

Harrold Primary Academy
Curriculum Overview 2019-2020

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Stone Age to Iron Age		Rockin' Romans		Rainforests and Deserts	
Humanities	Geography	History	Geography	History	Geography	
	Describe and understand key aspects of human geography, including types of settlement and land use.	Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.	Name and locate countries and cities of the UK, Europe and South America and understand how they have changed over time. Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Computing	Online safety Year 3 starter unit		Computer Science, coding and debugging Sequence and animation		Conditional events (selection)	

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Science	<u>Rocks & Fossils</u>	<u>Animals including humans</u>	<u>Forces and Magnets</u>
	<ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
		<u>Light</u>	<u>Plants</u>
		<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light and notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes find patterns in the way that the size of shadows change recognise that shadows are formed when the light from a light source is blocked by a solid object 	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Working Scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 		
PSHE	Health and wellbeing	Relationships	Living in the wider world

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RE	Where, how and why do people worship?	What kind of world did Jesus want?	Why do Christians call the day Jesus died 'Good Friday'?	What are the deeper meanings of the festivals?	How is faith expressed in Sikh communities and traditions?	How is faith expressed in Hindu communities and traditions?
PE	Dance – Solar System	Gym – Patterns and Pathways	Dance - Machines	Gym – Hand Apparatus	Striking and Fielding Games	Athletics
	Multiskills	Multiskills	Ball Handling Skills	Striking/Fielding Games	Striking and Fielding Games	Tennis
Art	Sketching and rough drawings of cave painting To improve their mastery of arts and design techniques, including drawing, painting and sculpture with a range of materials		Design and make Roman shields To improve their mastery of arts and design techniques, including drawing, painting and sculpture with a range of materials		Henri Rousseau To know great artists, architects and designers in history	
DT			Food Technology Getting ready to cook Remarkable wraps Couscous salad Fruity chocolate kipsies Oat and honey muffins		Mechanical Posters Mechanical Systems Levers and linkages Designing Prototypes Finishing a product Evaluating our posters	
Music	Exploring rhythmic patterns (Rap music) <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control Children should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 		Exploring pentatonic scales (Scales) <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control Children should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 		Exploring singing games <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control 	
French	Numbers and Greetings	Greetings and Names	Colours and Weather	Celebrations and Festivals	Family and Hobbies	Animals
Maths	Number – Place Value Number – Addition and Subtraction Number – Multiplication and Division		Number – Multiplication and Division and Fractions Measurement – Money, length and perimeter Statistics		Number – Fractions Measurement: Time, mass and capacity Geometry – properties of shapes	

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English	Narrative Writing Story written in the past tense - Stone Age Boy Non-fiction - information texts about Mary Anning and the Stone Age Focus - Description, writing in the past tense	Non Fiction - Instructions How to Wash a Woolly Mammoth Conquering the monster tale - Moz the Monster Focus - Sequencing	Journey Story - Escape from Pompeii Non-Fiction - Newspaper Recount Julius Caesar. Focus - Settings	Poetry - The Magic Box Portal Story - The Door Focus - Sentence Openers	Dilemma Story - The Great Kapok Tree Focus - Description	Persuasive Writing - One Day on our Blue Planet...Rainforests Down in the Jungle Instructions and Recount of planting of own seeds.
	Non-Chronological Reports - animals of the desert/rainforests. Focus - Explanation					
Class Reader	Stig of the Dump. The Christmasaurus		Romans on the Rampage		Journey to the River Sea	
Enrichment Activities	National visit		Local Visit		Regional Visit	