



Curriculum Overview Year 3  
2022-2023

Autumn (14 weeks) Core Text: Stone Age Boy Curricular Goals	Spring (12 weeks) Core Text: Elen’s Island Curricular Goals	Summer (13 weeks) Core Text: Strangeworld’s Travel Agency Curricular Goals
<p><b>Art &amp; Design</b> Pupils can make a portrait in the style Edward Hopper (182 artworks painting) using their knowledge of scaling</p> <p><b>Computing</b> To be able to publish a non-narrative piece of writing with an audio commentary using the J2E programme</p> <p><b>Design &amp; Technology</b> Pupils can follow a recipe to bake bread, evaluating their own and pre-existing products</p> <p><b>Geography</b> To be able to use a map and know the names of and locate at least 8 European countries (France , Spain , Italy , Greece , Norway , Russia , Iceland and Germany – Largest neighbours, holidays destinations, size of Europe, linked to different human and physical features)</p> <p><b>History</b> Demonstrate an understanding of how and why settlements have developed throughout the ages.</p> <p><b>Latin</b> To be able to match the English words to the Latin ancestors To be able to match the Latin word to the English meaning</p> <p><b>Music</b> Pupils use musical vocabulary to describe the difference between two pieces of music</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can explain how their behaviour can affect how others feel and behave and they understand the importance of rules Pupils can describe different conflicts that might happen in family or friendship groups. They understand how words can be used in kind or hurtful ways, explain how this can make people feel and can offer strategies to help the situation</p> <p><b>Physical Education</b> <i>Coordination</i> To be able to hopscotch forwards and backwards, alternating my hopping leg each time With fluency and control, starting slowly and then at maximum speed. <i>Personal</i> To be able to know where I am with my learning To be able to design and perform a sequence of 6 or more movements including rolls, travel and jumps, both on the floor and on more complex apparatus. <i>Dynamic balance</i> To be able to jump from 2 feet to 2 feet with 180° turn in either direction, maintaining balance throughout. <i>Social</i> To be able to show patience and support others listening carefully to them about our work</p> <p><b>Religion and World Views</b> Compare the ways in which Christians, Muslims and Hindus celebrate religious festivals in the community and across the world. Describe the nativity story from Mary’s point of view and from the perspective of one of the wise men.</p> <p><b>Science</b> Animals including humans To be able to keep a food diary and describe how this is different to an athlete. To be able to complete a jigsaw of the human skeleton and muscular system Forces To be able to explain on which surface a car travels the fastest To be able to investigate different size and strengths of magnets and how these attract or repel a paper clip To be able to describe and construct how to make a simple pulley</p>	<p><b>Art &amp; Design</b> Pupils can paint a landscape using watercolour in the style of Claude Monet (At Dusk)</p> <p><b>Computing</b> To be able to use coding to create a simple game using J2E level 2 To know how to identify dangers and where to find help when using technology</p> <p><b>Design &amp; Technology</b> Pupils can investigate how to strengthen a bridge by stiffening a given part, or reinforcing a part of the structure, and evaluate how successful this was</p> <p><b>Geography</b> To be able to compare Coastal towns in Yorkshire and the Reykjanes Peninsula in Iceland (Port, fishing, beaches, rocks, cliffs, closest volcano to UK)</p> <p><b>History</b> Compare the work of Lillian Bilocca, Phillip Larkin and John Venn and explain which famous Hullensian has had the greatest impact in Hull</p> <p><b>Latin</b> To be able to find the Latin roots for English words</p> <p><b>Music</b> Pupils compose music in response to different stimuli</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can explain the different ways in which they learn and understand what they could do to improve. They are confident to share success and know these feelings can be stored in their internal treasure chest Pupils can explain how anxious, scared and unwell feels. They can identify things, people and places that they need to keep safe from and can explain some strategies for keeping themselves safe and healthy including who to go to for help</p> <p><b>Physical Education</b> <i>Dynamic balance</i> To be able to perform a marching action, lifting knees and elbows up to a 90° angle. <i>Cognitive</i> To be able to explain what I am doing well To be able to choreograph a short dance to a given dance track that includes at least 3 dance steps. <i>Coordination</i> To be able to strike a ball with alternate hands in a rally and kick a ball using alternative feet. <i>Creative</i> To be able to make up my own rules and versions of activities</p> <p><b>Religion and World Views</b> Describe the key teachings of some faith founders and the impact they have made on their followers. Describe the events of Holy week and how Christians remember them today</p> <p><b>Science</b> Plants To be able to grow a carnation plant and devise an investigation and make observations of how ink is transported through plants and into the flower</p>	<p><b>Art &amp; Design</b> Pupils can sculpt a clay pot with a handle in the style of Bernard Leach</p> <p><b>Computing</b> To be able to make an animation using two pieces of clip art and speech bubbles to enhance on screen work using the JIT programme To record information about light, temperature or sound and producing a graph</p> <p><b>Design &amp; Technology</b> Pupils can plan and design a sash for a purpose evaluating their own and pre-existing products</p> <p><b>Geography</b> To be able to explain how volcanoes are formed To be able to describe the types of volcanoes To be able to explain why people live near volcanoes and how they use the land To be able to explain why earthquakes occur</p> <p><b>History</b> Demonstrate an understanding of how the Ancient Egyptians lived and what they believed.</p> <p><b>Latin</b> To be able to identify the subject and the object</p> <p><b>Music</b> Pupils play a short piece on a ukulele</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can explain how their life is influenced positively by people they know and those around the world. They can explain how their own choices might affect their family, friendships and people around the world Pupils can explain how boys and girls bodies change on the inside/ outside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Pupils can recognise how they feel about these changes and can suggest some ideas to cope with these feelings</p> <p><b>Physical Education</b> <i>Agility</i> To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 2 metres. <i>Physical</i> To be able to select and apply a range of skills with good control and consistency To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and evaluate the effectiveness of their own performance <i>Agility</i> To be able to chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. <i>Health &amp; Fitness</i> To be able to describe how and why my body changes during and after exercise</p> <p><b>Religion and World Views</b> Describe what makes a place sacred and recognise the reasons why</p> <p><b>Science</b> Rocks and Soils To be able to group together different kinds of rocks and explain why Light To be able to construct and investigate how to make a shadow puppet theatre</p>



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