CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY			CURRICULUM REVIEW: OVERVIEW 2021				YEAR GROUP: 3		
Term	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING	PE	MFL	PSHE
Golden Thread- Communication										
Autumn 1	Animals incl. Humans - Skeletons *Know and identify the functions of a skeleton

Biology - Movement

*Know about the joints and how we move.

Biology - Nutrition and diet

*Know about the importance of a nutritious, balanced diet | Chronology Stone Age – 1066 *Know how Britain changed between the beginning of the stone age and the iron age *Know the main differences between the stone, bronze and iron ages *Know what is meant by 'hunter-gatherers' Link in our golden thread by thinking how the Stone Age people would communicate | Skills and Fieldwork *Know and name the eight points of a compass | Using Sketchbooks – drawing painting and sculpture • To know tertiary colours and how they are mixed • To understand the different types of drawing pencils • To draw using lines (line drawings) using two types of drawing pencil and to be able to look at and copy accurately a more detailed line drawing • To demonstrate cross-hatching, scumbling and stippling techniques | Structures - Constructing a roundhouse Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure). | Let Your Spirit Fly • listen carefully and recognise high and low phrases • combine different sounds to create a specific mood or feeling • Keep the rhythm • recognise the pitch | Computing Systems and networks 1. To describe how networks physically connect to other networks 2. To recognise how networked devices make up the internet 3. To outline how websites can be shared via the World Wide Web (WWW) 4. To describe how content can be added and accessed on the World Wide Web (WWW) 5. To recognise how the content of the WWW is created by people 6. To evaluate the consequences of unreliable content | Athletics • know the difference between slow, medium and fast speeds. • know how to change speed and direction well. • know what a relay is • know how to link running and jumping activities • know what fluency and control are and how to be consistent with this • know what a short sequence of jumps is • know how to throw in different ways using different objects such as under arm, over arm, chest push • know the definition of accuracy and distance | Greetings, numbers, • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Read and understand familiar written phrases • Recognise numbers a • Recognise written numbers | • Describe the dangers we may find at home and understand ways of keeping ourselves and others safe at home. • know how to respond to strangers in order to keep myself safe. • understand personal boundaries, knowing the difference between appropriate and inappropriate touch and knowing who to ask for help if I am worried.

1. Keeping/Staying safe – leaning out of windows 2. Keeping/Staying healthy – medicine 3. Being responsible – stealing 4. Relationships – touch 5. Feelings and emotions – grief 6. Computer safety – making friends 7. Our world – looking after our world 8. Fire safety – hoax calling |

Autumn 2	Sustainability – Food Waste *Know what food waste is *How can we reduce food waste? Rocks *Compare and group rocks based on their appearance and physical properties, giving reasons *Know about and explain the difference between sedimentary, metamorphic and igneous rock		Human and Physical Geography *Know what causes an earthquake *Label the different parts of a volcano		Textiles - Cross Stitch and applique cushion Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion	Glockenspiel Stage 1 • Sing a range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression. • Perform actions confidently and in time. Walk, move or clap a beat, changing the speed of the beat as the music changes. • Know the difference between pulse and rhythm. • Use musical dimensions to describe what they hear • Combine known rhythmic notation with letter names to create rising and falling phrases using three notes	Creating media – Stop frame animation 1. To explain that animation is a sequence of drawings or photograph 2. To relate animated movement with a sequence of images 3. To plan an animation 4. To identify the need to work consistently and carefully 5. To review and improve an animation 6. To evaluate the impact of adding other media to an animation	Handball 1. be aware of space and use it to support team-mates and to cause problems for the opposition 2. know and use rules fairly 3. recognise own improvement in ball games	Colours and Christmas • Colours • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Read and understand familiar written phrases • Recognise colours	• Children are able to identify the four zones of regulation and identify the zone that they are in. • Children can recognise what makes a relationship positive. • Children take more responsibility as an active member of a community.

					Golden Thread – Freedom					
Spring 1	Fossils ● Know what a fossil is Soils ● Know how soil is made and how fossils are formed.	Look back at the Stone Age to link to freedom.	Who lives in Antarctica? ● To understand the position and significance of lines of latitude. ● To describe the location and physical features of Antarctica. ● To describe the human features of Antarctica. ● To use four-figure grid references to plot Shackleton's route to Antarctica. ● To plan a simple route on a map and follow instructions involving compass points	Study of Great Artists – Van Gogh ● To use watercolours and poster paints, and select the most appropriate for their artwork ● To mix paints to create tertiary colours	Mechanical Systems: Pneumatic Toys ● Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.	Three Little Birds ● Sing a range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression. ● Perform actions confidently and in time. Walk, move or clap a beat, changing the speed of the beat as the music changes. ● Know the difference between pulse and rhythm. ● Use musical dimensions to describe what they hear ● Combine known rhythmic notation with letter names to create rising and	Programming A – repetition in shapes ● To identify that accuracy in programming is important ● To create a program in a text-based language ● To explain what 'repeat' means ● To modify a count-controlled loop to produce a given outcome ● To decompose a task into small steps ● To create a program that uses count-controlled loops to produce a given outcome	Dance ● To be able to sequence movements together to a piece of music. ● improvise freely and translate ideas from a stimulus into movement ● share and create phrases with a partner and small group ● remember and repeat dance perform phrases	Days of the week ● Listen to and identify words and short phrases ● Communicate by asking and answering a wider range of questions ● Read and understand familiar written phrases ● Recognise days	● Describe the difference between borrowing and stealing and can explain the negative impact that stealing/borrowing without returning might have on others. ● Know, understand and am able to practise simple safety rules around medicine.

							falling phrases using three notes				
Spring 2	Light • Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected				Modelling Clay • To create 2D designs with clay • To smooth with fingers, adding pieces for detail (no tools) • To understand how to manipulate clay (brittleness when dry, too much water becomes slippery etc.)		The Dragon Song	Data and information – data logging 1. To explain that data gathered over time can be used to answer questions 2. To use a digital device to collect data automatically 3. To explain that a data logger collects 'data points' from sensors over time 4. To recognise how a computer can help us analyse data 5. To identify the data needed to answer questions 6. To use data from sensors to answer questions	Gymnastics 1. Adapt sequences to suit different types of apparatus and criteria 2. Explain how strength and suppleness affect performance 3. Compare and contrast gymnastic sequences 4. To use a greater number of your own ideas for movement in response to a task, focusing on strength and suppleness.	Months of the Year • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Read and understand familiar written phrases • Recognise months	

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Summer 1	_Plants_ *Know the function of different parts of flowering plants and trees *Know how water is transported within plants *Know the plant life cycle, especially the importance of flowers	Ancient Greece *Know some of the main characteristics of the Athenians and the Spartans *Know about the influence the gods had on Ancient Greece *Know at least five sports from the Ancient Greek Olympics	<u>Are all settlements the same?</u> • To describe different types of settlements. • To identify the human and physical features in the local area and discuss why they are in particular locations. • To describe how land use in the local area has changed. • To identify land use in New Delhi and compare to UK	<u>Study of an artist – Van Gogh</u> • Practise painting techniques used for starry night • Plan painting • Practise drawing starry night • Edit painting • Recreate starry night	Food Technology – Eating Seasonally Our refreshed Y3 cooking and nutrition unit including opportunities for children to learn about seasonal foods and create a seasonal food tart.	Bringing Us Together • To combine different sounds to create a specific mood or feeling	<u>Creating media – photo editing</u> 1. To explain that the composition of digital images can be changed 2. To explain that colours can be changed in digital images 3. To explain how cloning can be used in photo editing 4. To explain that images can be combined 5. To combine images for a purpose 6. To evaluate how changes can improve an image	<u>Outdoor and Adventurous Activity & Sports Day Practise</u> 1.follow a map in a familiar context 2.use clues to follow a route 3.follow a route safely	<u>Seasons</u> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Read and understand familiar written phrases • Recognise seasons	1. know that we have shared responsibilities for caring for other people and living things and can describe ways of living this out.
Summer 2	Forces *Know about and describe how objects move on different surfaces *Know how a simple pulley works and use to on to lift an object			<u>Study of an artist – Gaudi</u> • Practise painting techniques used for starry night • Plan painting		<u>Reflect, Rewind and Replay</u>	<u>Programming B – repetition in games</u> 1. To develop the use of count-controlled loops in a	<u>Kwick Cricket</u> 1.be aware of space and use it to support team-mates and to cause problems for the opposition 2.know and use rules fairly	<u>En Classe + La Phonetica</u> • classroom instructions • Listen to and identify words and short phrases • Communicate by asking and	

*Know how some forces require contact and some do not, giving examples Magnets *Know about and explain how magnets attract and repel *Predict whether magnets will attract or repel and give a reason Biology *Know that a plant needs space to grow Sustainability *Know what biodiversity is *How can we increase biodiversity	• Practise drawing starry night • Edit painting • Recreate starry night	different programming environment 2. To explain that in programming there are infinite loops and count controlled loops 3. To develop a design that includes two or more loops which run at the same time 4. To modify an infinite loop in a given program 5. To design a project that includes repetition 6. To create a project that includes repetition	3.recognise own improvement in ball games	answering a wider range of questions • Read and understand familiar written phrases	