**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Three | Term: Autumn | Whole Class Text (s): Stig of the dump  Iron Man- Ted Hughes | Theme: Stone Age, Bronze Age and Iron Age |

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| *English: See English Long-Term Plan* | *Maths: Follow White Rose Maths Planning* |

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|  | *Context* | *Subject-specific knowledge* | *Subject- specific skill development* | *Key Expected Outcomes* |
| *History* | *Stone Age, Bronze Age and Iron Age* | * + *What Britain was like after the last Ice Age*   + *How few people lived in Britain at the time*   + *How they fed and clothed themselves*   + *Why they were nomadic*   + *To draw conclusions using the evidence we have*   + *To realise that for some questions there are no clear answers *   + *Immigrants brought new animals and crops to Britain *   + *What impact this had on settlement* | * + *To use key vocabulary to discuss historical events*   + *To understand how a period of history sits both chronologically and simultaneously on a timeline*   + *To understand that modern technology allows us to understand the past with more certainty.*   + *Introduce the term hypothesis and how we use this with evidence to understand the past.* | *Timeline of events and changes in this period in Britain.*  *To use subject specific vocabulary when discussing a hypothesis based on artefacts/evidence.*  *A ‘museum day’ event with labelled artefacts and demonstrations of how life changed during this period.* |
| Geography | Climate and Food | * How climate varies around the world * Food requires different conditions to grow * Foods that can be grown locally is better for the environment. * Food miles | * Identify different climate zones and countries around the world * Identify which food types require which climates and what would happen if foods were grown in the wrong climate/environment * How our food choices effect the climate | Annotated world maps identifying where our food comes from including continents and countries.  To use subject specific vocabulary when discussing food and its origin.  A guide to responsible food shopping. |
| Art | Discrete lesson | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery understanding of drawing -   * Awareness of different **pencils** and their effects * The purpose of portraits throughout history * Understanding of proportion and anatomy * Understanding of light source | *NC : Develop techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery of drawing -   * To use a range of materials creatively to design and make products – portraits and pencils * To use drawing to develop and share their ideas, experiences, and imagination * Experiment with pencil to create shade and tone using the light sources * Individual studies on each part of the face | **Sketch books to be used to show improved mastery of:**  -lessons on each part of the face  -development of shading and tone  -a final portrait using the skills developed |
| DT | Food | * Awareness of food available – seasonality , production methods. * Developing knowledge and ability to use kitchen equipment independently * Understanding of sweet and savoury * Secure understanding of instructions and how to follow | * To follow a step-by-step plan choosing the right equipment and materials * To select the most appropriate tools and techniques for a given task * Describe how different food and ingredients come together | Children will design and make a stone age meal and a late Iron age meal and compare the two.  What changes occurred? How and why do the available ingredients differ? What happens to the human diet over this period? How do cooking methods change?  Pupils should show understanding of nutrition, cooking methods and availability of ingredients. |
| Computing | “We are programmers”  (Programming an animation)  “We are bug fixers”  (Finding and correcting bugs in programs) | Animation:   * To create an algorithm for an animated scene in the form of a storyboard. * To write a program in Scratch to create the animation. * To correct mistakes in their animation programs.   Bugs:   * To develop a number of strategies for finding errors in programs. * To build up resilience and strategies for problem solving. * To increase their knowledge and understanding of Scratch. * To recognise a number of common types of bug in software. | Animation:   * Design, write and debug programs that accomplish specific goals; 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 simple algorithms work and to detect and correct errors in algorithms and programs. * 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.   Bugs:   * Debug programs that accomplish specific goals. * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.   Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs. | Animation:  Bugs: |
| Science | Living things and habitats  Plants  Everyday materials  Animals including humans  Rocks | Identify and name a variety of plants and animals in their habitats including micro habitats.  Observe and describe how seeds and bulbs grow into mature plants.  Identify what plants need to grow and stay healthy  Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic, glass, brick, rock, paper and cardboard.  Describe how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.  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.   * Identify that humans and some other animals have skeletons and muscles for support, protection and movement. * Compare and group together different kinds of rocks based on 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. | * Asking relevant questions and using different types of scientific enquiries to answer them. * Setting up simple practical enquiries, comparative and fair tests. * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. * Identifying differences, similarities or changes related to simple scientific ideas and processes. * Using straightforward scientific evidence to answer questions or to support their findings. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc.    Create a food menu outlining healthy and nutritional food choices  Informative rock leaflet  **To explore the contributions, to our understanding of these topics, by scientists of various ethnicities, including black scientists.** |
| Music | Music Express  Environment  Building  Sounds  Poetry | * Accompaniments * Sounds from the local environment * Sites and sound of a building site * Rhythm * How sounds are produced and classified * Poetry | * Explore songs and poems * Explore and create rhythms * Play games and sing * Explore timbre and structure * Use voices, body percussion, instruments and movement | Create sound pictures  Create a musical performance  Expressive performance |
| PE |  | *To be added from PE long term plan* |  |  |

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| Enrichment Activities:  Whitby Museum Trip to look at Stone Age Artefacts |

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| Life Skills:  Can do the washing and drying up |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Three | Term: Spring | Whole Class Text (s):  The Shang Dynasty   1. Spring 1 = Running on the Roof of the World, Jess Butterworth   Spring 2 = The firework-makers daughter, Philip Pullman | Theme:  The Shang Dynasty |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | The Shang Dynasty | * + Where to find China on a world map   + Where to find Shang on a map of China   + Where to locate Shang on a timeline   + How an archaeologist works   + To sketch and record findings/evidence   + Evidence sometimes raises more questions than it answers | * + To use key vocabulary to discuss historical events   + To understand how a period of history sits both chronologically and simultaneously on a timeline   + To understand that modern technology allows us to understand the past with more certainty.   + Introduce the term hypothesis and how we use this with evidence to understand the past. | Timeline of Ancient civilisations including the Shang Dynasty.  To use and understand subject specific vocabulary in discussions (and written outcomes)  To make a hypothesis using evidence |
| Geography | Map skills | * Different types of maps OS, computer, street. * How to read a map – use a grid reference * Understand and interpret keys on maps | * Use 4 and 6 figure grid references * Locate places using grid references (including field work) * Use field work to record and present a map of a familiar location. | Work in books showing clear understanding of 4 and 6 fig grid references.  A map of a familiar location with a key and grid reference. |
| Art | Discrete lesson | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery understanding of painting-   * Knowledge of artists who use watercolour i.e. Beatrix Potter * Understand primary, secondary **and tertiary colours** * The use of shade and tone and recognising light source * The effect of using watercolour paint * How to use watercolour paint * The impact of the chosen tool on the painted effect (sponge, brushes) * Understand how paint can be used to create texture | *NC : Develop techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery of watercolour painting-   * Recall sketching skills – lightly for sketching the subject and identify key features * Water to paint ratio * Use of washes * Range of brushes and strokes * Use of wax against the watercolour and effects which can be made | Lesson studies on the identified skills  Visit to Danby Moors Centre to paint a local landscape applying the skills they have developed |
| DT | Design  Make  Technical Knowledge | *NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context*   * Different materials have different properties * Products with the same use can have different designs (cheese grater) * Different tools are necessary for different jobs | *NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.*   * Compare different designs of same objects and evaluate. * Annotate different products and their design features and evaluate * Select from a range of tools for different tasks * Select and give reasons for choice of materials and components. * How to strengthen, stiffen and reinforce more complex structures. * Understand and use mechanical systems in their products (gears pulleys, cams, levers and linkages) | Pupils to carry out a series of investigations into a range of products and their design. Contrasting materials, features and a method of bonding/fixing.  Pupils should be able to discuss, articulate or prove physically why certain tools/materials/ joins will or won't work. |
| Computing | “We are presenters”  (Videoing performance)  “We are vloggers”  (Communicating safely on the internet | Video:   * To gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. * To edit video, including adding narration and editing clips by setting in/out points. * To understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.   Vlogging:   * To use a search engine to learn about a new topic. * To plan, design and deliver an interesting and engaging presentation. * To search for and evaluate online images. * To create their own original images. * To create a video slidecast of a narrated presentation.   To develop understanding of how the internet, the web and search engines work. | Video:   * 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. * Work with various forms of input and output. * Use technology safely, respectfully and responsibly.   Vlogging:   * Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * 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.   Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Video:  To shoot and edit a video.  Vlogging:  To create a presentation. |
| Science | Light | * 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. | * Asking relevant questions and using different types of scientific enquiries to answer them. * Setting up simple practical enquiries, comparative and fair tests. * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. * Identifying differences, similarities or changes related to simple scientific ideas and processes. * Using straightforward scientific evidence to answer questions or to support their findings. | Explanation text about light sources and  Shadows investigation using chalk outside and times of day (picture evidence)  **To explore the contributions, to our understanding of these topics, by scientists of various ethnicities, including black scientists.** |
| Music | Music Express  China  Time  In the past  Communication | * Pentatonic scales and notation of pitch * Beat, metre and rhythm * Music inspired by technology and computing | * Sing, read and compose music * Combine melodic and rhythmic patterns * Use hand signals and create three-note melodies * Explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps. | Musical celebration of Chinese New Year  Use staff notation as part of a final performance  Dance steps within performance |
| PE |  | *To be added from PE long term plan* |  |  |

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| Enrichment Activities: |

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| Life Skills:  To be able to go the supermarket and get shopping |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Three | Term: Summer | Whole Class Text (s):  The Roman Quest- Caroline Lawrence  The Roman Mystery Treasury- Caroline Lawrence (non-fiction) | Theme:  T |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | Volcanoes and Earthquakes | * To describe the dates of Pompeii using past dates and understanding of the Roman times (into Y4 ROMANS) * To understand how a timeline can show the events before Pompeii and the events after * To explore how historical questions can be answered using ICT to support understanding | * To describe events from the past using dates when things have happened * To use a timeline within a specific period of history to set out the order that things may have happened * To use research skills to find answers to specific historical questions | Timeline with dates showing past events of Pompeii  Research booklet showing Pompeii factual information |
| Geography | Volcanoes and Earthquakes  Geography strand  MAIN:  Physical Themes  Briefly:  -The world and continents  -Understanding places and connections | * To describe how volcanoes are formed * To name and locate some of the world’s most famous volcanoes * To describe using detail the devastation and destruction of Pompeii * To describe how earthquakes are created * Secure understanding of how earthquakes can push water from the bottom of the sea to create tsunamis * To understand that magma from the earth’s mantle works its way to the surface * Secure understanding of how volcanoes often form in the areas where tectonic plates make contact | * Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes * To be able to describe the events which can lead to occur * To research in order to find out factual information about the world-famous volcano eruption Pompeii * To be able to describe the scientific process of magma working through the earth’s mantle * To use research skills to find answers to specific and relevant geographical questions | Explanation text about how volcanoes are formed  Comic strip description of Pompeii and devastating effects |
| Art | Discrete lesson | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  All learning to take place outside of the classroom – see outcomes for evidence required  Sculpture artist – Andy Goldsworthy   * Understanding of natural sculpture art * How resources in nature can be used * What items and resources in nature can be used * Balancing, weaving * Colour wheel knowledge | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  Sculpture artist – Andy Goldsworthy   * Ability to create a natural colour wheel * Ability to use and choose natural resources for effect * Balancing * Weaving * Use of colour and the impact on pattern and effect * Ability to choose a desired intent to portray | Visit to the sculpture park  Outdoor learning – all photo evidence with each child / group having a photographic portfolio of different sculptures |
| DT | Propagators | * What plants need to propagate/grow * Seeds should be planted at different times of year and in different conditions | *NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context*   * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. * Select from and use a wider range of tools and equipment to perform practical tasks * Investigate and analyse a range of existing products. * Apply understanding of how to strengthen, stiffen and reinforce more complex structures. | Each child should have designed, made and evaluated a propagator using upcycled materials.  Children should be able to evaluate peers work constructively.  (use products to enhance science teaching and learning) |
| Computing | “We are communicators”  (Communicating safely on the internet)  “We are opinion pollsters”  (Collecting and analysing data) | Communicate:   * To develop a basic understanding of how email works. * To gain skills in using email. * To be aware of broader issues surrounding email, including ‘netiquette’ and online safety. * To work collaboratively with a remote partner. * To experience video conferencing.   Polls:   * To understand some elements of survey design. * To understand some ethical and legal aspects of online data collection. * To use the web to facilitate data collection. * To gain skills in using charts to analyse data.   To gain skills in interpreting results. | * Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. * 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.   Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Communicate:  To send appropriate emails.  (gmail ‘google’ accounts)  Polls:  To create and analyse surveys. |
| Science | Plants  Forces and magnets | * *Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.* * *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.* * *Investigate the way in which water is transported within plants.* * *Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.* * *Compare how things move on different surfaces.* * *Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.* * *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 2 poles.* * *Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.* | * *Asking relevant questions and using different types of scientific enquiries to answer them.* * *Setting up simple practical enquiries, comparative and fair tests.* * *Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.* * *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.* * *Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.* * *Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.* * *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.* * *Identifying differences, similarities or changes related to simple scientific ideas and processes.* * *Using straightforward scientific evidence to answer questions or to support their findings.* | Create an informative flower poster about the functions of different parts of flowering plant  Power point presentation about the life cycle of flowering plants  Explanation text describing how magnets attract and repel  **To explore the contributions, to our understanding of these topics, by scientists of various ethnicities, including black scientists.** |
| Music | Music Express  Human Body  Singing French  Ancient Worlds  Food and Drink | * Parts of the human body * Word rhythms * French greetings, vocabulary and numbers * Music inspired by Orpheus, Echo and Theseus | * Use percussion instruments to improvise, create word rhythms * Play lively singing games * Sing in cycles, rounds and compose an ostinati * Create ‘musical recipes’ | Skeleton dance  Performances |
| PE |  | *To be added from PE long term plan* |  |  |

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| Enrichment Activities: |

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| Life Skills:  To be able to cook a meal |