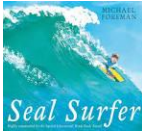



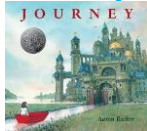













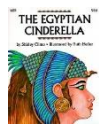


Year 3

Curriculum Yearly Overview

Darthall Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C						
Literacy Pathways text	Seal surfer 	Winter's Child 	Stone Age Boy 	Big Blue Whale 	Journey 	Zeraffa Giraffa 
Additional texts	Seal poem by Robert Frost	 The Ice Palace by Robert Swindell	 The Iron Man by Ted Hughes	This Morning I Met a Whale, Michael Murpurgo 	 Tilly Mint Tales by Berlie Doherty	 The White Fox by Jackie Morris
Writing outcome	Outcome A recount Letter in role Greater Depth Write a letter to Grandad in response to one of his Grandson's letters.	Outcome Fiction/ fantasy based on a fable Greater Depth Write a narrative from a different point of view.	Outcome Fiction/ historical narrative- story set in the stone age. Greater Depth Write from the perspective of a person in the Stone Age.	Outcome Fact/ non fiction Greater Depth Include a fact file about other endangered sea creatures	Outcome Fiction/ adventure story Greater Depth Include a new setting route to lead from one place to another	Outcome Persuasive leaflet Greater Depth Include a section of a researched Paris landmark

<p>Shared Reading – Pathways to Read Year 3</p>	<p>The Sea Book by Charlotte Milner</p>  <p>Genre – Fiction</p>	<p>Ice Palace by Robert Swindells</p>  <p>Genre –Fiction/ adventure</p>	<p>The Iron Man by Ted Hughes The Iron Giant (film 1999)</p>  <p>Genre – Fiction/ Fantasy</p>	<p>The Morning I Met a Whale by Michael Morpurgo Why would anyone hurt a whale? by</p>  <p>The Literacy Company Genre – Fiction: adventure, Information</p>	<p>Illustrated Atlas of Britain and Ireland</p>  <p>Genre – Non-fiction</p>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>Genre – Traditional Tale</p>
<p>Topic enrichment</p>						
<p>Science Year 3</p>	<p>Animals including Humans The skeleton Healthy eating Food groups</p>	<p>Forces and Magnets Pushes and pulls Faster and slower Magnetic poles</p>	<p>Rocks How soil is made Types of rocks Fossils</p>	<p>Plants Parts of plants Life cycle of flower What plants need to grow Seeds</p>	<p>Lights How shadows are made Reflective surfaces Mirrors Sun safety</p>	<p>Consolidate learning from the year</p>
<p>History</p>	<p>Ancient Greece Growth and change of Greek Empire over time Olympics, including the change in the games over time Ruling systems/democracy and how they relate to today. Myths and mythology/Story telling/validity. How history is presented.</p>		<p>Stone Age Changes in Britain from the Stone Age to the Iron Age – houses, weapons, food lining to Stone Age Boy Iron Age hill forts: tribal kingdoms, Farming, art and culture – Skara Brae</p>		<p>Ancient Egypt How was Egyptian society structured and what made a good pharaoh? What were the Egyptians beliefs and how did it affect their culture?</p>	
<p>Geography Year 3</p>			<p>Volcanoes and Earthquakes</p>		<p>Rainforests Why most of the rainforests are in the Northern Hemisphere? Weather around the world Use of geographical knowledge to explain why a place is like it is. Human features (deforestation) Physical features</p>	

Art	3D form Ancient Greeks		Textiles/collage Drawing Stone Age		Printing and Painting Rainforest	
DT	Ancient Greeks Mechanics and Electronics		Stone Age Textiles and materials		Rainforest Food IT Control and Monitoring	
Music (Music Express, Year 3)	Environment Musical focus: Composition Subject link: Geography Building Musical focus: Beat Subject link: DT	Sounds Musical focus: Exploring sounds Subject link: Geography Poetry Musical focus: Performance Subject link: English	China Musical focus: Pitch Subject link: Mathematics Time Musical focus: Beat Subject link: Mathematics	In the past Musical focus: Pitch Subject link: PE Communication Musical focus: Composition Subject link: Computing	Human body Musical focus: Structure Subject link: Science Singing French Musical focus: Pitch Subject link: Languages	Ancient Worlds Musical focus: Structure Subject link: History Food and Drink Musical focus: Performance Subject link: DT
Computing Year 3	Computer systems and networks Connecting computers	Creating media Stop frame animations	Programming A Sequencing sounds	Data and Information Branching databases	Creating media Desktop publishing	Programming B Events and actions in programs
PE	Communication and Tactics What makes a good team/team leader? Collaboration and communication, creating tactics in a team. Football Explore how to	Gymnastics (symmetry and asymmetry) Exploring movements and balance in a symmetrical and asymmetrical way. Focus on movement out of balances and traveling. Netball Develop passing and moving, building up into mini games, where	Basketball Introduce passing and receiving in order to keep possession of the ball. Concentrate on the attacking players using a range of passes (chest and bounce) to keep possession.	Wild Animals (Dance) Respond to different stimuli being able to add drama and emotion to the dance. Tennis Where and why do we throw the ball on the court?	Orienteering (Geography cross-curricular link) Understanding how to use a map or a plan and to be able to use a key correctly to help navigate Throwing and Jumping	Running Sprinting technique, running for speed and as part of a team. How can we use our bodies to run as fast as possible? Rounders Recap underarm throwing and

	<p>apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.</p>	<p>pupils explore the transition between attack and defence</p>	<p>Develop an understanding of how to win the ball back (defending).</p> <p>Hockey Introduce dribbling in order to keep control and possession of the ball.</p> <p>Concentrate on attackers when they are dribbling focus on keeping control of the ball and changing direction when dribbling.</p> <p>Develop an understanding of how to dribble the ball keeping possession to beat an opponent.</p>	<p>Creating spaces for winning shots. Mini ladder tournaments</p>	<p>Exploration of throwing for accuracy and throwing for distance. Focus on learning how to throw a javelin/shotput/discus correctly and with accuracy.</p>	<p>introduce an overarm throw. Focus on batting, fielding and stopping the ball.</p>
MFL	<p>French Greetings with puppets Using puppets to practise a variety of French greetings and learning how to introduce themselves.</p>	<p>French adjectives of colour, size and shapes Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and</p>	<p>French playground games – Number and age Counting in French from one to twelve, asking how old someone is and answering the</p>	<p>In a French classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that</p>	<p>French Transport Using detective skills to spot cognates and working out meaning, learning new transport-related</p>	<p>A circle of life in French. Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences</p>

	Choosing the correct greeting based on the time of day.	practising language skills	same question, comparing sentence structures in French and English.	every French noun is either 'masculine' or 'feminine.'	vocabulary and constructing sentences using parts of the verb 'aller' – to go.	and complete food chains.
RE	Hinduidm Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Christianity Has Christmas lost its true meaning?	Christianity Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity What is 'good' about Good Friday?	Hinduism How can Brahman be everywhere and in everything?	Sikhism What is the best way for a Sikh to show commitment to God?