

Long term Curriculum Plan Overview 2019-20: Year 3

	Aut 1 (6 weeks)	Aut 2 (7 ½ weeks)	Spr1 (6 weeks)	Spr2 (5 weeks)	Sum 1 (6 weeks)	Sum 2 (7 ½ weeks)
Year 3	History: Anglo-Saxons Geography	Art Project (3 weeks) Music	History : Norman Castles DT	RE ICT Coding	Geography: Volcanoes and Earthquakes Art	History: Vikings DT food
1 session per week unless stated	Science: Rocks	Science: Forces/Magnets	Science: Light	Science: Animals, including humans	Science: Animals, including humans Plants	Science: Plants
Year 4	History: Ancient Egypt RE	Art Project (3 weeks) Geography – comparing 2 countries	History: Roman Empire DT food	RE Music	Geography: The sea Science: Living things and their habitats – year 4 and 5 objectives Art	Dinosaurs Science History DT
1 session per week unless stated	Science: States of matter	Science: Animals including humans	Science: Electricity		ICT Coding (for half a term)	Science: Sound
Golden Time ipads	Y3 class Stop animation/coding	Y3 class Stop animation/coding	Y4 class Stop animation/coding	Y4 class Stop animation/coding		

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Things to note:

- **Science: Across all science lessons the following objectives must be covered:**

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:

- a. asking relevant questions and using different types of scientific enquiries to answer them

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- b. setting up simple practical enquiries, comparative and fair tests
 - c. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - d. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - e. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - f. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
 - g. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 - h. identifying differences, similarities or changes related to simple scientific ideas and processes
 - i. using straightforward scientific evidence to answer questions or to support their findings.
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- **Science:** Look at non-statutory content in National Curriculum to support planning

 - **Geography:** Use location knowledge as part of warm ups in applicable lessons to rehearse key facts

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	Aut 1 (6 weeks)	Aut 2 (7 ½ weeks)	Spr1 (6 weeks)	Spr2 (5 weeks)	Sum 1 (6 weeks)	Sum 2 (7 ½ weeks)
Title	Anglo-saxons		Castles		Volcanoes and Earthquakes	Vikings
Visit/ visitor	Escot – Saxon village	Science dome in school	Okehampton castle (towards the end of half term) We are curious trip	Walk along Tarka trail – animal hunt/bug hunt (link to science) North Devon biosphere	Clare – Pompeii talk	Vikings Ash

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<p style="text-align: center;">Year 3</p>	<p>History: Anglo-Saxons Britain's settlement by Anglo-Saxons and Scots</p> <p><u>This could include:</u></p> <ul style="list-style-type: none"> Late Neolithic hunter gatherers and early farmers e.g Skara Brae Bronze Age religion, technology and travel e.g. Stonehenge Iron Age Hill forts: tribal kingdoms, farming, art and culture <p>Including geography focus of fieldwork linked to settlement</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Art Project – linked to Anglo saxons (3 weeks)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) about great artists, architects and designers in history. <p>Music (3 weeks) – Glockenspiel S1 (using steel pans)</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression improvise and compose music using the inter-related dimensions of music separately and in combination listen with attention to detail and recall sounds with increasing aural memory use and understand the basics of staff and other musical notations appreciate and understand a wide range of high quality live and recorded music from different traditions and from 	<p>History: Norman Castles (David Weatherley planning)</p> <ul style="list-style-type: none"> A study or aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 <p>DT</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products 	<p>RE (3 weeks) What do Hindus believe God is like?</p> <p>See RE Syllabus for further support</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe god Make clear links between some stories (e.g. Svetaketu. Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu mutis express about God Make simple links between beliefs about God and how Hindus live Identify different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/ preserve/ destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of god in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>What does it mean to be Hindu in Britain today?</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today. Describe how Hindus show their faith within their faith communities in Britain today Identify different ways in which Hindus show their faith Identify the terms dharma 	<p>Geography: Volcanoes and Earthquakes (4 weeks)</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: volcanoes and earthquakes, mountains human geography, including: land use, economic activity <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Location knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Art (2 weeks)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil 	<p>History: Vikings (6 weeks)</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>This could include:</u></p> <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan, the first King of England Further invasion and Danegeld Anglo-Saxon laws and Justice Edward the Confessor and his death in 1066 <p>DT Food: (2 weeks)</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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<p>1 session per week unless stated</p>	<p>Science: Rocks</p> <ul style="list-style-type: none"> a. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties b. describe in simple terms how fossils are formed when things that have lived are trapped within rock c. recognise that soils are made from rocks and organic matter. 	<p>Science: Forces/Magnets</p> <ul style="list-style-type: none"> a. compare how things move on different surfaces b. notice that some forces need contact between two objects, but magnetic forces can act at a distance c. observe how magnets attract or repel each other and attract some materials and not others d. 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 e. describe magnets as having two poles f. predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Science: Light</p> <ul style="list-style-type: none"> a. recognise that they need light in order to see things and that dark is the absence of light b. notice that light is reflected from surfaces c. recognise that light from the sun can be dangerous and that there are ways to protect their eyes d. recognise that shadows are formed when the light from a light source is blocked by an opaque object e. find patterns in the way that the size of shadows change. 	<p>Science: Animals, including humans</p> <ul style="list-style-type: none"> a. 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 b. identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p>Science: Plants</p> <ul style="list-style-type: none"> a. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers b. 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 	<p>Science: Plants</p> <ul style="list-style-type: none"> c. investigate the way in which water is transported within plants d. explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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