 Year 3 – Curriculum Overview

|  |  |
| --- | --- |
| UK | * Counties and cities of the UK including land use and how some aspects have changed over time
* Including references to water cycle and understanding the terms evaporation and condensation
* Use 8 points of compass symbols and keys
 |
| Stone Age and Iron Age Britain | * Stone Age to Iron Age Britain (including hunter gatherers, Iron Age hill forts)
* Classification of rock types
* Simple understanding of fossilisation
* Recognise that soils are made from rocks
 |
| Ancient Egypt | * Achievements of Ancient Egyptian civilization
* Compare how things move on different surfaces
* Compare different types of forces
* Observe how magnets attract and repel
* Sort magnetic and non-magnetic materials
* Describe magnets as having two poles
 |
| Skin deep | * Nutrition for animals including humans
* Skeletons and muscles of animals and humans
* Prepare and cook mainly savoury dishes
 |
| All Around Us | * Use fieldwork to observe measure and record
* Identify and describe the functions of different parts of flowering plants
* Explore the requirements of plants for life and growth and how they vary from plant to plant
* Investigate the way in which water is transported within plants
* Explore the part that flowers play in the life cycle of flowering plants
 |
| Light Fantastic | * Recognise that light is needed to see things
* Notice that light is reflected
* Recognise that light from the Sun can be dangerous
* Recognise that shadows are formed when light is blocked
* Find patterns in the way the size of shadows change
* Use research and criteria to develop products which are fit for purpose (e.g. make a shadow puppet)
* Evaluate existing products and improve own work
 |

|  |
| --- |
| Computing  |
| * Design and write programs to achieve specific goals, including solving problems
* Use logical reasoning
* Understand computer networks
* Use internet safely and appropriately
* Collect and present data appropriately
 |

|  |
| --- |
| PE Coverage  |
| * Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
* Use running, jumping, throwing and catching in isolation and combination
* Develop flexibility, strength, technique, control and balance
* Perform dances using a range of movement patterns
* Communicate, collaborate and compete with each other
* Compare performances and demonstrate improvement to achieve personal best

To be achieved through Dance, Gymnastics, Swimming, Athletics, Outdoor Adventurous Activity, Invasion games, Striking and Fielding games, Net and Wall games |

|  |
| --- |
| Music Coverage  |
| * Use voice and instruments with increasing accuracy control and expression
* Improvise and compose music
* Listen with attention to detail
* Use and understand staff and other musical notations
* Appreciate a wide range of live and recorded music
* Begin to develop understanding of history of music
 |

|  |
| --- |
| Art and Design Coverage |
| * Use sketchbooks to collect, record and evaluate ideas
* Improve mastery of techniques such as drawing, painting and sculpture with varied materials
* Learn about great artists, architects and designers
 |

|  |
| --- |
| Religious Education Coverage |
| Following the Kent Syllabus |