**Beaconhill Primary School**

**Year Three Curriculum**

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|  | **Science** | | **Art and Design** | **Computing** | **Design and Technology** | | **Geography** | **History** | **Languages** | **Music** | | **Physical Education** | **Religious Education** | **PSHE** |
| **Autumn 1** | Animals including humans | |  | Coding | Sandwiches | | Cities and counties of the United Kingdom |  | Numbers, colours, greetings | Three Little Birds (Reggae) | | Multiskills | Would celebrating Divali at home and in the community bring the feeling of belonging to a Hindu child? | Being in My World |
| **Autumn 2** | Online Safety  Spreadsheets | Netball | Has Christmas lost it’s true meaning? | Celebrating differences |
| **Spring 1** | Forces and magnets | | Stone age art – focus on cave paintings | Touch typing | Stone Age jewellery | |  | Britain from the Stone age to the Iron age | Greetings, health, colours, mini book | Glockenspiel Stage 2 | | Gymnastics | Could Jesus really heal people? Were these really miracles or is there some other explanation? | Dreams and Goals |
| **Spring 2** | Rocks | | Email | Numbers, patterns | Dance | What is ‘good’ about Good Friday? | Healthy Me |
| **Summer 1** | Light | | Artist Studies  Banksy  David Hockney | Branching databases |  | | European Countries with a focus on France |  | Me, adj. agreement, sentence formation | Let your Spirit Fly | | Athletics  Rounders | How can Brahman be everywhere and in everything? | Relationships |
| **Summer 2** | Plants | | Simulations  Graphing |  | Introduction to The Romans (cont. in Y4) | Fact finding, sentence writing, prepositions | Athletics  Rounders | Would visiting the River Ganges feel special to a non Hindu? | Changing me |
| **Subject** | | **Autumn** | | | | **Spring** | | | | | **Summer** | | | | |
| **Science** | | **Animals Including Humans**   * 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. | | | | **Forces and Magnets**   * 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 * 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 * describe magnets as having two poles * predict whether two magnets will attract or repel each other, depending on which poles are facing.   **Rocks**   * 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. | | | | | **Light**   * recognise that they need light in order to see things and that dark is the absence of light * 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 * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change.   **Plants**   * 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**   * 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. | | | | | | | | | | | | | |
| **Art and Design** | |  | | | | **Stone Age art**   * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | | | | **Artist Study – Banksy, David Hockney**   * 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 [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | | | |
| **Computing** | | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | | | * • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information   • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | | | |
| **Design and Technology** | | **Sandwiches**  **Design**   * 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 * generate, develop, model and communicate their ideas through discussion and annotated sketches   **Make**   * select from and use a wider range of tools and equipment to perform practical tasks accurately * select from and use a wider range of materials and ingredients, according to their functional properties and aesthetic qualities   **Evaluate**   * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   **Cooking and nutrition**   * 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. | | | | **DT Linked to History Topic**  **Design**   * 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 * generate, develop, model and communicate their ideas through discussion and annotated sketches   **Make**   * select from and use a wider range of tools and equipment to perform practical tasks accurately * select from and use a wider range of materials, according to their functional properties and aesthetic qualities   **Evaluate**   * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | | |  | | | | |
| **Geography** | | **Cities and Counties of The United Kingdom**   * To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. * To use the eight points of a compass to build their knowledge of the United Kindom * To understand geographical similarities and differences through the studies of human and physical geography of regions of the United Kingdom. * To use maps, atlases, globes and digital/computer mapping to locate cities and counties and describe features studied. | | | |  | | | | | **European Countries with a focus on France**   * To locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics and major cities. * To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * To understand geographical similarities and differences through the study of human and physical geography of a region in a European country ( France) | | | | |
| **History** | |  | | | | **Britain from the Stone Age to the Iron Age**   * Changes in Britain from the Stone Age to the Iron Age.   This could include:   * late Neolithic hunter-gatherers and early farmers * Bronze age religion, technology and travel * Iron age hill forts, tribal kingdoms, farming, art and culture | | | | | **Introduction to the Romans**   * The Roman Empire and its impact on Britain   This could include: Julius Caesar’s attempted invasion in 55-54 BC   * The Roman Empire by AD 42 and the power of its army * Successful invasion by Claudius and conquest, including Hadrian’s Wall. | | | | |
| **Languages** | | **French**   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * present ideas and information orally to a range of audiences * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally and in writing   understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | | | | | | | | | |
| **Music** | | **Three Little Birds (Reggae)**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | | **Glockenspiel Stage 2**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * use and understand staff and other musical notations | | | | | **Let Your Spirit Fly (R&B)**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | | |
| **Physical Education** | | **Multiskills and Netball**   * develop flexibility, strength, technique, control and balance * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | | | | **Gymnastics and Dance**   * develop flexibility, strength, technique, control and balance * compare their performances with previous ones and demonstrate improvement to achieve their personal best. * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | | | | | **Athletics and Rounders**   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | |
| **Religious Education** | | **Would celebrating Divali at home and in the community bring the feeling of belonging to a Hindu child?** *Does participating in worship help people feel closer to God or their faith community?*   * We are learning to investigate what happens during Divali and whether the celebrations bring a sense of belonging to Hindus.   **Has Christmas lost it’s true meaning?** *Do sacred texts have to be ‘true’ to help people understand their religion? Is religion the most important influence and inspiration in everyone’s life?*   * We are learning to find out what the true meaning of Christmas is to Christians and compare this to what Christmas means to us. | | | | **Could Jesus really heal people? Were these really miracles or is there some other explanation?** *Do sacred texts have to be ‘true’ to help people understand their religion? Is religion the most important influence and inspiration in everyone’s life?*   * We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.   **What is ‘good’ about Good Friday?** *Should religious people be sad when somebody dies? Do sacred texts have to be ‘true’ to help people understand their religion? Can the arts help communicate religious beliefs?*   * We are learning to recall the main events in the Easter story and understand why Jesus’ crucifixion symbolises hope for Christians. | | | | | **How can Brahman be everywhere and in everything.** *Do sacred texts have to be ‘true’ to help people understand their religion? Can the arts help communicate religious beliefs?*   * We are learning to understand the Hindu belief that there is only one God with many different aspects.   **Would visiting the River Ganges feel special to a non Hindu?** *Do religious people lead better lives? Is religion the most important influence and inspiration in everyone’s life?*   * We are learning to understand the significance of the river Ganges both for a Hindu and non Hindu. | | | | |
| **PSHE** | | **Health and Wellbeing**   * To know about people who are responsible for helping them stay healthy and safe and ways they can help these people. * To learn strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) | | | | **Relationships**   * To recognise and respond appropriately to a wide range of feelings in others. * To recognise that their actions affect themselves and others. * To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. | | | | | **Living in the Wider World**   * To think about the lives of people living in other places and people with different values and customs. * To understand what being part of a community means, and about the varied institutions that support communities locally and nationally. * To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. | | | | |