**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 SafetySpreadsheets | 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 StudiesBanksyDavid Hockney | Branching databases |  | European Countries with a focus on France |  | Me, adj. agreement, sentence formation | Let your Spirit Fly | AthleticsRounders | How can Brahman be everywhere and in everything? | Relationships |
| **Summer 2** | Plants | SimulationsGraphing |  | Introduction to The Romans (cont. in Y4) | Fact finding, sentence writing, prepositions | AthleticsRounders | 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.
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| **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.
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| **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.
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| **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
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| **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
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| **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)
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| **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.
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| **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
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| **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.
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| **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.
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| **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.
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