

# Sacred Heart

Catholic Primary School



## Curriculum Overview Year 3

	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Religion</b>	Belonging - We gather as God's family 3A	Reconciliation 3B Advent 3C Christmas 3D	We listen to God's word at mass 3E	Lent 3F Holy Week 3H	Easter 3I Pentecost 4K  The Eucharist is a Thanksgiving to God 3J Holy Communion prep Y3	Prayer 3G
<b>Computing</b>	E-Safety & Communication	Word	Browser	Keynote	Data Handling Excel	Pages
<b>Programming</b>	WeDo		Scratch		Move the turtle and Kodable	
<b>Science</b>	Forces and magnets (Physics) Scientific Enquiry	Forces and magnets (Physics) Scientific Enquiry	Plants (Biology) Scientific Enquiry	Rocks (Chemistry) Scientific Enquiry	Animals including humans (Biology) Scientific Enquiry	Light (Physics) Scientific Enquiry
<b>PE</b>	I - Dance O - Games – Net & Wall (Sports Apprentice / Elise Liggins)	I - Gymnastics – Balance O - Games – Invasion (Sports Apprentice / Elise Liggins)	I – Dance (PAS) O - Games – Net/Wall (Sports Apprentice / Elise Liggins)	I - Gymnastics – Body Shape O - Games - Invasion (Sports Apprentice / Elise Liggins)	I - Athletics O - Games – striking/fielding (Sports Apprentice / Elise Liggins)	O - Athletics O - Games – striking/fielding (Sports Apprentice / Elise Liggins)
<b>Theme Title</b>	Best of British	It's a Greek Myth	Rain or Shine	Excellent Egyptians	The Rainforest	The History of Chocolate
<b>Geography</b>	YES		YES		YES	
<b>History</b>		YES		YES		YES
<b>Art</b>	YES Sketching. Improving drawing of trees, buildings etc Visit Compton Verney Landscapes/Sculptures	YES Greek plates/pottery		YES Egyptian death masks	YES Rainforest Art -draw using different techniques and media	

<b>Music</b>	Key Skills Focus	PAS Music	Key Skills Focus	Key Skills Focus	Key Skills Focus	
<b>D and T</b>		YES Use textiles - puppets	YES Design and make rain gage, sundial etc			YES Cookery – chocolate recipes
<b>Languages</b>	French – Sue O'Malley Progression of Skills	French – Sue O'Malley Progression of Skills	French – Sue O'Malley Progression of Skills	French – Sue O'Malley Progression of Skills	French – Sue O'Malley Progression of Skills	French – Sue O'Malley Progression of Skills
<b>Personal Development</b>	New Beginnings	Getting on and Falling out	Going for Goals	Good to be Me	Relationships	Changes
<b>Entry/Exit Point</b>	Afternoon Tea Party	Watch Hercules Toga Party	Make your own weather report	Egyptian Art day	Rainforest art and documentaries.	Design your own chocolate bar.
<b>Enrichment Opportunities (trips, visitors, artefacts)</b>	Trip to town	Greek artefacts Story telling	Weather measuring equipment.	Egyptian artifacts, Hyroglyphics.  Coombe Abby (goes with Famous Five)	Ryton Gardens?	Cadbury's World  Chocolate Bars Chocolate Shop

## Specific Objectives (broken down for each theme)

Theme Title	Best of British	It's a Greek Myth	Rain or Shine	Lands of Mystery and Wonder	The Rainforest	The History of Chocolate (The Mayans)
<b>Geography</b>	<p>A study of Britain – Cities, Rivers, key map work Location within the Globe</p> <p>NC:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul>		<p>Cloud formation, Rainfall, hurricanes, tornadoes.</p> <p>NC:</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of:</li> <li><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>		<p><b>Brazil</b></p> <p>NC:</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	
<b>History</b>		<p>NC:</p> <p><b>Greeks</b></p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>NC:</p> <p><b>Egyptians</b></p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>		<p>NC:</p> <p><b>Mayans</b></p> <p>a non-European society that provides contrasts with British history – a study from: c. AD 900; Mayan civilization</p>
<b>Music</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li><input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li><input type="checkbox"/></li> </ul>					

<p><b>Art and Design</b></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p><input type="checkbox"/> 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]</p> <p>about great artists, architects and designers in history.</p>			<p><input type="checkbox"/> 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]</p> <p>create sketch books to record their observations and use them to review and revisit ideas</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p><input type="checkbox"/> 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]</p>	
<p><b>Design and Technology</b></p>		<p>Design</p> <p><input type="checkbox"/> 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</p> <p>Make</p> <p><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles</p> <p>Evaluate</p> <p><input type="checkbox"/> investigate and analyse a range of existing products</p>	<p>Design</p> <p><input type="checkbox"/> 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</p> <p>Make</p> <p><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Technical knowledge</p> <p><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>			<p>Cooking and nutrition</p> <p><input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Generate and develop ideas through discussion, annotated sketches and diagrams</p>