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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 propertiesDescribe in simple terms how fossils are formed when things that have lived are trapped within rockRecognise that soils are made from rocks and organic matterLight:Notice that light is reflected from surfacesFind patterns that determine the size of shadows | Plants:Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowersExplore 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 plantInvestigate the way in which water is transported within plantsExplore 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 eatIdentify 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 distanceObserve how magnets attract or repel each other and attract some materials and not othersCompare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materialsDescribe magnets as having two polesPredict 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 Agee.g.. Bronze Age religion, eg StonehengeIron 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 geographyLocate the world’s countries, using mapsDescribe and understand key aspects of:Physical geography, including: climate zonesHuman geography, including: type of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, waterUse maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedIdentify the position Equator |  |
| **ART** | Cave Paintings – Aboriginal ArtCave Carvings | Peacock printingPaisley patterns | Holbein – Tudor portraits.Tudor Purse |
| Colourcolour mixingIntroduce different types of brushestechniques- apply colour using dotting, scratching, splashing | FormShape, form, model and construct (malleable and rigid materials)aestheticsbas-relief | Printingrelief and impressed printingrecording textures/patternsmonoprintingcolour mixing through overlapping colour prints | Patternpattern in the environmentdesignusing ICTsymmetry | DrawingExperiment with the potential of various pencilsClose observationDraw both the positive and negative shapesInitial sketches as a preparation for paintingAccurate drawings of people – particularly faces | TextureUse larger and smaller eyed needles and finer threads |
| **DT** | Shadow Puppets:Understand and use mechanical systems in their products, such as levers and linkagesSelect 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 techniquesUnderstand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | Tudor pursesSelect from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities |
| **MUSIC** | Environment: CompositionBuilding: Beat | Sounds: Exploring SoundsPoetry: Performance | China: PitchTime: Beat | In the Past: PitchCommunication: Composition | Human Body: StructureSinging French: Pitch | Ancient Worlds: StructureFood and Drink: Performance |
| **COMPUTING** | Online Safety  | Coding Spreadsheets | Touch Typing | Branching Databases | Simulations | Graphical Modelling |
| **PE** | GymnasticsDanceTeam & Invasion Games | GymnasticsDanceNet/wall Games | AthleticsStriking 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 vocabularySays the sound of a few letter stringsReads and recognises most of the vocabularyJoins in with the actions of songs, stories and rhymes |
| **OTHER** | Louis Taylor Roadshow | Population of India | Democracy – Magna Carta |