Charlestown Community Primary School
Year 3 Curriculum
2017 - 2019

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 1:	Ancient Greece	Continents (Europe)	Stone Age / Iron Age	Pollution	The Tudors	Local Area Study (Field work)
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 2:	Ancient Egypt	Continents (Asia)	The Roman Empire and its impact on Britain	The Water Cycle (Rivers)	Local Study (Field work)	Trading Food

The above topics will be based on either History or Geography. Other subjects such will link into the topics. Art and Design Technology will alternate each half term and be linked to either a History or Geography topic.

To be an historian I need to develop the following skills:	
To investigate and interpret the past:	• Use evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ • Suggest causes and consequences of some of the main events and changes in history

To build an overview of world history:	• Describe changes that have happened in the locality of the school throughout history • Give a broad overview of life in Britain • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, belief, attitudes and experiences of men, women and children
To understand chronology:	• Place events, artefacts and historical figures on a time line using dates • Understand the concept of change over time, representing this, along with evidence, on a time line • Use dates and terms to describe events
To communicate historically:	• Use appropriate historical vocabulary to communicate including: Dates, time period, era, change, chronology • Use Literacy, Numeracy and computing skills to a good standard in order to communicate information about the past
To be a geographer I need to develop the following skills:	
To investigate places:	• Ask and answer geographical questions about the physical and human characteristics of a location • Explain own views about locations, giving reasons • Use maps, atlases, globes and digital / computer mapping to locate countries and describe features • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies • Use a range of resources to identify the key physical and human features of a location

	• Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers key topographical features and land-use patterns over time • Name and locate the countries of Europe and identify their main physical and human characteristics
To investigate patterns	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic Circle and date and time zones. Describe some of the characteristics of these geographical areas • Describe geographical similarities and differences between countries • Describe how the locality of the school has changed over time
To communicate geographically:	• Describe key aspects of: Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle and Human Geography, including settlements and land use • Use the eight points of the compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world
To be an artist I need to develop the following skills:	
To develop ideas:	• Develop ideas from starting points throughout the curriculum • Collect information, sketches and resources • Adapt and refine ideas as they progress • Comment on artworks using visual language
Drawing:	• Use different harnesses of pencils to show line, tone and texture • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need to use a rubber to make mistakes) • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture
Painting:	• Use a number of brush techniques using thick and thin brushes to produce shapes, texture, patterns and lines • Mix colours effectively • Use watercolour paint to produce washes for backgrounds then add detail

	• Experiment with creating mood with colour
Collage:	• Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage
Sculpture:	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail
Print:	• Use layers of two or more colours • Replicate patterns observed in natural or built environments • Make printing blocks (e.g. from colied string glued to a block) • Make precise repeating patterns
Textiles:	• Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric • Create weavings • Quilt, pad and gather fabric
Digital Media:	• Create images, video and sound recordings and explain why they were created
To take inspiration from the greats (Classic and Modern):	• Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others
To be a designer I need to develop the following skills:	
To master practical skills (Food):	• Prepare ingredients hygienically using appropriate utensils • Measure ingredients to the nearest gram accurately • Follow a recipe • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)
To master practical skills (Materials):	• Cut materials accurately and safely by selecting appropriate tools • Measure and mark out to the nearest millimetre

	• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs) • Select appropriate joining techniques
To master practical skills (Textiles):	• Understand the need for a seam allowance • Join textiles with appropriate stitching • Select the most appropriate techniques to decorate textiles
To master practical skills (Electricals and electronics):	• Create series and parallel circuits
To master practical skills (Construction):	• Choose suitable techniques to construct products • Strengthen materials using suitable techniques
To master practical skills (Mechanics):	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)
To master practical skills (Computing):	• Control and monitor models using software designed for this purpose
To design, make evaluate and improve:	• Design with purpose by identifying opportunities to design • Make products by working efficiently (such as by carefully selecting materials) • Refine work and techniques as work progresses, continually evaluating the product design • Use software to design and represent product designs
To take inspiration from design throughout history:	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs • Improve upon existing designs, giving reasons for choices • Disassemble products to understand how they work
To be a musician I need to develop the following skills:	
Being a musician:	• I can sing a tune with expression • I can play clear notes on instruments • I can use different elements in my composition • I can create repeated patterns with different instruments • I can compose melodies and songs • I can create accompaniments for tunes

		• I can combine different sounds to create a specific mood or feeling • I can use musical words to describe a piece of music and compositions • I can use musical words to describe what I like and do not like about a piece of music • I can recognise the work of at least one famous composer			
Physical Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Games (Invasion 1) Dance	Games (Net / Wall) Gymnastics	Games (Invasion 2) Dance	Games (Striking and Fielding) Gymnastics	Athletics Dance	Outdoor and Adventurous Gymnastics
To develop my physical and sporting skills I need to develop the following :					
Games:		• I can throw and catch with control • I am aware of space and use it to support team-mates and to cause problems for the opposition • I know and use rules fairly			
Gymnastics:		• I can adapt sequences to suit different types of apparatus and criteria • I can explain how strength and suppleness affect performance • I can compare and contrast gymnastic sequences			
Dance:		• I can improvise freely and translate ideas from a stimulus into movement • I can share and create phrases with a partner and small group • I can repeat, remember and perform phrases			
Athletics:		• I can run at fast, medium and slow speeds; changing speed and direction • I can take part in a relay, remembering when to run and what to do			
Outdoor and adventurous:		• I can follow a map in a familiar context • I can use clues to follow a route • I can follow a route safely			

COMPUTING:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
We are programmers	We are bug fixers	We are presenters	We are network engineers	We are communicators	We are opinion pollsters

To be a computing expert I need to develop the following :	
Algorithms and Programming:	• I can design a sequence of instructions, including directional instructions • I can write programs that accomplish specific goals • I can work with various forms of input • I can work with various forms of output
Information Technology:	• I can use a range of software for similar purposes • I can collect information • I can design and create content • I can present information • I can search for information on the web in different ways • I can manipulate and improve digital images
Digital Literacy:	• I use technology respectfully and responsibly • I know different ways I can get help if I am concerned • I understand what computer networks do and how they provide multiple services • I can discern where it is best to use technology and where it adds little or no value

Science Topics:

Science:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Animals, including humans	Light	Rocks	Forces and Magnets	Plants	Revise previous objectives

To be scientist I need to develop the following skills:	
Working scientifically:	• I can ask relevant scientific questions • I can use observations and knowledge to answer scientific questions • I can set up a simple enquiry to explore a scientific question • I can set up a test to compare two things • I can set up a fair test and explain why it is fair • I can make careful and accurate observations, including the use of standard units • I can use equipment, including thermometers and data loggers to make measurements • I can gather, record, classify and present data in different ways to answer scientific questions • I can use diagrams, keys, bar charts and tables; using scientific language • I can use findings to report in different ways, including oral and written explanations, presentation • I can draw conclusions and suggest improvements • I can make a prediction with a reason • I can identify differences, similarities and changes related to an enquiry
Biology:	• I can describe the function of different parts of flowing plants and trees • I can explore and describe the needs of different plants for survival • I can explore and describe how water is transported within plants • I can describe the plant life cycle, especially the importance of flowers • I can explain the importance of a nutritious, balanced diet • I can explain how nutrients, water and oxygen are transported within animals and humans • I can describe and explain the skeletal system of a human • I can describe and explain the muscular system of a human • I can describe the purpose of the skeleton in humans and animals

Chemistry:	• I can compare and group rocks based on their appearance and physical properties, giving a reason • I can describe how fossils are formed • I can describe how soil is made • I can describe and explain the difference between sedimentary and igneous rock
Physics:	• I can describe what dark is (the absence of light) • I can explain that light is needed in order to see • I can explain that light is reflected from a surface • I can explain and demonstrate how a shadow is formed • I can explore shadow size and explain • I can explain the danger of direct sunlight and describe how to keep protected • I can explore and describe how objects move on different surfaces • I can explain how some forces require contact and some do not, giving examples • I can explore and explain how objects attract and repel in relation to objects and other magnets • I can predict whether objects will be magnetic and carry out an enquiry to test this out • I can describe how magnets work • I can predict whether magnets will attract or repel and give a reason

RE Topics:

Religious Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
New Year, New Start!	Why is Jesus inspiring to some people?	Why do we pray?	What do different people believe about God?	What can we learn from religions about deciding what is right or wrong?	Why are festivals important to religious communities?

In RE I need to develop the following skills and my spiritual and emotional well-being and respect for others beliefs:	
To understand beliefs and teachings	• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.
To understand practices and lifestyles	• Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.
To understand how beliefs are conveyed	• Identify religious symbolism in literature and the arts.
To reflect	• Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.
To understand values	• Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.