

Integrated topics

See topic outlines and National Curriculum overview below

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
<p>Roots and shoots Longitudinal study introduction Science, Art 1 week and time during the year</p> <p>Welcome to the world of authors and illustrators Art , English 4 weeks</p>	<p>Incredible Egyptians History, Science, Geography, Computing 5 weeks</p>	<p>Who's the baddy? RE, English, Art 4 weeks</p>	<p>Digging up the past History, Art, English 4 weeks</p>	<p>Roots and shoots Science, DT 2/3 weeks</p> <p>You are what you eat Science, DT 2/3 weeks</p>	<p>Wish you were here? Geography, Art 5 weeks</p>

National Curriculum Overview

- Discrete content shaded, blocked topic content not shaded See also English and Maths long term and medium term overviews

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Science	<p>TOPIC - Roots and shoots (Longitudinal study - across the year) *working scientifically *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p>TOPIC - Incredible Egyptians *working scientifically *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 light from the sun can be dangerous and that there are ways to protect their eyes *recognise that shadows are formed when the light from a light source is blocked by an opaque object *find patterns in the way that the size of shadows change</p>	<p>Forces and magnets *working scientifically *compare how things move on different surfaces *notice that some forces need contact between 2 objects, but magnetic forces can act at a distance *observe how magnets attract or repel each other and attract some materials and not others *compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials *describe magnets as having 2 poles *predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>Rocks *working scientifically *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties *describe in simple terms how fossils are formed when things that have lived are trapped within rock *recognise that soils are made from rocks and organic matter</p>	<p>TOPIC - Roots and shoots Plants *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) 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, including pollination, seed formation and seed dispersal</p> <p>TOPIC - You are what you eat Animals, including humans *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</p>	<p>Animals, including humans *identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>
<p>Working scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: *asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings.</p>						
R.E. - blocked (LD III, UC)	Creation/Fall - Sorry	Incarnation - Angels	TOPIC - Who's the baddy? Good and Evil - Holi	Salvation - Hope from Suffering	Gospel - The first Disciples	Protection - Raksha Bandan

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
History		<p>TOPIC - Incredible Egyptians The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <i>*begin to understand how our knowledge of the past is constructed from a range of sources</i> <i>*begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 3</i></p>		<p>TOPIC - Digging up the past Changes in Britain from the Stone Age to the Iron Age <i>*begin to understand how our knowledge of the past is constructed from a range of sources</i> <i>*begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 3</i></p>		
Geography		<p>TOPIC - Incredible Egyptians Geographical skills *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>				<p>TOPIC - Wish you were here? Local area of outstanding natural beauty (AONB) Geographical skills and fieldwork *Understand geographical similarities and differences through a study of physical and human geography of a region of the UK *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
D.T.					<p>TOPIC - Roots and shoots (moving parts book) *Design-make-evaluate *Understand and use mechanical systems in their products [for example, gears, pulleys, cams, <u>levers and linkages</u>]</p> <p>TOPIC - You are what you eat (Healthy sandwich fillings) *Understand and apply the principles of a healthy and varied diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	
Art (see skills progression)	<p>TOPIC - World of authors and illustrators ARTIST/DESIGNER: Illustrators (e.g. Anthony Browne, Quentin Blake, Roger Hargreaves, Arthur Rackham). *about great artists, architects and designers in history *to create sketch books to record their observations and use them to review and revisit ideas *Colour mixing a range of colours to create new colours and textures *Collage illustration in the style of Eric Carle *cut complex shapes from a range of materials with some accuracy *tear paper to a predetermined size and shape *change texture e.g. crumpling, creasing, pleating, fraying, folding and scoring. *apply adhesive sparingly and stick down shapes accurately</p>		<p>TOPIC - Who's the baddy? DRAWING - Into the forest *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *Draw from first-hand experience, observation and imagination *Charcoal forest drawings from imagination *Look at the work of different artists- Anthony Browne's <i>Into the Forest</i> SKETCHBOOKS *create sketch books to record their observations and use them to review and revisit ideas *Proportions of the body- detailed image of themselves to put in the forest. *painting- using watercolours to detail their figures for the forest.</p>	<p>TOPIC - Digging up the past SCULPTURE - 1 lesson Clay pots (Bronze age) *Look at the work of great artists and artists from different cultures and talk about them in relation to their own work. *Learn simple techniques for building and joining clay *use a range of tools to cut, shape and impress TEXTILES - 1 lesson *weave patterns using fabric strips- 1 lesson</p>		<p>TOPIC - Wish you were here PAINTING - Landscapes (watercolours) *create sketch books to record their observations and use them to review and revisit ideas *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *begin to think about back, middle and fore ground.</p>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Music (Music Express scheme)	Unit: Environment	Unit: Sounds	Unit: Poetry	Unit: Time	Unit: Food and drink	Unit: Singing French
	On-going singing (weekly whole school) - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression)					
Computing	<p>E-Safety lesson</p> <p>Exploring Digital Maps - Google Earth (1 lesson) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Photo Editing & Nature Poster Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>TOPIC - Incredible Egyptians Research Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Jam Sandwich Algorithm (Unplugged)& Smoking Car Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by composing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Soil testing - data logging investigation and graphs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Animated plant art Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Scratch Conversation and Dressing up animation Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by composing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
SWGFL scheme	My Online Community	Powerful Passwords	Show Respect Online (Safer Internet Day)	Things for Sale	Writing Good Emails	
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
P.E.	<p>Games –Net/wall activities, Tennis/cardio tennis</p> <p>Dance – Responding to music</p>	<p>Games –Invasion games (football/tag rugby)</p> <p>Dance – Egyptian dance</p>	<p>Games – Invasion games (hockey)</p> <p>Gymnastics –Shapes and balances</p>	<p>Games - Invasion games (netball)</p> <p>Gymnastics -How the body works, bones muscles and movement</p>	<p>Games – Striking and fielding (cricket)</p> <p>Dance – ‘Monsters’</p>	<p>Games - Athletics</p> <p>Gymnastics - Review</p>

Year 3 Curriculum Overview v09-19

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
French ('Early Start French')	Numbers 1-12 Hello and Goodbye	What's Your name?	Asking people how they are?	How old are you?	Family	Brothers and Sisters
PSHE (HIAS)	Settling In	Keeping Safe in School	In someone else's shoes	Focus on feelings	Making Friends	People and their work

Integrated topic overview outlines

Welcome to the world of authors and illustrators	Art, English	AUTUMN TERM 4 weeks	Main project outcome: Children’s story book and collage illustration
<p>Rationale: Through this topic children will be introduced to the world of authors and illustrators. They will study a range of texts written by a selected author (e.g. Eric Carle), identifying themes and conventions that are used. They will identify how these texts are structured, making comparisons between them, and consider in particular how this author’s choice of language, presentation and structure contribute to meaning for the reader. Alongside a study of this author children will study the work of illustrators (e.g. Eric Carle, Anthony Browne, Quentin Blake, Roger Hargreaves, Arthur Rackham). They will then create a collage illustration in the style of Eric Carle to accompany their own Eric Carle inspired children’s story book which they will share with friends in KS1.</p>			
<p>National Curriculum Content</p>			
<p>Art ARTISTS/DESIGNERS Illustrators (e.g. Anthony Browne, Quentin Blake, Roger Hargreaves, Arthur Rackham) *about great artists, architects and designers in history *to create sketch books to record their observations and use them to review and revisit ideas *Colour mixing a range of colours to create new colours and textures *Collage illustration in the style of Eric Carle *cut complex shapes from a range of materials with some accuracy *tear paper to a predetermined size and shape *change texture e.g. crumpling, creasing, pleating, fraying, folding and scoring. *apply adhesive sparingly and stick down shapes accurately</p>		<p>English Develop positive attitudes to reading and understanding of what they read by: *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books *identifying themes and conventions in a wide range of books * discussing words and phrases that capture the reader’s interest and imagination * identifying how language, structure, and presentation contribute to meaning * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	

Incredible Egyptians	History, Science, Geography, Computing	AUTUMN TERM 5 weeks	Main project outcome: Presentation or publication to share their learning with a wider audience
<p>Rationale: Through this topic children will journey back to the land of the Pharaohs and discover the fascinating world of ancient Egyptian history. They will learn about the River Nile and its role in ancient life, Tutankhamen and the story of his tomb discovery, mummification, the pyramids, daily life in ancient Egypt and the importance of remaining artefacts. They will develop more efficient and effective internet research skills, including becoming more discerning in their selection of sites to use for their research. They will develop their geographical map skills to locate the areas studied and the main features they are learning about. Through the context of ancient Egyptian, children will also learn all about light and shadows. This will include exploring dark tombs and considering why nothing can be seen without light, using mirrors to help soldiers guarding a pyramid to see around corners and finding out how obelisks were used to tell the time. Finally, children will create a presentation or publication to share their learning with a wider audience.</p>			
<p>Available support for planning: Plan Bee - What can we find out about ancient Egypt? Plan Bee - Tombs, torches and timekeepers</p>			
<p>National Curriculum Content</p>			
<p>Science *working scientifically - see NC overview above *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 light from the sun can be dangerous and that there are ways to protect their eyes *recognise that shadows are formed when the light from a light source is blocked by an opaque object *find patterns in the way that the size of shadows change</p>	<p>Geography *use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>	<p>History The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <i>*begin to understand how our knowledge of the past is constructed from a range of sources</i> <i>*begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 3</i></p>	
		<p>Computing - Research *Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration. *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	

Who's the baddy?	RE, Art	SPRING TERM 4 weeks	Main project outcome: Re-telling of a story from a different perspective and forest illustration.
<p>Rationale: Through reading a range of fairy and traditional tales and learning about the Hindu festival of Holi, children will explore the concepts of good and evil. They will reflect on distinguishing right from wrong behaviour and reflect on whether good can come from bad situations. Through role play and drama, pupils will explore the feelings and motivations of characters, thinking about events from another's point of view and engaging in class and group debates. Finally they will retell a traditional or fairy tale from a different perspective to include in an alternative class Grimm's fairy tale book for the library. Children will study the illustrations of Anthony Browne's 'Into the forest' using these as a stimulus to create their own illustrated forest drawings for their story.</p>			
National Curriculum Content			
<p>RE (Living Difference 3) *describe the concepts of <i>good</i> and <i>evil</i> *describe ways in which Hindus remember <i>good</i> and <i>evil</i> in the story and celebrations of Holi *describe the value of the ways in which good over evil is celebrated and identify an issue raised *describe their responses to the concepts of <i>good</i> and <i>evil</i> *describe incidents in their own and others' lives where good comes out of evil</p>		<p>Art DRAWING - Into the forest *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *Draw from first -hand experience, observation and imagination *Charcoal forest drawings from imagination *Look at the work of different artists- Anthony Browne's <i>Into the Forest</i> SKETCHBOOKS *create sketch books to record their observations and use them to review and revisit ideas *Proportions of the body- detailed image of themselves to put in the forest. *painting- using watercolours to detail their figures for the forest.</p>	

Digging up the past	History, Art	SPRING TERM 4 weeks	Main project outcome: 'Pop up' museum exhibition for parents in the classroom
<p>Rationale: Children will be introduced to the idea that people have been living in Britain for a very long time, travelling back in time to learn about life in Britain from the Stone Age to the Iron Age so that they can create a museum exhibition for parents and other children. As well as understanding the chronology of this time, creating and adding information that they find out during this topic to their own timeline, children will learn about food, religion, homes, technology and art and how each of these areas developed and changed over time. They will learn the importance of archaeological evidence in finding out about the past. Children will debate what hill forts were for, and learn the skills to design and create their own bronze age clay pot as an artifact for their museum. Children will also visit an Iron Age hill fort at Butser with a particular focus on tribal kingdoms, farming, art and culture. They will use this visit to help them plan how they will set up their own museum in their classroom.</p>			
<p>Available support for planning: 'Stone Age to Iron Age Britain' - LKS2- Hamilton; 'Prehistoric Britain' - Plan Bee</p>			
National Curriculum Content			
<p>Art SCULPTURE Clay pots (Bronze age) *Look at the work of great artists and artists from different cultures and talk about them in relation to their own work. *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *create sketch books to record their observations and use them to review and revisit ideas *Learn simple techniques for building and joining clay *use a range of tools to cut, shape and impress TEXTILES *weave patterns using fabric strips- 1 lesson</p>		<p>History Changes in Britain from the Stone Age to the Iron Age *Begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 3. *Begin to understand how our knowledge of the past is constructed from a range of sources.</p>	

Roots and shoots (including longitudinal study)	Science , DT, Art	AUT, SPR, SUM 5 weeks across the year	Main project outcome: Moving parts book to share with Year 1 buddies
<p>Rationale: Children will become investigative scientists during this project to discover and learn all about the fascinating world of plants. They will begin by investigating the best conditions for plants to grow in the school grounds through planting their own plants in a variety of different conditions (e.g. shady, full sun, partial sun, compost, flower border) and observing and recording their progress across the school year using sketches, photographs and measurements (e.g. height, number of leaves). They will identify the functions of the different parts of a plant, find out what plants need in order to grow well and explore how plants reproduce. Children will study moving book mechanisms, such as levers and linkages. They will use this information to design, make and evaluate their own scientific plant information books (individual or in groups) with moving parts to share with their Year 1 buddies (paying particular attention to creating accurate and clear scientific text for their books, accessible to a younger reader).</p>			
<p>Available support for planning: Plan Bee - How plants grow (Science); Storybooks (DT) - Y4 planning but some useful suggestions</p>			
National Curriculum Content			
<p>Science (Plants) *working scientifically - see NC overview above *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) 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, including pollination, seed formation and seed dispersal</p>			<p>DT *Design-make- evaluate *Understand and use mechanical systems in their products [for example, gears, pulleys, cams, <u>levers and linkages</u>]</p>
You are what you eat	Science, DT	SUMMER TERM 2/3 weeks	Main project outcome: Making sandwiches for a picnic lunch
<p>Rationale: Children will learn about nutrition, including exploring different food groups. They will begin to understand specific dietary needs (e.g. gluten free) and will learn about their responsibility to prevent food waste (and waste produced by excessive plastic packaging). They will also compare the contents of their own lunchboxes/sandwiches with others from around the world. They will taste, test and evaluate a variety of sandwich fillings and types of bread, then design, make, eat and evaluate their own healthy sandwiches for a class picnic lunch.</p>			
<p>Available support for planning: Plan Bee - Sandwich snacks</p>			
National Curriculum Content			
<p>Science (Animal, including humans) 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</p>		<p>DT *Understand and apply the principles of a healthy and varied diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	

Wish you were here?	Geog, Art	SUMMER TERM 5 weeks	Main project outcome: Brochure to raise awareness within our community of a local AONB as a worthwhile place to visit
<p>Rationale: Through fieldwork, map work and research, children will learn about the physical and human geography of Chichester Harbour and consider the reasons why this area of coastline has been designated as an 'Area of Outstanding Natural Beauty' (AONB). They will compare this local area to another AONB further afield in the UK and will develop a good understanding of what this designation actually means, including the 'natural beauty criterion' and the role of 'Natural England'. They will identify the 34 AONBs in the UK on maps, which will enable them to name and locate counties and cities of the United Kingdom and geographical regions. Children will study the work of landscape painters and produce a landscape painting of an area of Chichester Harbour for inclusion in their own brochure. They will produce a brochure in order to raise awareness within the school and local community of the benefits to visiting this area for a day out and of its special designation as an AONB. Finally children will consider the threats to areas designated as an AONB, for example housing, building, industry, tourism, and will consider the responsibilities to protect and manage these areas.</p>			
<p>National Curriculum Content</p>			
<p>Geography Geographical skills and fieldwork *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time *Understand geographical similarities and differences through a study of physical and human geography of a region of the UK</p>		<p>Art PAINTING - Landscapes (watercolours) *create sketch books to record their observations and use them to review and revisit ideas *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *begin to think about back, middle and foreground.</p>	