

Children's learning is purposeful, empowering them to be ambitious for their future.

Heathmere Curriculum Overview 2020-2021

Year: 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Stone Age	Chocolate	Oceans	London Landmarks	Ancient Greece	Plants
Core Texts	Stone Age Boy Stog of the Dump	Charlie and the Chocolate Factory	Oliver and the Seawigs Rapunzel: A Groovy Fairytale	Paddington's Guide to London	Athena: The Story of a Goddess	Mama Miti
Big Question	What do we value about our lives?	What can we learn from our mistakes?		What is great about London?	What did resilience look like in Ancient Greece?	What is the beauty in difference?
Characteristics of Effective Learning	Critical Thinking Adaptability Leadership	Critical Thinking Adaptability Problem Solving/Creativity	Teamwork/Collaboration Problem Solving Critical Thinking	Teamwork/Collaboration Problem Solving Critical Thinking	Critical Thinking Adaptability Leadership	Critical Thinking Adaptability Leadership
Enrichment opportunities	Butser Farm  Portals to the Past	Chocolate Workshop	Visit to <a href="https://www.zsl.org/education-sessions/key-stage-2-lz/plastics-impacts-actions">https://www.zsl.org/education-sessions/key-stage-2-lz/plastics-impacts-actions</a> to look at the impact of plastics on the local environment.  Bounce Art Workshop	Local Walk  Boat trip/ Tower of London	Portals to the Past	Kew Gardens
Art and Design	Cave Paintings  Chalk Carving (BF)  I can compare and recreate form of	Chocolate Boxes  I can use shading, using different media.	Pollution Collage  I can create a collage using overlapping and layering.	Art with Orde - London Landmarks  I can add detail to my work using different		Art with Orde - Plants (Mama Miti)  I can talk about and identify complementary

	<p>natural and manmade objects.</p> <p>I can compare and recreate form of natural and manmade objects.</p>	<p>I can talk about and identify complementary colours, colour as tone, warm and cold colours</p>		<p>types of stitch, including cross-stitch.</p>		<p>colours, colour as tone, warm and cold colours.</p> <p>I can create printing blocks using relief or impressed techniques.</p>
Geography			<p>I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why.</p>	<p>I can show some sense of how places relate to each other.</p> <p>I can understand why there are similarities and differences between places.</p>		
Computing						
History	<p>I can describe a local history study.</p> <p>I can describe changes in Britain from the Stone Age to the Iron Age.</p>			<p>I can use an increasing range of common words and phrases relating to the passing of time.</p> <p>I can describe memories of key events in his/her life using historical vocabulary.</p>	<p>I can describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>I can describe a local history study.</p>	
Relationships Education						

RE						
Design and Technology		<p><b>Chocolate Boxes</b></p> <p>I can talk about the different food groups and name food from each group.</p> <p>I can understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>I can use my knowledge of existing products to design my own functional product.</p>		<p><b>Plan and design for a new attraction on the Alton Estate.</b></p> <p>I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p>		
Music			<p><b>Music with Sid - Oceans</b></p> <p>I can confidently recognise a range of musical instruments.</p>		<p><b>Music with Sid - Ancient Greece</b></p> <p>I can sing songs with multiple parts with increasing confidence.</p> <p>I can understand some formal, written notation</p>	

			<p>I can find the pulse in songs/music with confidence.</p> <p>I can understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>I can understand that composition is when a composer writes down and records a musical idea.</p>		<p>which includes crotchets and rests.</p> <p>I can begin to listen to and recall sounds with increasing aural memory.</p>	
<p>Science</p>	<p>Rocks</p> <p>I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.</p> <p>I can simply describe how fossils are formed when things that have lived are trapped within rock.</p> <p>I can explain that soils are made from rocks and organic matter.</p>	<p>Healthy Eating</p> <p>I can 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</p> <p>I can 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>I can explain why humans and some other animals have skeletons and muscles.</p>	<p>Light</p> <p>I can explain that I need light in order to see things and that dark is the absence of light.</p> <p>I can explain that light from the sun can be dangerous and that there are ways to protect eyes.</p> <p>I can show how shadows are formed when the light from a light source is blocked by a solid object.</p> <p>I can show that there are patterns in the way that the size of shadows change.</p> <p>I can show that light is reflected from surfaces.</p>	<p>Forces and Magnets</p> <p>I can compare how things move on different surfaces.</p> <p>I can see that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Plants</p> <p>I can explain what different parts of flowering plants do.</p> <p>I can explore the requirements of plants for life and growth and how they vary from plant to plant.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

					I can compare and group some materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	
MFL						
Statistics	<p><b>Sort Rocks</b></p> <p>I can interpret and present data using bar charts, pictograms and tables.</p> <p>I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>	<p><b>Survey</b></p> <p>I can interpret and present data using bar charts, pictograms and tables.</p> <p>I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>				