

Year 3 Curriculum Plan 2020-2021

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
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| History<br>Articles<br>12, 13, 28<br>29                | <b>Who first lived in Britain?</b><br><br>Stone Age to the Iron Age, including:<br>- Hunter gatherers; Early farming; Bronze Age, and Iron Age   |  | <b>Ancient Greece</b><br><br>A study of Greek life and achievements and their influence on the western world<br><b>Democracy</b>  |   | <b>Why is Congleton known as 'Bear Town'? (and other key moments)</b><br><b>Democracy</b>  |  |
| Geography<br><br>Articles<br>12, 13, 17,<br>28, 29, 42 | <b>What makes the Earth angry?</b><br><br>pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><b>Article 17 – Access to information from the media (research a variety of sources).</b><br><b>Article 28 – Right to an education (all children included in lessons and able participate).</b><br><b>Mutual Respect</b> |  | <b>Has Greece always been in the news?</b><br><br>understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country;<br><b>Article 29 – Goals of education (respect for other cultures through understanding).</b><br><b>Article 22 – Special protection of refugees.</b><br><b>Tolerance and Mutual Respect</b> |   | <b>Why do so many people choose to go to the Mediterranean for their holidays?</b><br><br>understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country<br><b>Article 13 – Freedom of Expression (Sharing thoughts and opinions).</b><br><b>Article 14 – Freedom of thought (able to express own opinions and respect others).</b> <b>Tolerance, mutual respect.</b> |  |
| Science<br>Articles<br>12, 13, 17,<br>28, 29           | <b>Rocks and soil</b><br><br>Compare and group together different kinds of rocks on the basis of their appearance and properties. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter.  | <b>Light</b><br><br>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in | <b>Forces and magnets</b><br><br>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.   | <b>Forces and magnets</b><br><br>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. | <b>Animals incl humans</b><br><br>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 eat. Identify that humans and some other animals have skeletons and muscles   | <b>Plants</b><br><br>Identify the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. Investigate the way in which water is transported within plants. Explore the part that flowers play in |

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|   |   | the way that the size of shadows change.  | Compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. | for support, protection and movement.<br><b>Mutual Respect</b>                            | the life cycle of flowering plants.  |
| Art<br>Articles<br>12, 13, 28, 29                           | <b>Sketching and effects</b><br>Linked to rocks and soil / bears<br><br>Stone Henge sketching<br>Stone Age – make your own paint and cave paintings |   | <b>Colour mixing</b><br>Greek landscape<br><br>Colour mixing with light  | <b>Line and pattern</b><br>Greek vases<br><br><b>Sculpture</b><br>Greek vases (clay)   | <b>Romero Britto</b><br><b>Mutual respect</b>   | <b>Textiles</b><br>T-Shirts for holidays linked to fashion designers                   |
| DT<br>Articles<br>12, 13, 28, 29                            | <b>Structures</b><br>Shell Structures<br><br>Design and make packaging for a gift   |   | <b>Textiles</b><br>2D shape to a 3D product<br><br>Pencil case   |  | <b>Food</b><br>Healthy and varied diet<br><br>Sandwich/wrap                               |  |
| Computing<br>Articles<br>13, 15, 16, 17, 28, 29, 31, 34, 36 | <b>We are programmers</b>   | <b>We are bug fixers</b>  | <b>We are communicators</b><br><b>Mutual Respect</b>   | <b>We are network engineers</b><br><b>The rule of law</b>  | <b>We are presenters</b><br><b>Mutual respect</b>   | <b>We are opinion pollsters.</b><br><b>Individual Liberty</b><br><b>Mutual respect</b> |
| RE<br>Articles<br>2, 12, 13, 14, 28, 29, 30                 | <b>Why is it important to some Christians to mark their faith journey with believer's baptism?</b>  | <b>Christmas</b><br>How do the different nativity stories show the importance of Jesus for Christians? Why do | <b>Judaism</b><br>Why are the 10 commandments important to Jews? What can we find about  | <b>The life of Jesus</b><br>What are the important events that shaped Jesus life?  | <b>Sacred Texts</b><br>What do different sacred texts teach people? How do they influence | <b>Islam</b><br>What is God like for Christians? What do Muslims believe about God?    |

