matters most (Christian and Humanist)</li> <li>Keeping the five pillars of Islam</li> </ul>
Science	<ul style="list-style-type: none"> <li>Materials</li> <li>Sound &amp; Hearing</li> <li>Forces &amp; Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Light &amp; Seeing</li> <li>Living Things</li> </ul>	<ul style="list-style-type: none"> <li>Animals inc. Humans</li> <li>Earth &amp; Space</li> <li>Plants</li> </ul>
Well-Being	<ul style="list-style-type: none"> <li>Being Me In My World</li> <li>Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> </ul>