







Year 3 Curriculum Overview

Pupils develop understanding beyond their own experience, build knowledge of the wider world and of diverse places, societies and cultures, and become more adept at making comparisons between people and places. They explore reasons for these disparities and connections between people, places and environments. They express and explain their opinions and learn to consider others' views, developing their sense of fairness/justice and begin to understand that people's choices can affect local and global issues.

| | What makes me a caring and active citizen? | | |
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| Term and theme | <p>Autumn <i>Their Past, Our Future</i> <i>How did we communicate in the FWW?</i></p> <p>Careers week: Focus on social responsibility</p> <p>Who do I want to be and how can the school help me to become that person?</p> | <p>Spring <i>Their Past, Our Future</i> STEAM: Scientific & Technological advance in FWW, focus on medical inventions and discoveries</p> <p>What was new about the Stone Age?</p> | <p>Summer <i>Their Past, Our Future</i> <i>Global Aspect- The First World War</i></p> <p>What can and can't we tell about The Shang from the tomb of Fu Hao?</p> |
|  UNCRC | <p>The right to be heard The right to be treated fairly The right to an education</p> | <p>The right to be heard The right to be healthy The right to a childhood The right to be treated fairly</p> | <p>The right to be heard The right to be treated fairly The right to be educated</p> |
|  Global Learning theme values and skills | <p><i>Their Past, Our Future</i> THEME: Peace and Conflict Migration and Movement Values: Empathy, belief that people can make a difference Skills: using multiple voices and perspectives, co-operation and teamwork, planning, reflection and evaluation, communication</p> | <p><i>Their Past, Our Future</i> THEME: Peace and Conflict Values: Belief that people can make a difference Skills: Co-operation and teamwork, planning, reflection and evaluation, communication</p> | <p><i>Their Past, Our Future</i> THEMES: Peace and Conflict, Social Justice and Equity, Diversity, Globalisation and Interdependence Values: empathy, commitment to social justice, value and respect for diversity Skills: challenging perceptions and stereotypes, enquiry and debate, reflection and evaluation</p> <p><u>Magna Carta at The British Library: Law, Liberty, Legacy</u> THEME: Social justice and equity Values: Commitment to social justice Skills: Reflection and evaluation Enquiry and debate</p> |

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|  <p>Initial stimulus and Outcome</p> | <p><i>Big Wheel: Spies, Lies and Pigeons performance in conjunction with Postal Archives</i></p> <p><i>Outcome: Inform the Parents session organised by pupils, FWW Learning fair</i></p> | <p><i>Their Past, Our Future</i> STEAM: Timeline of key medical innovations in wartime from FFW to present.</p> <p><i>Partnerships: Wellcome Foundation</i></p> <p><i>Outcome: Their Past, Our Future Exhibition curated by the children. Learning is expressed through science, art and technology.</i></p> | <p><i>Their Past, our future</i> Whole school theme, focus on the contribution of the Commonwealth</p> <p><i>Partnerships: Hackney Music Team: Trench Brothers (Y5)</i></p> <p><i>Outcome: Shared Learning module</i></p> |
|  <p>History/ Geography</p> | <p>HISTORY</p>  <p><i>Local History Study: Aspect beyond 1066, impact of FWW on the local area</i></p> <p>GEOGRAPHY <i>Mapping and location skills in the above context</i></p> | <p>HISTORY</p>  <p><i>Changes in Britain from the Stone Age to the Iron Age c. 2500 BC Bronze age c.800 BC Iron Age c. AD 42</i></p> <p>GEOGRAPHY <i>Mapping and location skills – Hampstead Heath visit</i></p> | <p>HISTORY</p>  <p><i>An early civilisation - Shang Dynasty 1250 BC</i></p> <p>GEOGRAPHY <i>Mapping and location skills – making a visual guide to Camden with year 6.</i></p> |
|  <p>English</p> | <p>Reading <i>WH Auden's The Nightmail</i> <i>Dear Jelly: Family Letters from the First World War- Sarah Ridley</i> <i>The Jolly Postman- Janet and Allen Ahlberg</i></p> <p>Writing <i>Poetry- cinquains and Haikus</i> <i>Letters from the Front Line</i></p> <p>Speaking and Listening <i>Performance poetry</i> <i>The Nativity Performance</i></p> <p>Social purpose <i>To entertain</i> <i>To socialise</i> <i>To inform</i></p> | <p>Reading <i>The History Detective Investigates: Stone Age to Iron Age Clare Hibbert</i> <i>Minnow and the Bear Benedict Blathwayt</i> <i>Great Men and Women in the History of Medicine</i></p> <p>Writing <i>Information text on Rocks and Soils</i> <i>Historical Adventure Story</i> <i>Instructions on front line treatment</i></p> <p>Speaking and Listening <i>Celtic Harmony Trip</i></p> <p>Social purpose <i>To describe</i> <i>To entertain</i> <i>To instruct</i></p> | <p>Reading <i>The Giving Tree Shel Silverstein</i> <i>Seeds Ken Robbins</i> <i>The Tiny Seed Eric Carle</i> <i>Chinese Children's Favourite Stories Mingmei Yip</i></p> <p>Writing <i>Explanation text on the life cycle of a seed</i> <i>Short story</i> <i>Illustrated traditional tale</i></p> <p>Speaking and Listening <i>Drama based around traditional stories</i></p> <p>Social purpose <i>To entertain</i> <i>To explain</i></p> |

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|  <p>Mathematics</p> | <p>Number and Place value The four operations (+,-,x,÷) Fractions Measurement Geometry Statistics Algebra</p> <p><i>Refer to maths curriculum overview for content in each term.</i></p> | <p>Number and Place value The four operations (+,-,x,÷) Fractions Measurement Geometry Statistics Algebra</p> <p><i>Refer to maths curriculum overview for content in each term.</i></p> | <p>Number and Place value The four operations (+,-,x,÷) Fractions Measurement Geometry Statistics Algebra</p> <p><i>Refer to maths curriculum overview for content in each term.</i></p> |
|  <p>Science</p> | <p><i>Study of animals, including humans, focus on the skeleton and nutrition</i></p> <p>Light</p> | <p>Rocks</p> <p><i>STEAM - Innovations in medicine, antibiotics and healthcare FWW focus.</i></p> | <p>Plants</p> <p>Forces and Magnets</p> |
|  <p>Computing</p> | <p>LegoWeDo - Project at the CLC</p> <p>IProgram - LightBot</p> | <p>iAlgorithm - sorting and splitting</p> <p>iSafe – online safety</p> | <p>iConnect – computer networking</p> <p>iData – Introduction to Data representation</p> |
|  <p>Physical Education</p> | <p>Dance</p> <p>Football</p> <p>Circuit training and fitness</p> <p>Swimming</p> | <p>Orienteering</p> <p>Hockey</p> <p>Gymnastics</p> | <p>Football</p> <p>Athletics</p> <p>Swimming</p> |

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|  <p>RE Living Difference</p> | <p>CROSS FAITH</p> <p>Concept – ANGELS <i>Unit of Work - Angels</i></p> <p>CHRISTIANITY</p> <p>Concept – Symbol of Light <i>Unit of work - Advent</i></p> | <p>CHRISTIANITY</p> <p>Concept – Symbol <i>Unit of Work – The Cross</i></p> <p>HINDUISM</p> <p>Concept – Protection <i>Unit of Work - Raksha Bandhan</i></p> | <p>CROSS FAITH</p> <p>Concept – Ritual <i>Unit of Work – Rites of Passage</i></p> <p>CROSS FAITH</p> <p>Concept – Messages <i>Unit of Work – Messages in Stories</i></p> |
|  <p>Art & Design Design Technology</p> | <p><i>Illustration techniques – House of Illustration partner, linked to FWW and English</i></p> <p><i>Create a board game –FWW themed, research and design</i></p> <p><i>Artist study Keiko Mukaidi –linked to Science Light topic</i></p> | <p><i>Cave art linked to History unit, From Stone Age to Iron Age</i> <i>Clay Stonehenge model</i> <i>Repetitive mark making through observational drawing and using mixed media to create textures and patterns</i> <i>Skill – Printmaking inspired by Basquiat</i></p> <p><i>Skill – 3D inspired by Hepworth, Arp, Nevelson, Gabo</i></p> | <p><i>Compile an audio visual Guide to Camden, links to Geography, History and English collaboration with Y6</i></p> <p><i>Textiles – research and design a uniform fit for purpose, study FWW examples</i></p> |
|  <p>Music</p> | <p><i>Rhythm through Morse code: based on WW1 communication; sub-divide rhythmic cells, count and transcribe.</i></p> <p><i>Nativity: perform songs in nativity play; solo, call and response and chorus singing.</i></p> | <p><i>Our Community: compose and record a hip hop song involving research on the local area, write and record lyrics inspired by Rapper’s Delight.</i></p> <p><i>Animal Magic: inspired by Prokofiev’s ‘Peter and The Wolf’ pupils choose an animal to compose and record a piece linking characteristics to musical techniques such as pitch and tempo.</i></p> | <p><i>Whole class recorder: pupils learn the basic notes and fingering and a range of songs to perform as a whole class ensemble.</i></p> <p><i>Whole Class recorder: pupils record a selection of songs which they perform to the whole school.</i></p> |
|  <p>MFL</p> | <p><i>All about me –MOI</i></p> <p><i>Farmer’s in his Den – Jeux et Chansons</i></p> | <p><i>Celebrations –On fait la fete</i></p> <p><i>Portraits – physical descriptions</i></p> | <p><i>As-tu un animal?</i> <i>Ca Pousse - growing</i></p> |

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**PSHE and
Citizenship**

*Ways to make the school and class a respectful, happy place to learn:
RRS Class Charters – UNCRC*

Citizenship

*RRS Council elections
Children’s Commissioner’s Takeover Day
Children’s WorkPlan*

Respect and relationships

*Getting to know each other and managing feelings
What helps us learn at school?*

*The Power of One drama – Anti Bullying
Stereotyping and respecting difference*

*Staying safe: ways to reduce and avoid risk
Internet Safety*

Self Awareness: identify features of positive role models

Careers Week – Giving Back. Who helps in the local community, different jobs and skills needed

Benefits of difference and diversity

*Keeping safe when things go wrong
UNICEF Day For Change: Children caught up in emergencies
Feeling safe in different situations*

Citizenship

General Election May 7th Parliamentary Democracy unit

Benefits of difference and diversity

*Holocaust Memorial Day
How it feels to be different and respecting difference*

*Healthy and Safe
How I keep myself healthy – Active Spaces evaluation
Drugs Education
Sex and Relationships Education*

Citizenship: value and include each other

*Send my Friend Campaign MDG 2 What next?
Children’s School Self Evaluation*

Benefits of difference and diversity

Refugee Week

Citizenship

Why and how rules are made: Magna Carta