

# Year Three Curriculum Overview Autumn Term



Reading opportunities: Stig of the Dump, Stone Age Boy, non-fiction texts relating to topics.

## History / Geography

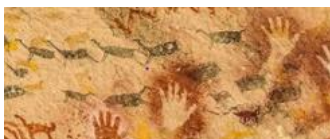
Stone Age to Iron Age

### Intent

To learn about the amazing development of food and cooking from the Stone Age to the Iron Age.

### Sequence of lessons

- 1) If you were to meet a family from 7000 years ago, what would you want to ask them?
- 2) How do we know about prehistoric Cornwall? (Kresen Kernow)
- 3) Is bronze better than stone?
- 4) How is iron made?
- 5) What was the impact of bronze and iron tools on the way people in Britain lived?
- 6) Which had the biggest impact, bronze or iron?



### Composite outcome

To demonstrate all our understanding of prehistoric food by taking part in a re-creation of an Iron Age feast

### Impact

The children will be able to explain why our Neolithic ancestors may have switched from being hunter gatherers to become farmers.

## Religious Education

What do Christians learn from the Creation story?

### Intent

To explore what people believe and what difference it makes to how they live.

### Sequence of lessons

- 1) How did the world begin?
- 2) What do Christians believe about God?
- 3) What is the story of the Fall and what does this mean for Christians?
- 4) What are the ten commandments and why are they important to Christians?
- 5) What do Christians believe about the bible?
- 6) How do Christians look after God's world?

### Composite outcome

To write a prayer/letter from Adam and Eve to God apologising and explaining why it is important to look after the world.

### Impact

Children will be able to retell the Creation and Fall stories and explain their importance to Christians.

## Science

Rocks and Fossils

### Intent

To learn to identify different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed.

### Sequence of lessons

- 1) 1 Observing, grouping, drawing, describing and naming rock samples.
- 2) 2 Design our own fair test for rocks to check their hardness and permeability.
- 3) 3 Gather evidence and discover the bedrock in your area and the variety of other rocks used to do different jobs.
- 4) 4: Meet the fossil hunter Mary, Anning, ask questions and discover fascinating facts about her life and work. Learn how fossils are made
- 5) 5. Discover the answers to some important questions about soil and learn just how important it is to life on our planet!
- 6) 6. Make Ready for the Amazing Rock and Fossil Museum!

### Composite outcome

The children will plan and prepare a display of exhibits and activities for visitors to their own Rock and Fossil Museum

### Impact

Children will be able to explain the 3 methods by which rocks are formed.

## Computing

Connecting Computers

### Intent

To develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will be comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices.

### Sequence of lessons

- 1) How does a digital device work?
- 2) What parts make up a digital device?
- 3) How do digital devices help us?
- 4) How am I connected?
- 5) How are the computers connected?
- 6) What does our school network look like?



### Composite outcome

An investigation of the devices which are used across the school.

### Impact

The children will have a secure understanding of what digital devices are and which ones are input or output. They will also have developed their knowledge with networks and servers.

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## Art

Gestural Drawing with Charcoal

### Intent

To explore gestural and expressive marks as a way to create a sense of drama.

### Sequence of lessons

- 1) Introduction of charcoal and exploring the work of Laura McKendry and Edgar Degas.
- 2) Experimenting with line, shape and tone.
- 3) Drawing large
- 4) Drawing like a cave person.
- 5) Project: exploring charcoal and drama.



### Composite outcome

Children to make figurative drawings from life, inspired by Blake's own work

### Impact

The children understand how the position of a figure can communicate intention

## PSHE

Being Me in My World

### Intent

To be able to think clearly about how words and actions may affect ourselves and others and to make responsible choices.

### Sequence of lessons

- 1) To be able to recognise my worth and identify positive feelings about myself and my achievements.
- 2) To be able to face new challenges positively, make responsible choices and ask for help when I need it.
- 3) To be able to understand why rules are needed and how they relate to rights and responsibilities.
- 4) To understand that my actions affect myself and others.
- 5) To be able to make responsible choices and take action.
- 6) To be able to understand my actions affect others and try to see things from their point of view.

### Composite outcome

Children will display their learning charter and how this links to Ready Respectful and Safe.

### Impact

Children will have developed a positive outlook to challenges and will be able to describe how their words and actions affect others.

## Music

### Intent

Children will listen and appraise a variety of rhythm and blues songs,

### Sequence of lessons

- 1) To listen and appraise 'Let Your Spirit Fly'. Start to learn the song.
- 2) To sing the song and play instrumental parts.
- 3) To listen to and appraise, 'Colonel Bogey March' by Kenneth Alford. Play instrumental parts and improvise.
- 4) To listen to and appraise, 'Consider Yourself' from the musical 'Oliver!'. To play musical parts, improvise and compose.
- 5) To listen to and appraise, 'Ain't no Mountain High Enough'. To play instrumental parts, improvise and use own composition
- 6) To appraise 'You're the First, the Last, My Everything' by Barry White. Prepare for the end-of-unit performance.

### Composite outcome

Perform the song 'Let Your Spirit Fly' with own compositions.

### Impact

Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

## Spanish

### Intent

Children will learn where Spain is as a country. They will be able to have a simple conversation in Spanish.

### Sequence of lessons

- 1) Introduce Spain as a country and Spanish as a subject to the children.
- 2) To introduce the question and possible replies in Spanish for ¿cómo estás?
- 3) Consolidate language from last week and learn how to say their name in Spanish but also ask somebody else their name.
- 4) To learn the numbers 1-10 and the colours in Spanish.
- 5) To consolidate the colours in Spanish.

### Composite outcome

To have a simple introductory conversation with each other in Spanish.

### Impact

Children develop their range of Spanish vocabulary and their can identify Spain on a map of Europe.