

Thorn Grove Primary School
Medium Term Curriculum
Overview
Year 3

Half term or Term (Autumn)	Focus: Changes in Britain from the Stone Age to the Iron Age	Subjects	Year 3	
		Enquiry Question Which age was better to live in: Stone, Bronze or Iron Age?	History	Statutory Objectives: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
				Non Statutory Guidance: This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <ul style="list-style-type: none"> use of animals from hunting – food, skins for clothing, bone for tools etc. cave art – think critically about cave art. What does it tell us about the past? Homes – changes from the stone age eg. Palaeolithic, Mesolithic, Neolithic, Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture
				Assessment Criteria: I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. I can tell you a range of similarities/ differences between different times in the past in the periods covered so far. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance. I can describe how the past can be represented or interpreted in a few different ways.
		Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	
Main – used to support main history topic and applying science knowledge	Geography	Statutory Objectives: <ul style="list-style-type: none"> 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 		
		Non Statutory Guidance:		
		Assessment Criteria: I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. – link to science I understand how some aspects have changed over time. Particularly Landscapes – geography focus I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns; I can describe & under-stand key aspects of: physical geography, including rivers and mountains. – How it affected settlements to link to geography.		
		Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	

	Science Rocks (8 weeks)	<p>Statutory Objectives: Pupils should be taught to: 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>Non Statutory Guidance: Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together. They can raise and answer questions about the way soils are formed.</p>	
		<p>Assessment Criteria:</p>	
	Ideas related to rocks	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
Taught as a discrete subjects not as part of the topic theme			
SCIENCE: Light (7 week)	<p>Statutory Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 a solid object • find patterns in the way that the size of shadows change.. 		
	<p>Non Statutory Guidance: Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>		
	<p>Assessment Criteria:</p>		
Ideas related to light	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	

Computing	<p>Autumn 1 – rising stars: we are researchers Autumn 2 – rising stars: we are comic writers Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
Music	<p>Stockport’s preferred Music Scheme: Charanga Autumn 1 Unit: Let Your Spirit Fly Style: R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross curricular links: Historical context of musical styles.</p> <p>Autumn 2 Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross curricular links: Introduction to the language of music, theory and composition</p>	
RE	<p><i>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained</i> Autumn: Who is Jewish and what do they believe?(Believing strand)</p>	
DT	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Designing and making tools</p>	
Art	<p>Theme: Cave Paintings Focus: Look at cave paintings from across the world Chn sketch examples and look at ways to improve Develop use of different pencil types Artist:N?A</p>	

	MFL	<p>See MFL Scheme on server.</p> <p>In Autumn Pupils should be taught:</p> <ul style="list-style-type: none"> • Numbers 0-6 • Greetings • Classroom phrases • Adjectives • Vocabulary for spelling skills • Vocabulary for sentence building
	PE	See PE Passport long term overview for Autumn 1 & 2
	PSHE	<p><u>HEALTH AND WELLBEING</u></p> <p>School rules on health and safety. Basic emergency aid. People who help them stay healthy and safe What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits Recognising what they are good at, setting goals. Describing feelings; Conflicting feelings and how to manage feelings</p> <p>Supported by weekly additional circle sessions</p>

Half term or <u>Term (SPRING)</u>	Focus: Achievements of the earliest civilizations	Enquiry Question: What did ancient civilisations do for us?	Subjects	Year 3 What did the ancient civilisations ever do for us? What did the four ancient civilisations have in common?
			History	Statutory Objectives: <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Non Statutory Guidance: Half term on compare other early civilisations to Ancient Egypt. How do they compare by: <ul style="list-style-type: none"> Chronology location river site religion homes trade language, writing and number systems technology Also compare the specific inventions of each civilisations
			Half term on full study of Ancient Egypt <ul style="list-style-type: none"> Chronology of Ancient Egypt Farming and the Nile Other use of the Nile eg. transport Ancient Egyptian hierarchy Gods and Mummification Thinking critically about Ancient artefacts – Who would this have belonged to? What might it have been used for? What does it tell us about...? Etc. 	
Main Supports history	Geo graphy	Assessment Criteria: I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance. I can tell you a range of similarities/ differences between different times in the past in the periods covered so far. I can describe how the past can be represented or interpreted in a few different ways. I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences.		
		Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	
		Statutory Objectives: <ul style="list-style-type: none"> Describe and understand the key aspects of rivers 		

	based on the river Nile	<p>Non Statutory Guidance:</p> <ul style="list-style-type: none"> ▪ Understand the importance of rivers within Ancient civilisations and settlements. ▪ Compare the location of different Ancient civilisations on rivers. ▪ Understand how rivers develop from source to mouth. – ▪ Look at Ordnance Survey maps to track the course/ symbols <p>Assessment Criteria:</p> <p>I can describe & understand key aspects of: physical geography, including rivers and mountains. I can use simple grids with letters and numbers and 4-figure coordinates to locate features. I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world. I can map evidence from fieldwork e.g. sketch annotated views. I can use plans. I can use aerial photos and satellite images. I can begin to use smaller scale aerial views.</p>				
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		<p>Statutory Objectives:</p> <ul style="list-style-type: none"> • Compare how objects move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance <p>Non Statutory Guidance:</p> <p>Forces and magnets Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils might work scientifically by: exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, such as the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p> <p>Assessment Criteria:</p>				
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				Local area walk.
	Taught as a discrete subjects not as part of the topic theme			
	SCIENCE: Magnets (6 weeks)	Statutory Objectives:		
		<ul style="list-style-type: none"> • 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 two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. 		
		Non Statutory Guidance: Forces and magnets Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils might work scientifically by: exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, such as the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.		
	Assessment Criteria:			
Ideas for Magnets	Suggested ideas/activities/books/web links		Possible trips/artists to school/etc	

	Computing	<p>Spring 1 – rising stars unit – we are animators</p> <p>Spring 2 – rising stars unit – we are opinion pollsters</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Music	<p>Stockport’s preferred Music Scheme: Charanga</p> <p>Spring 1 Unit: Three Little Birds Style: Reggae Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles.</p> <p>Spring 2 Unit: The Dragon Song Style: Music from around the world Topic and cross curricular links: Friendship, kindness, acceptance, the environment, creativity.</p>
	RE	<p><i>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained</i> <i>Spring: What do different people believe about God?(Believing)</i></p>
	DT	<p>Pupils should be taught to:</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>understand how key events and individuals in design and technology have helped shape the world □□understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Cooking – creating meal based on what early civilisations would have eaten</p> <p>Making a shaduf (mechanical systems)</p>
	Art	<p>Theme: Egyptiaon Canopic Jars Focus: Analyse the different jars and record their opinions Design jar inc. hieroglyphics Make canopic jar from sauce bottle, clay, mod-roc, paint Artist: N/A</p>

	MFL	<p>See MFL Scheme on server.</p> <p>In Spring Pupils should be taught:</p> <ul style="list-style-type: none"> • Numbers 7 -10 • Phrases of celebration • Verbs and adverbs • Asking politely • Masculine and feminine noun forms
	PE Indoor	See PE Passport long term overview for Spring 1 & 2
	PSHE	<p><u>REALATIONSHIPS</u></p> <p>Recognising feelings in others; responding to how others are feeling Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers Listen and respond effectively to people; share points of view</p> <p>Supported by Weekly additional circle sessions</p>

Half term or <u>Term</u> (SUMMER)	Focus: Use fieldwork and mapping in the local area and identify the geographical regions of the UK		Subjects	<u>Year 3</u>	
		Enquiry Question: Can we track the River Mersey from source to mouth?	Geography	Statutory Objectives:	
				<ul style="list-style-type: none"> Identify the geographical regions of the UK (E.g. NE, NW, SW, Midlands, Scotland etc...) Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
				Non Statutory Guidance:	
		<ul style="list-style-type: none"> Local area study 		Assessment Criteria:	
<p>I can use the 8 points of a compass</p> <p>I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>I can conduct surveys.</p> <p>I can carry out a simple questionnaire.</p> <p>I am able to use simple equipment to measure and record.</p> <p>I can investigate the local area, looking at types of shops, services and houses.</p>					
		Suggested ideas/activities/books/web links		Possible trips/artists to school/etc	
	Light touch based on human geography	Geography	Statutory Objectives:		
		<ul style="list-style-type: none"> the study of human and physical geography of a region of the United Kingdom, (Focus on North West) River Study-link to trip and location. 			

		<p>Non Statutory Guidance:</p> <ul style="list-style-type: none"> ▪ Re-cap and reinforce the nations of the UK and the terms United Kingdom, Great Britain and British Isles and their different meanings. ▪ Identify our region on unlabelled UK maps and attempt to identify the location of nearby cities (North West England) ▪ Use tithe maps to compare the local and regional area and how land use has changed over the past 200 years. Think critically and identify reasons why the land has changed – eg technology and transport developments creating links to other places, larger population due to technology developments etc. ▪ Identify rivers of the UK. ▪ Look at local rivers (North West) and compare how use of the river has changed over time. ▪ Identify physical and human features on rivers eg. deltas and docks. ▪ Use OS maps for the local area and understand what the various symbols mean. ▪ Use 4 fig grid refs to identify locations on local OS maps. ▪ Use 8-point compass to identify and locate attractions and features in the local area eg. the church is SW of the school. (Also focus on how 8 points are used to describe the regions in UK) ▪ Local area walk using OS maps. Compare what can observed with what is on the map – Think critically and question the local environment, possibly different land uses. ▪ Children to investigate questions developed about the local environment following the enquiry framework. 			
		<p>Non Statutory Guidance: Light</p>			
		<p>Assessment Criteria: I can describe & under-stand key aspects of: physical geography, including rivers and mountains. I can describe and understand key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. I can identify differences between places. I can communicate geog. information in a variety of ways, including through maps and writing at length</p>			
	Ideas for geographical study	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Suggested ideas/activities/books/web links</th> <th style="background-color: #cccccc;">Possible trips/artists to school/etc</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table>	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	
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	Science Plants (6 weeks)	<p>Statutory Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers <input type="checkbox"/> 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 <input type="checkbox"/> investigate the way in which water is transported within plants <input type="checkbox"/> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 			

			<p>Non Statutory Guidance:</p> <p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p> <p>Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>	
			<p>Assessment Criteria:</p>	
		Ideas based on plants (6 weeks)	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
<p>Taught as a discrete subjects not as part of the topic theme</p>				
	<p>SCIENCE: Animals (including humans) – nutrition (6 weeks)</p>		<p>Statutory Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> identify that humans and some animals have skeletons and muscles for support, protection and movement. 	
			<p>Non Statutory Guidance:</p> <p>Forces and magnets</p> <p>Pupils should continue to learn about the importance of nutrition (including a balanced diet) and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <p>Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.</p>	
			<p>Assessment Criteria:</p>	
		Ideas based on animals	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc

	Computing	<p>Summer 1 – rising stars unit – we are communicators</p> <p>Summer 2 – rising stars unit – we are presenters</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/>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 <input type="checkbox"/>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Music	<p>Stockport’s preferred Music Scheme: Charanga</p> <p>Summer 1Unit: Bringing Us Together</p> <p>Style: Disco/Anthem</p> <p>Topic and cross curricular links: Music unites us, friendship, kindness.</p> <p>Summer 2Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 3</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
	RE	<p><i>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained</i></p> <p><i>Summer: What does it mean to be a Christian in Britain today?</i></p>
	Art	<p>Theme: River Paintings</p> <p>Theme: Look at paintings that contain rivers</p> <p>Discuss techniques used and chn experiment with techniques</p> <p>Model colour mixing/colour wheel</p> <p>Artist: Van Gogh, Claude Monet</p>
	DT	<p>Pupils should be taught:</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Making skeletons of humans and animals using; art straws, clay, pipe-cleaners etc</p>

	MFL	<p>See MFL Scheme on server.</p> <p>In Summer Pupils should be taught:</p> <ul style="list-style-type: none"> • Numbers 11-31 • Vocabulary from a song • Responding to questions • Days of the week • Taking the register • Punctuation
	PE	See PE Passport long term overview for Summer 1 & 2
	PSHE	<p><u>LIVING IN THE WIDER WORLD</u></p> <p>Appreciating difference and diversity in the UK and around the world Sustainability of the environment across the world – (Plastic Tide) Role of money; managing money (saving and budgeting); what is meant by interest and loan</p>