

# Curriculum Overview – Year 3 Class 2



St. Anne Line Catholic  
Junior School

## AUTUMN TERM

SUBJECT	TOPIC 1 Why are humans animals too?	TOPIC 2 Set in Stone	TOPIC 3 What's the Attraction?
Summary of the Topic	The Unit is based around the idea of looking after animals and keeping them healthy and comparing our treatment of animals with how we need to look after ourselves as humans to stay healthy.	Through this Unit pupils will have opportunities to consider how and why the ways of life adopted by prehistoric people slowly changed over time. They will need to know that these changes took place many thousands of years ago and that we cannot always be precise about dates in a prehistoric era.	Science is the lead subject in this Unit and provides a good opportunity for pupils to carry out a range of experiments and investigations into magnets and magnetism. This builds up to an exploration of the concept of magnetic poles; the laws of attraction and repulsion are investigated. The topic is an important one in terms of developing pupils' understanding of forces and their effects; they will be familiar with the idea of forces as pushes and pulls but this is an opportunity to study 'forces at a distance' as opposed to contact forces.
RE – Come and See Curriculum	Homes	Promises	Visitors Judaism
English	Research non-fiction books Read fiction books Focus – animals	Comprehension: Compare and contrast fiction and non-fiction texts based on the Stone Age. Discuss texts. Record and retrieve information linked to research. Variety of writing opportunities.	Use of fiction around the ideas of exploring and hunting for treasure -Learn a poem by heart and recite it -Design an indoor treasure hunt game
Maths	Arithmetic focus Number: Number and Place Value. Number: Addition and subtraction. Number: Multiplication and division.	Formal methods $X \div + -$ Place value and ordering numbers. Measure Shape	Formal methods $X \div + -$ Time Roman numerals and data Fractions
Science	Nutrition and main food groups. Skeleton, backbones and muscles. Carnivore, herbivore classification.		Forces and magnets. Science investigations based on magnetism will be carried out. This first-hand experience will distinguish between magnets, magnetic materials and non-magnetic materials. Also inform children about the strength of magnets, magnetic poles and forces (push and pull).
Computing	Data collection, analysis and presentation. Research.	Introduce the scratch software. Use drawing tools to create backgrounds and characters (sprites). Create a Stone Age game - program simple movements of their main character and interact with other sprites.	Children will use digital devices to capture photos of the school grounds (Ipad). Upload onto the school system. Manipulate image using drawing tools, e.g. cut/paste, crop etc. Share online. Online safety.
Humanities		Explore the Stone Age periods. Develop ordering skills. Look at archaeological evidence. Gather research from a variety of sources, e.g. books, internet, photos and artefacts.	
Art	Sketch books – mark-making skills light/dark shading, shape and size. Animal/skeleton/object movement sketches using 'futurism' art source- <b>Matisse</b> as inspiration to create picture using shapes of paper. Flicker book.	Sketch book – Stone Age Hunting scene frieze in <b>Charcoal</b> for lines and <b>pastel</b> for colour. Develop and prepare ideas of Stone Age frieze in <b>paint</b> . Whole class Hunting Frieze using charcoal for lines and paint for colour.	Sketch book – start to collect objects and make sketches, while on a walk, to represent their journey. (Lesson 1) Develop and prepare ideas of their journey using collection and sketches. Start to make <b>collage</b> (Lesson 2 and 3) Create own press print to <b>print</b> repeating patterns. (Lesson 4)
Design Technology		Make a <b>3D Stone Age Shelter</b> (Plan, make and evaluate over 4 lessons).	Make a <b>Fridge Magnet</b> with an <b>embroidered cross-stitch</b> motif.
Music	Action rhymes. Body part/food song. Performance or rhyme and learned song.	Use of drums, blocks, shakers and chanting voices to compose and perform a piece of music entitled the Hunters' Return or similar. Record completed composition.	Make music using metallic objects. BCCT concert. Learn songs and perform as a class/school.
P.E.			

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## SPRING TERM

SUBJECT	TOPIC 1 Art on Your Doorstep	TOPIC 2 Shake, Rock and Roll	TOPIC 3 Around the World in 20 Days
Summary of the Topic	This Unit is focused on artists. Pupils will explore what it is to be an artist and find out about local and other artists.	In this Unit, pupils will become a team of geologists, palaeontologists, seismologists and jewellery experts, finding out about rocks and fossils in a variety of forms. They will investigate rocks in their local environment and explore changes over time, as well as investigating rocks by searching for crystals and fossils within. Pupils will make links between rocks and volcanoes and later, rocks and soils based on their own questioning and research. They will find out about how living things can be 'turned to stone' as fossils and will make their own fossil cast.	In this Unit, the pupils will meet three children from around the world. They will explore the children's home countries (Great Britain, France and the USA) and find out about the similarities and differences between their lives.
RE – Come and See Curriculum	Journeys	Listening and Sharing	Giving All
English	Fictional story in style of a legend based on a real person, place or event. Non-chronological leaflet about an artist. Group presentation for school wall about plants.	A selection of non-fiction books about earthquakes, volcanoes, stones, soils, diamonds, precious stones and fossils- retrieve and record information. Stories/legends about world famous diamonds and jewels. Variety of writing opportunities, e.g. story writing.	Reading traditional fables from the United Kingdom, France and the USA. Using these as models to create their own fable. Writing text for and creating a persuasive leaflet to encourage people to visit each country.
Maths	<b>Number and Place Value</b> – rounding, comparing and ordering. <b>Addition and Subtraction</b> – mental and formal method. <b>Measure/Data</b> – length, weight and bar charts.	<b>Arithmetic</b> skills <b>Fractions</b> of shapes. <b>Number and Place Value</b> – multiply and divide by 10 and 100.	<b>Multiply and divide</b> – formal method. <b>Measure</b> – time, position and direction. <b>Fractions</b> of amounts. <b>Calculation</b> – written problem solving.
Science	<b>PLANTS:</b> Explore the difference between flowering and non-flowering plants. -Scientific enquiries to find out what seeds need to grow and live, predicting, recording measurements and interpreting results. -Produce results using diagrams, tables or simple graphs. -Ask and answer questions about roots, stems, leaves and flowers. -Find out how water is transported in plants.	Investigations around: -Rocks found locally, their appearance, similarities and differences and any changes over time. -Living things that became fossils and how this happened. - Soil formation, similarities and differences - The effects of rubbing different rocks together. -Discovering what happens to rocks in water.	
Computing	Research and use information about an artist effectively and safely. Create basic programme about plant life cycle.		Creating a PowerPoint or blog with words and pictures for each country.
Humanities	Map of local area with symbols key and places/art identified on it. Wall world map with links in the class and to artists. Historical section of leaflet about artist.	We will investigate the role played by rivers, mountains, volcanoes and earthquakes in rock and fossil Formation. Different types of rocks found in different parts of the country.	Studying the United Kingdom, France and the USA. To find out about each countries': Flag, capital city, biggest river, highest mountain or mountain range, famous landmarks, ocean surrounding and climate.
Art	Make and use a personal sketchbook. Design and make a personal story sculpture. Research and write an information leaflet about an artist.	Sketch book – Create plan, and then make a <b>miniature rock garden</b> (Lesson 1) <b>Rock painting</b> (Lesson 2) Leaf <b>rubbings</b> , and rubbings of different surfaces. (Lesson 3) <b>Charles R Knight</b> as inspiration for their <b>soap fossil sculpture</b> . (Lesson 4) Sketch book – using <b>paint</b> to show shiny objects in their painting. (Lesson 5)	<b>Dexter Dalwood, Helene Michel-Donadieu and Jonathon Talbot</b> Sketch book – record ideas. (Lesson 1) Plan and create <b>collage</b> with a partner. (Lesson 2 and 3) Plan and create their own <b>collage</b> . (Lesson 4)
Design Technology			
Music	Listen to and compose programme music.	Rock' music genre appreciation and composition.	Listen to some traditional music from the UK, France and the USA. Learn some key characteristics of the three styles. Learn about the instruments used in these musical styles.
P.E.			

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## SUMMER TERM

SUBJECT	TOPIC 1 From Source to Sea	TOPIC 2 What did the Romans do for us?	TOPIC 3 Shadow Dancers
<b>Summary of the Topic</b>	In this Unit pupils will become river explorers, following the course of a river from its source to the sea, whilst considering its effect on land use alongside the river. Pupils investigate types of settlements and industry. They will also revisit how the water cycle works which they started in Art on your doorstep. Pupils will have opportunities to find out about their local river and its impact on their locality.	This fascinating Unit introduces pupils to the mighty Roman Empire and its impact on Britain. Pupils learn how Rome grew from a small city-state into a huge empire which stretched from Africa in the south to Scotland in the north. They learn about the powerful Roman army and the role it played in conquering the tribes of Gaul, Britain and Germany. Pupils also learn about the way of life that the Romans brought to Britain and the impact that it had on the British people. They learn about many different aspects of Roman life, some of which were cultured and sophisticated and others which were the brutal opposite!	In this Unit, pupils will meet Shadow Dancer, a magical creature who has arrived in the classroom from a cold and miserable shadowland, devoid of light or colour. Shadow Dancer is on a quest to find new shadow dancers that will create enough energy for the next generation in Shadowland to survive. Shadow Dancer also wants to find out about the exciting phenomenon of light and happiness, because both are unfamiliar. Pupils will explore darkness, light and shadows in science in an attempt to give Shadow Dancer all the information she desires, so that she can share her knowledge and her stories when she returns to her kingdom.
<b>RE – Come and See Curriculum</b>	Energy	Choices	Special Places Hinduism
<b>English</b>	-Poetry writing and performance. -Information and research skills – river explorers. -An explorer's plan and note writing. -Alphabetically ordered texts. -Explanation – the water cycle process.	-Three pieces of extended writing covering various genres, i.e. biography, newspaper and persuasive letters. -Speaking and listening and role-play activities that are included in the Unit to support their reading and writing.	Pupils will have opportunities to produce an exciting recount of Shadow Dancer's story and a related news item. They will also write a shadow puppet script, as well as instructions for making shadow puppets or a shadow theatre. They will read, write and perform their own poetry.
<b>Maths</b>	<b>Multiply and divide</b> – formal method. <b>Addition and subtraction</b> – formal method. <b>Fractions</b> – addition and subtraction. <b>Fractions</b> – of amounts.	<b>Measure</b> – time, am/pm and time duration. <b>Reasoning strategies and problem solving</b> - Logic, mathematical explanation, patterns. <b>Shape</b> - angles, parallel and perpendicular lines, perimeter. <b>Measure</b> -conversions cm to m Conversions ml to l	<b>Data</b> - bar charts and pictograms. <b>Fractions</b> – reinforce addition and subtraction and equivalents. <b>Fractions</b> - counting in tenths, find fractions of amounts. <b>Calculations</b> – number problems.
<b>Science</b>			Explore the difference between <b>light and dark</b> , investigate light sources, reflections and mirror, carry out practical enquiries and shadow challenges, exploring change in size and shape and looking for patterns in results. We will consider the dangers of the sun and how we can protect ourselves and research answers to scientific questions. A mini project about a light phenomenon will be completed.
<b>Computing</b>	Use the internet to explore and learn about the water cycle. Use Google Maps to trace a river from source to sea making observations. Create an animation of the water cycle using a range of tools.	Use the internet to research and answer questions set by class teacher based on topic. Hold a press conference or radio panel style interview, recording and editing audio into a radio program.	Pupils create their own patterns using a graphics package of your choice.
<b>Humanities</b>	Become a river explorer and consider both human and physical aspects which are met along the river's course. Find out about the nearest river to the school, study the water cycle, learn about settlements and economic activity near rivers. Discover the role of mountains and hills, as well as rivers and place names. Learn about lakes, reservoirs and canals. We will also cover vegetation belts and the effects of weather on a river.	In Geography, children learn about the physical and human geography of modern Italy. They learn to recognise the country's distinctive shape and its location in relation to the rest of Europe. Explore regional differences between the rich north and the poor south. In History, children will learn about Julius Caesar's invasion, how the Romans expanded and defended their Empire, the role of the Roman army and what life was like for soldiers serving on Hadrian's wall.	Geography will enable them to consider the position and significance of different places in the world in relation to the sun shining and darkness, and shadows being formed. They will also investigate latitude, longitude, seasons and time zones.
<b>Art</b>	<b>David Hockney</b> – Inspiration for sketch book and <b>photographs taken by the children</b> to record 'River' ideas. Use <b>coloured tissue</b> and <b>oil pastels</b> to create a <b>collage</b> of the river movements. <b>Weaving</b> materials onto a <b>loom</b> to represent a river.		Use mirrors to change how shapes look – use sketch book to record using <b>wax crayons</b> . Create shapes, fix them to sticks and experiment with making shadows. <b>Jonathan Hayter</b> as inspiration. Create own <b>puppet</b> for the shadow dancer's story. Perform their shadow story.
<b>Design Technology</b>		<b>Cooking</b> – research, design, and prepare to make a vegetable soup. (Lessons 1-3)	
<b>Music</b>	Create a whole class composition based around rivers and water and sing a song or songs relating to the theme.	Explore the music the Romans would have experienced, including instruments, association with events and notation. Create, notate and perform their own Roman march.	they will explore rhythmic and melodic imitation, as well as being introduced to major and minor melodies.
<b>P.E.</b>			