

Turton and Edgworth Curriculum Overview

Year Three

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	'What is a Monarch: The changing power of monarchs' Study of a theme in British History Charles III, William the Conqueror <i>Leisure and Entertainment (contrasting monarch's reigns)</i> <i>Religion and beliefs (during the reigns of the monarchs Edgworth's history during each time period)</i> Black History Month	'The Stone Age to the Iron Age' Changes in Britain <i>Leisure and Entertainment</i>	The Roman Empire and its impact on Britain Boudica Emperor Hadrian <i>Leisure and Entertainment</i> <i>Religion and beliefs</i> <i>Edgworth's history during the Roman Empire</i> Local History Study 'Roads'			
Geography	Who lives in Antarctica? Learn about latitude and longitude; consider how this links to climate. Contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Study Shackleton's expedition before planning own expedition, using mapping skills learnt so far.	Why do people live near volcanoes? Learn how the Earth is constructed and about tectonic plates and their boundaries. Learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. Map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. Fieldwork	Are all settlements the same? Explore different types of settlement and land use. Consider the difference between urban and rural. Describe the different human and physical features in the local area and how these have changed over time. Compare local area land use to land use in New Delhi. Find key similarities and differences between these locations.			

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	Fieldwork: How did our expedition go? Location: School grounds		Where have the rocks around school come from? Location: School grounds		Fieldwork Can I explain the location of features in my local area? Location: Local area	
Science	Materials	Animals including humans	Plants	Light	Forces	Making Connections: Does hand span affect grip strength? STEM project: Bloodhound Balloon racers- Forces/ chemical reactions
DT	Food <i>'Eating seasonally'</i>		Digital world <i>'Wearable Technology'</i>		'Structures' <i>'Constructing a castle'</i>	
Art	Drawing <i>'Growing Artists'</i>		Painting & Mixed Media <i>'Prehistoric Painting'</i>		Sculpture & 3D <i>'Abstract Shape and Space'</i> <i>Art Gallery and Artist Study</i>	
Music	Ballads Children learn what ballads are, how to identify their features and how to convey different	Creating compositions in response to animations (Theme: mountains)	Developing singing technique (Theme: the Vikings) The children develop their singing technique.	Pentatonic melodies and composition (Theme: Chinese New Year) Revising key musical terminology, playing and creating	Jazz Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz	Traditional instruments and improvisation (Theme: India) Children listen to a range of rag and tal music,

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	emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	pentatonic melodies, composing a piece of music using layered melodies.	motif using a swung rhythm.	identifying traditional instruments as well as creating their own improvisations and performing as a class.
Computing	Computing systems and networks 1 Networks and the internet Online Safety	Programming Programming: Scratch Online Safety	Computing systems and networks 2 Emailing Online Safety	Computing systems and networks 3 Journey inside a computer Online Safety	Creating media Video trailers Online Safety	Data handling Comparison cards databases Online Safety
PE	Fundamentals Dance	Ball Skills Dance	Gymnastics Netball	Gymnastics Tennis	Athletic Tag Rugby	OAA Rounders

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PSHE	My Healthy Self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
RE	<u>3.6 Harvest</u> (5 hours) How do people of faith say thank you to God for the harvest?	<u>3.1 Called by God</u> (7 hours) What does it mean to be called by God? <u>3.2 Christmas</u> (5 hours) How does the presence of Jesus impact on people's lives? PC - picture 5	<u>3.5 Rules for living.</u> (12 hours) Which rules should we follow? Does everyone follow the same rules? Focus on Buddhism and Islam. <u>3.4 Easter.</u> (5 hours) Is the cross a symbol of sadness or joy? PC - picture 16		<u>MAST - Warm Hearts</u> What does it feel like to experience God's presence? The life of John Wesley.	<u>3.3 Jesus.</u> (6 hours) How did/does Jesus change our lives?
English Writing outcome	Coming to England- Floella Benjamin Recount: Write a letter in role recounting events of the story	Nen and the Lonely Fisherman- Ian Eagleton Fiction: write a fantasy story	Stone Age Boy- Satoshi Kitamura Fiction: write a fantasy story based on a classic tale.	The Silence Seeker- Ben Morley Fiction: rewrite the story in third person with dialogue	Amazing Rivers- Julie Vosburgh Agnone Persuasion: information board to persuade people	A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)

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		based on a classic tale.				Non-fiction- Write a guide
English Poetry	The Shell by John Foster Squishy Words by Alistair Reid Sea Shell by Amy Lowell Outcome - Senses poem	Dance with Me, Autumn by The Literacy Company The Garden year by S Coleridge, Autumn's Begun by A J Roma Frost by V Bloom Outcome - Descriptive poem	The River's Tale by Rudyard Kipling (extract) The Fossil by Ogden Nash Outcome - Descriptive poem	The Magnificent Bull from the Dinka tribe Leap Like a leopard by John Foster As, as, as by Robert Hull Outcome - Dinka-inspired poem	The Magnificent Bull from the Dinka tribe Leap Like a leopard by John Foster As, as, as by Robert Hull Outcome - Nonsense Poem	Apes to Zebras Various animal poems from the above text The Shape I'm In by James Carter Outcome - Shape Poem
Maths	Number: Place value Addition & subtraction	Number: Addition & subtraction Multiplication & division A	Number: Multiplication & division B Measurement (length & perimeter)	Number: Fractions A Measurement (mass & capacity)	Number: Fractions B Measurement (money) Measurement (time)	Measurement (time) Shape Statistics
Spanish	Fonetica - Phonetics Lesson 1 lesson (the alphabet) (C)	'Las saludas' Greetings (E) & Everyday Conversations (LCP)	'Los numeros' - Numbers 1 - 10 and colours (E)	'Las dias de semans y los meses del año' -Days of the week and months of the year	'Me Presento' - Presenting myself (I)	'La historia de antigua Gran Britania' -Ancient Britain (E)

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	'Aprendo Español' - I'm Learning Spanish (E)		'Las formas' - shapes (E)	(Language angels/LCP/Twinkl)		
WOW moments	Black History Month	Christmas Carol Concert Anti-Bullying Week	World Book Day STEM Day Online Safety Children's Mental Health Week	Spanish Day	Trip to DEWA Experience Art SLD Aspirations Week Walk to school Week	Sports Day