

Year: 3

Curriculum Overview 2018-2019

Term: Autumn

	Autumn 1: Being Me In My World							Autumn 2: How My World Shapes Me							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English Book	Once Upon An Ordinary School Day			The Minpins				Trip: Butser Farm				Extracts of Xmas poems			
English - Genres	Stories with familiar settings			Adventure story				Recount				Shape poems & calligrams			
English - Objectives / Skills															
Science – Unit	Animals inc. Humans Nutrition							Rocks							
Science - Objectives / Skills	<p>To know that animals and humans need food to grow and be active. To know the food groups - carbohydrate, protein, dairy, fats, -to be able to investigate a question about diet and collect the evidence. To be able to display the evidence they have collected and consider and draw conclusions that humans (and some other animals) have bony skeletons inside their bodies and to raise questions about different bony skeletons. To make and record relevant observations of bones and skeletons that the skeleton supports the body. To identify animals without a skeleton to identify a question and turn it into a form that can be tested making a prediction. To decide precisely what body measurement to make, and to make it. To use bar charts or pictograms to present measurements. To say what the evidence shows and whether it supports the prediction that animals with skeletons have muscles attached to the bones. That a muscle has to contract (shorten) to make a bone move. That muscles act in pairs. To learn the names and functions of some major muscles. To plan an appropriate way of gathering the evidence needed. To make a series of measurements that are adequate for the task. To record their measurements using diagrams and bar charts.</p>							<p>That rocks are used for a variety of purposes. That rocks can be grouped according to observable characteristics. To observe and compare rocks. That beneath all surfaces there is rock. Identify main types of rocks. To understand how fossils are formed. To know which type of rock fossils are mainly found in. To know that fossils are studied by palaeontologists. That rocks are chosen for particular purposes because of their characteristics. That differences between rocks can be identified by testing. To use first hand and secondary sources of evidence. That rocks are chosen for particular purposes because of their characteristics. To apply knowledge of rocks creatively. That there are different kinds of soil depending on the rock from which they come. To observe differences and make comparisons. To understand the term erosion. That particles of different sizes can be separated by sieving. To use simple apparatus to measure volumes of liquids and to measure time. To recognise</p>							

	period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world														
ICT – Unit	E Safety MS Word Touch typing														
ICT - Objectives / Skills	Pupils, review their online activity, including maintaining amending online profiles, communication channels and publishing spaces to ensure they do not inadvertently reveal personal details.														
RE – Unit	Divali							Christmas							
RE - Objectives / Skills	We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus?							We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.							
PHSE – Unit	Being Me Pedestrian Safety							Celebrating difference							
PHSE - Objectives / Skills	I recognise my worth and can identify positive things about myself and	I can face new challenges positively, make responsible	I understand why rules are needed and how they relate to rights and	I understand that my actions affect myself and	I can make responsible choices and take action.	I understand my actions affect others and try to see		I understand that everybody's family is different and important to them.	I understand that differences and conflicts sometimes happen	I know what it means to be a witness to bullying.	I know that witnesses can make the situation better or	I recognise that some words are used in hurtful ways.	I can tell you about a time when my words affected someone's feelings and what		

	my achievements. I can set personal goals I know how to use my Jigsaw Journal.	choices and ask for help when I need it I recognise	responsibilities.	others and I care about other people's feelings.		things from their points of view.			among family member.		worse by what they do.		the consequences were.			
ART- Unit								Colour mixing Pencil skills Journey Art (Paul Klee)								
ART - Objectives / Skills	N/A							To investigate the use of symbols in Aboriginal art To be able to create a piece of artwork in the style of an Aboriginal journey. To identify different ways of representing objects and features relating to maps and journeys To investigate the work of Paul Klee. To be able to use gathered ideas to create a piece of 'journey' artwork.								
DT- Unit	Sandwich making															
DT - Objectives / Skills	To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet. To taste a variety of different breads and sandwiches and examine flavours and textures. To design and plan a sandwich for a particular purpose. To be able to create a healthy sandwich. To be able to evaluate a finished product.															
PE- Unit	Invasion games Hockey Gym							Invasion games Gym								
PE - Objectives / Skills	Hockey: To concentrate on control and accuracy when dribbling the ball To consolidate and improve the quality of their techniques and their ability to link movements To use passing, receiving and dribbling skills in game situations To improve their ability to choose and use simple tactics							Gym: To experiment with body shapes To link shapes and create a sequence with a partner To experiment with balances To explore different methods of travelling across a mat To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement To improve their ability to select appropriate actions and use simple compositional ideas to create sequences on apparatus To improve sequences with on own, a partner and in small groups								
Maths – Unit	Place Value Addition Shape							Subtraction Fractions								

	Time							Length							
Maths - Objectives / Skills															
Trips / Workshops / Speakers / Events / Assemblies / Specific Days															
Trips / Workshops / Speakers / Events / Assemblies / Specific Days - Objectives / Skills	Pedestrian Training Local Area							Butser Farm							
Outdoor Learning / Eco opportunities	Science growing seeds – grow lettuce/ cress							Science Rocks							