

## Year 3 Curriculum Overview 2017-18

The following curriculum overview may be subject to change. At Monksdown Primary School we are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information of what your child is learning please visit our website and Twitter feeds which are regularly updated throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	This term we will be reading 'Perry Angel's Suitcase' by Glenda Millard.	This term we will be reading 'The Lion, the Witch and the Wardrobe by C. S. Lewis.	This term we will be reading Cat Tales by Linda Newbery. We will be learning a Journey Tale through our Talk 4 Writing sessions.	The Battle of Bubble and Squeak by Philippa Pearce - We will also be reading, writing and retelling our tales of fear.	Sheep Pig by Dick King Smith - We will also be reading, writing and performing a selection of dialogues and plays.  We will be using a variety of intonation in our voices to express the feelings of characters within the plays that we read.	The Abominables by Eva Ibbotson We will be using talk for writing to enhance children's language and story writing skills.
	Narratives –we will be learning a Wishing Tale using the talk for writing approach to enhance children's language and story writing skills. We will also be learning a warning tale linking to our topic on Ancient Greece. The warning tale we will learn is Daedalus and Icarus.					
<b>Computing</b>	Children will learn how to create a PowerPoint presentation. They will devise slides that will show facts about the Ancient Greeks and their beliefs. The children will also gain an understanding of how to stay safe online.		Children will use software to complete a given task: they will learn how to create an animation that contains movement and audio. During the topic of Presenting information, the children will use a range of inputs and outputs including cameras and microphones.		Children will learn how to become safe digital communicators whilst emailing, messaging and creating a profile.	Children will have the chance to produce music of their own using Super Duper Music Looper using a program to structure sound loops.
<b>Science</b>	Children will learn about electricity. As scientists they will construct simple circuits and study the links between magnets and electricity. The children will focus on developing scientific skills, including; defining variables, designing questions, planning investigations and predicting outcomes.		The children will learn about geology, mixtures and separation. As scientists they will learn about mixing solids and liquids and how to separate them. They will also study how this relates to soils and rocks in the world around us. The children will focus on developing scientific skills, including; selecting which data to gather, and graphing/tabulating data.		The children will learn to analyse and evaluate data related to environment, ecology and evolution. As scientists they will learn about how the environment affects living things, and how living things have adapted to living on earth. The children will focus on developing scientific skills, including; validating data and identifying/explaining anomalies.	
<b>History</b>	As Historians the children will be studying Ancient Greece. We will learn about many of the different Greek Gods and the beliefs Greeks had around these. We will research Greece to find out how the influence Ancient Greece has had on Modern Greece.		As Historians the children will be learning about the Stone Age to Iron Age period. The children will build upon their understanding of chronology, understand what life was like at that time. The children will deepen their understanding and analysis of different sources of historical information.		As Historians the children will be learning about the history of the Mersey ferry service and linking this to the English unit on information texts. The children will explore the historical features associated with the Mersey ferries and the surrounding areas.	
<b>Geography</b>	<b>Our European Neighbours</b> As geographers, children will: Locate Europe including Russia using maps and globes Locate key countries in Europe relevant to our pupils and current news. Find capital cities on maps, comparing and contrasting physical/human features. Study a European country of interest and compare to the UK its climate, physical features and human features.		<b>Liverpool</b> As geographers, the children will locate the school on a map and describe its position in Liverpool and the surrounding area. They will identify local landmarks and physical and human features of Norris Green and Liverpool.		<b>Farm to Fork</b> As geographers, the children will find out where food comes from, locate countries that farm these foods and discuss trade/working conditions. The children will plot the journey of food to our cupboard (e.g. coffee from Brazil) The children will compare the climate and physical aspects of countries and discuss why crops are grown where they are, compared to the UK. The children will study and taste food grown in the Mediterranean	
<b>Languages</b>	<b>The focus of our French lessons will be on practical communication, responding to spoken and written language. The children will be encouraged to speak with increasing confidence and fluency, as well as lengthening the amount of writing produced over the key stage.</b>					
	We will be learning about classroom objects, days of the week and months of the year.		We will recognise, name and ask for classroom objects, say how many brothers and sisters they have, recall months and seasons, recognise and name some weather phrases.		We will be learning about countries and weather. We will also learn how to tell the time.	
<b>PE</b>	<b>Gymnastics</b> – Improve the quality of their actions, body shapes and balance, Select appropriate actions and consolidate simple ideas, Know the importance of strength, Evaluate their work and quality of their performance, Recognise how their work can be improved		<b>Invasion Games</b> – Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, Use a range of skills to keep possession and make progress towards a goal, on their own and with others, Choose good places to stand when receiving, and give reasons for their choice.		<b>Dance</b> - Improvise freely, on their own or with a partner, Translate ideas into a dance, Create and link phrases using a simple dance structure, Perform dances with an awareness of rhythm on their own or in a group	
					<b>Striking &amp; Fielding Games</b> - Travel whilst bouncing a ball showing control, Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, In pairs, make up a game and play a simple rallying game, Use a range of skills to keep possession. Choose good places to stand when receiving, and give reasons for their choice, Choose and use batting or throwing skills to make the game hard for their opponents	<b>Athletics</b> - Develop skills from the 3 main aspects of athletics – running, jumping and throwing, Link running and jumping movements, Can move safely and appropriately around, between and over apparatus, Have worked with a variety of equipment including: balls, hoops, beanbags, quoits

<b>Music</b>	<b>Three Little Birds</b> The children will fluently perform 'Three Little Birds' with accuracy, recognise tempo and instruments in related songs, develop an historical understanding of Jamaican music, improvise on unpitched percussion and glockenspiels with dynamics.	<b>KS2 Nativity</b> The children will learn to sing and perform a production based on the story of Christmas	<b>Glockenspiel Stage 2</b> The children will recall and perform a variety of songs with fluency and expression on the glockenspiel from both memory and score, listen and comment on contrasting musical elements, understand glockenspiel science, perform with dynamics.	<b>There Was a Monkey</b> The children will fluently perform 'There Was a Monkey' with accuracy, recognise tempo and instruments in related songs, develop an historical understanding of related music, improvise on unpitched percussion	<b>Let Your Spirit Fly</b> The children will fluently perform 'Let Your Spirit Fly' with accuracy, recognise tempo and instruments in related songs, develop an historical understanding of related music, improvise on unpitched percussion	<b>Reflect, Rewind, Replay</b> Revisiting songs from the year
<b>Art</b>	As Artists, the children will develop their techniques and skills, focusing on African art linked to our History topic. They will study and recreate African symbols, and use stencilling and printing techniques. The use of Sketch Books will be further developed and children will be encouraged to record, review and revisit their ideas.		As Artists, the children will develop their understanding of colour and shade. Linked to the 'Stone Age' topic, the children will explore patterns and tone using oil pastels. We will create cave paintings by making stencils of Stone Age animals and repeating these onto A1 pieces of paper.		As Artists, the children will develop their experience and understanding of Op art and focus on the work of Bridget Riley and Victor Vasarely. Main techniques will include painting (experimenting with paint textures) shading, and sketching repetitive patterns. The use of Sketch Books will be further developed and children will be encouraged to review and revisit their ideas.	
<b>DT</b>	<b>Food Technology</b>		<b>Creative Design:</b> We will continue to improve skills in this area when we make Stone Age jewellery using clay. We will consider a range of 3D shapes during this unit.	<b>Food Technology</b>	<b>Textiles/ Mechanisms</b> Puppets (levers?)	
<b>RE</b>	<b>Faith stories-</b> Explore and interpret stories from some of the main faiths and make connections to their own lives. <b>Christmas- Jesus Light of the World</b> Understand the significance of the Christmas story to Christians. Explore the connections between Christmas and other religious beliefs where light is significant.		<b>Symbols-</b> Children will learn about a range of symbols in different religions and the importance of them. They will discuss the importance of symbols in relation to belonging to a particular group. We will also look at places of worship. <b>Easter- The Cross .</b> Explore the meaning and significance of the cross to Christians. Retell and recount the key events of the Crucifixion and Resurrection.		<b>Inspirational Figures-</b> Study key inspirational figures and understand the differences they have made to society .	
<b>SMSC/PSHE</b>	In SMSC the children will explore 'changes'. The children will be taught aspects of British Values, including: democracy, the rule of law, individual liberty, mutual respect and tolerance. All aspects of school life aim to deepen and develop understanding of these concepts and compliment PSHE. <b>As a school we feel that we should not only to cover the National Curriculum but also develop skills and values that are particular to our children. Our school values encourage the pupils to be: Responsible, Resilient, Respectful and Resourceful; these ideals are central to our school ethos.</b>					
	<b>Resilience &amp; Respect:</b> I will not join in on bullying		<b>Resilience &amp; Respect:</b> The bullied child needs my support		<b>Resilience &amp; Respect:</b> I will not be bullied!	
	<b>What are the rules that keep us safe?</b> Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	<b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	<b>What are we responsible for?</b> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	<b>How can we describe our feelings?</b> Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	<b>How can we eat well?</b> What makes a balanced lifestyle; balanced diet; making choices; what influences choices	<b>What jobs would we like?</b> What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets