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| **GORSE RIDE SCHOOLS**  **CURRICULUM YEARLY OVERVIEW 2019-2020** | |
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| **YEAR 3** | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **THEME** | Grand Designs | | UK vs. India | | Kings and Queens (Tudors) | |
| **TRIP IDEA** |  |  |  |  |  |  |
| **ENGLISH** | See English MTP | | | | | |
| **MATHS** | See Maths MTP | | | | | |
| **SCIENCE** | 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:  Notice that light is reflected from surfaces  Find patterns that determine the size of shadows | | Plants:  Identify and describe the functions of different parts of flowering plants: roots, stem, 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 in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | | | |
| 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 animals have skeletons and muscles for support, protection and movement | | Forces and magnets:  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 | |
| **HISTORY** | Stone Age/Bronze Age/Iron Age:  Changes in Britain from the Stone Age to the Iron Age  e.g.. Bronze Age religion, eg Stonehenge  Iron Age hill forts: tribal kingdoms, farming, art and culture | |  | | Local History Study (Kings & Queens):  A study over time tracing how several aspects national history are reflected in locality (this can go beyond 1066)  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | |
| **GEOGRAPHY** |  | | UK vs. India:  Understand geographical similarities and differences through the study of human and physical geography  Locate the world’s countries, using maps  Describe and understand key aspects of:  Physical geography, including: climate zones  Human geography, including: type of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, water  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Identify the position Equator | |  | |
| **ART** | Cave Paintings – Aboriginal Art  Cave Carvings | | Peacock printing  Paisley patterns | | Holbein – Tudor portraits.  Tudor Purse | |
| Colour  colour mixing  Introduce different types of brushes  techniques- apply colour using dotting, scratching, splashing | Form  Shape, form, model and construct (malleable and rigid materials)  aesthetics  bas-relief | Printing  relief and impressed printing  recording textures/patterns  monoprinting  colour mixing through overlapping colour prints | Pattern  pattern in the environment  design  using ICT  symmetry | Drawing  Experiment with the potential of various pencils  Close observation  Draw both the positive and negative shapes  Initial sketches as a preparation for painting  Accurate drawings of people – particularly faces | Texture  Use larger and smaller eyed needles and finer threads |
| **DT** | Shadow Puppets:  Understand and use mechanical systems in their products, such as levers and linkages  Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately | | Bread (including naan etc.)  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 | | Tudor purses  Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities | |
| **MUSIC** | Environment: Composition  Building: Beat | Sounds: Exploring Sounds  Poetry: Performance | China: Pitch  Time: Beat | In the Past: Pitch  Communication: Composition | Human Body: Structure  Singing French: Pitch | Ancient Worlds: Structure  Food and Drink: Performance |
| **COMPUTING** | Online Safety | Coding  Spreadsheets | Touch Typing | Branching Databases | Simulations | Graphical Modelling |
| **PE** | Gymnastics  Dance  Team & Invasion Games | | Gymnastics  Dance  Net/wall Games | | Athletics  Striking and Fielding Games | |
| **RE** | Hinduism:  Diwali | Christianity:  Christmas: | Christianity:  Jesus’ Miracles | Christianity:  Forgiveness | Hinduism:  Beliefs | Hinduism:  Pilgrimage |
| **PSHCE** | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me  (Sex Education) |
| **FRENCH** | Stage 1:  Listens and recognises most of vocabulary  Says the sound of a few letter strings  Reads and recognises most of the vocabulary  Joins in with the actions of songs, stories and rhymes | | | | | |
| **OTHER** | Louis Taylor Roadshow | | Population of India | | Democracy – Magna Carta | |