

Year 3 Curriculum



Year 3	T1	T2	T3	T4	T5	T6
Geography History	GEOGRAPHY Using maps, atlases and globes <i>'How can we represent our world and find out where things are?'</i>	HISTORY Changes in Britain from Stone Age to Iron Age <i>'What do people need and how does technology develop?'</i> <i>'How do artefacts help us understand the lives of people in Iron Age Britain?'</i>	GEOGRAPHY Earthquakes and volcanoes <i>'How do volcanoes affect the lives of people and why are some earthquakes worse than others?'</i>	HISTORY Roman Empire and its impact on Britain <i>'What is an Empire, how did Britons fight the Roman Empire?'</i>	HISTORY Roman Empire and its impact on Britain <i>'What do we learn from the ruins of an Empire, and how has it affected life in Britain today?'</i>	GEOGRAPHY Food to fork <i>'How do my meals arrive on my plate?'</i>
Science	<i>How does my body stay upright? How am I able to move? Why do objects move?</i>	<i>How are fossils made? Where does soil come from?</i>	<i>How can things move if I'm not touching them?</i>	<i>Why can't I see in the dark? What do plant parts do?</i>	<i>How do I stay healthy? How do plants stay alive?</i>	<i>How do plants reproduce? How are shadows formed?</i>
RE	<i>What do Christians learn from the creation story?</i>	<i>What is it like for someone to follow God?</i>	<i>What kind of world did Jesus want?</i>	<i>Why do Christians call the day Jesus died Good Friday?</i>	<i>For Christians, what was the impact of Pentecost?</i>	<i>What is the 'Trinity' and why is it important to Christians?</i>
Music						
PSHE	<i>'Being Me' (Citizenship, rules and roles)</i>	<i>'Celebrating difference' (Families, conflict, bullying and feelings)</i>	<i>'Dreams and goals' (Dreams and ambition, challenges and overcoming them)</i>	<i>'Healthy Me' (Fitness, diet, exercise and making healthy choices despite peer pressure)</i>	<i>'Relationships' (Family roles and responsibilities, friendships and being a global citizen)</i>	<i>'Changing Me' (How babies grow, how the body changes as we grow up, family stereotypes)</i>
Art	<i>'What is observational drawing?'</i> <i>Henri Matisse</i>	<i>'How can we replicate life in paint?'</i> <i>Henri Matisse</i>			<i>'How can we replicate life in clay?'</i> <i>Henry Moore</i>	
DT			<i>'What does to eat local mean?'</i> <i>Food technology</i>	<i>'How can we make a cushion?'</i> <i>Textiles</i>		<i>'What is a pneumatic system?'</i> <i>Pneumatics</i>
MFL	<i>How do we greet each other, asking and answering? How do we pronounce the key Spanish sounds?</i>	<i>How do we say how old we are and ask our partner their age? How do we say the day and the date?</i>	<i>How do we say and ask others when their birthday is? How do we say and ask others what their favourite colour is? How do we understand teacher's commands?</i>	<i>How do we hold a simple conversation with a partner? How do we respond to and create descriptions using colour correctly? How do we show through actions an understanding of some songs?</i>	<i>How do we express simple preferences using parts of me gusta + colour? How can we respond to a known story with gestures and mime and take part in a performance of the story?</i>	<i>How do we hold a conversation with a partner about families and pets? How do we understand that Spanish is spoken in different countries around the world?</i>
Computing	<i>What is a network?</i>	<i>How do we create stop frame animation?</i>	<i>How are sounds sequenced?</i>	<i>How are branching databases used to answer questions?</i>	<i>What are the benefits of desktop publishing?</i>	<i>Why does the Order of Events and Actions in Programs Matter?</i>