BPS Year 3 Curriculum Overview 2018-19

Opportunities to use Drivers: initiative, growth, community (school & local)

Subject	Autumn Term	Spring Term	Summer Term
Over-arching title	**In the beginning…** (Stone Age and World continents)	**Roaming Romans!** (Romans, Modern Europe)	**Dig for Victory!** (Plants, WW2)
Super Start! Marvellous Middle! Fabulous Finish!	**SS**: Den building/ survival skills Stowe + visitor – Geology (Science focus) **MM**: Craft – Stone Age tools/ jewellery **FF**: Stone Age Day – cookery (different teas) – sharing with parents + gallery.	**SS**: The Roman Invasion – how did the Celts feel? **MM**: Roman inventions – Cross-section of a road, drainage, villas, architecture, central heating, Roman numerals – Maths link **FF**: Roman party – dress up, collect 'Roman taxes' from parents to fund the party! Roman experts and gallery.	**SS**: Radio clip – Churchill's declaration of war speech **MM**: Holdenby House Parent Craft day producing items for the VE Day Party – bunting, rag rugs, plates, napkins **FF**: Bletchley Park, VE day party
SMSC and British Values	Visit to Stowe (rocks) Open University workshop Spinney - outdoor learning, survival skills, den building initiative sharing with parents + gallery Manners curriculum Class rules, school/ class expectations How do you feel in the dark? Dealing with fears Keeping safe in the dark Pollution (light, emissions…) Teamwork Stonehenge shrine Similarities between creation stories (Hindu, Christianity, Big Bang theory, class vote/ debate – what do you believe?)	Invading and emotions Anglian Water Visitor Trip to St Albans - Verulamium Teamwork Not giving up Resilience Pompeii – feelings around this	Trip to Holdenby House Stowe plants day Bletchley Park – maths and computing links Debates around war Churchill's values Not giving up Resilience Teamwork Women's role in the war – Land girls etc.
Literacy	Texts: Stone Age Boy by Satoshi Kitamura	Texts: What the Romans Did For Us	Texts: The Lion and the Unicorn

	The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley **Reading: Talk for Reading** - Tower to the Sun looking at different landmarks across the world linking to Geography Ug by Raymond Briggs	Alison Hawes Romans on the Rampage Jeremy Strong A Drop in the Ocean: The Story of Water Jacqui Bailey & Matthew Lilly A River by Marc Martin Water by Melissa Stuart **Reading: Talk for Reading:** Water Dance by Thomas Locker Escape from Pompeii by Christina Balit	Shirley Hughes Friend or Foe by Michael Morpurgo My Secret War Diary, by Flossie Albright Marcia Williams War Boy by Michael Morpurgo Rose Blanche by Roberto Innocenti and Ian McEwan **Reading: Talk for Reading:** The Lion and the Unicorn Shirley Hughes My Secret War Diary, by Flossie Albright Marcia Williams
	Drama opportunities: Shadow puppet play Role on the Wall Communication in Stone Age times – soundscapes Conscience alley – pros and cons on Ug's ideas	Drama opportunities: Conscience alley – pros and cons of Roman invasion, Hadrian's wall – pros and cons (links with modern day walls) Plays – Roman theatre – amphitheatre Role on the Wall Spectrum of agreement (agree/ disagree/ middle to each statement)	Drama opportunities: Conscience alley Role on the Wall Spectrum of agreement (agree/ disagree/ middle to each statement) Speeches War songs – National Anthem
	Writing opportunities: Instructions – how to wash a Stone Age animal T4W Woolly Mammoths and Sabre tooth Tigers Information Texts Diary entries Letters to/ from Ug or Stone Age Boy Setting descriptions – after the SS Character descriptions Playscript/ Performance poem for shadow puppets Shape and performance poems	Writing opportunities: Letter writing Diary entries Newspaper reports Writing balanced arguments Speech writing – linked to debates Fact files Creative writing Narrative Poetry Myths and legends	Writing opportunities: Letter writing Diary entries – from an object p.o.v (weapon, ration book, teddy bear, suitcase…) Newspaper reports Writing balanced arguments Speech writing – linked to debates Poetry – narrative, post war, women in the war Creative writing Job adverts/ descriptions

			Persuasive posters - Kitchner
Science	Rocks and soils: ==Why are some stones harder than others?== Trip to Stowe examining rocks and how they are used Light and dark – light sources, shadows Famous scientist/geologist: Mary Anning - Victorian Fossil hunter in Lyme Regis (See separate plans for science NC Obs and progression – Follows Collins Connect scheme)	Animals including Humans: What our body needs to survive (our body unit) – What a healthy Roman soldier needs, what the Celts need, nutrition Comparative foods, healthy diets, Skeletons and muscles – identify the use of the skeleton. What bits of the body do you need to protect if you were a Roman soldier. Forces: Famous scientist: Isaac Newton ==Friction- Roman Chariot==-Push and pull forces Magnets – links to Romans? Roman Scientist? How would the Romans lives have been enhanced through magnets? (See separate plans for science NC Obs and progression – Follows Collins Connect scheme)	Plants: Why do plants grow? What does a plant need? – link to 'grow your own' campaign Best places to grow plants Structure of a plant – which parts are good for eating? Are all plants the same? Plant life cycle Plants for eating during WW2 Famous botanist: Agnes Arber – plant anatomy (See separate plans for science NC Obs and progression – Follows Collins Connect scheme)
History	Timelines and chronology (starting from the Big Bang) – Maths link ==What was life like in the Stone Age? How did they survive?== How did they choose a settlement area Why did they start a nomadic life style What did they achieve? Stonehenge NC Ob: Changes in Britain from the Stone Age to the Iron Age	Timelines and chronology ==What did the Romans do for us?== Boudicca Did the Romans march through Buckingham? Why is Watling Street important? British landmarks – Hadrian's Wall Hadrian – character study Pompeii ==Water – sewerage system, aqueducts==	Timelines and chronology ==World politics== – how WW2 began ==What was a child's life like in WW2?== Evacuation – why? Where? City/country life and different diets. Do all plants grow in the same places? Blitz and its effect – link to growth of crops Rationing – link to food and plants Gas masks, Anderson shelters

	Skills Progression:	NC Ob: The Roman Empire and its impact on Britain	NC Ob: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	• Develop increasingly secure chronological knowledge and understanding of history - local, British and world • Put events, people, places and artefacts on a timeline • Use correct terminology to describe events in the past • Who was here before • me? • Stone age to Iron age • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance	Skills Progression: • Develop increasingly secure chronological knowledge and understanding of history - local, British and world • Put events, people, places and artefacts on a timeline • Use correct terminology to describe events in the past • Develop use of appropriate subject terminology, such as: empire, civilisation, monarch • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a range of sources • Understand that knowledge about the past is constructed from a variety of sources • Be aware that different versions of the past may exist and begin to suggest reasons for this • Describe and begin to make links between main events, situations and changes within and across different periods and societies	Skills Progression: • Develop increasingly secure chronological knowledge and understanding of history - local, British and world • Put events, people, places and artefacts on a timeline • Use correct terminology to describe events in the past • Be aware that different versions of the past may exist and begin to suggest reasons for this • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a range of sources • Understand that knowledge about the past is constructed from a variety of sources • Identify some of the results of historical events, situations and changes • Identify and begin to describe historically significant people

		• Identify and begin to describe historically significant people and events in situations	and events in situations
Geography	The Big Bang The World's continents (Pangaea and how they are still changing) Earthquakes and volcanoes Oceans and climate zones Development of species NC Ob: Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities names Skills Progression: Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Gather information • Ask geographical questions • Use appropriate terminology	Major countries- In depth study of Modern Europe (focus on Italy) British landmarks – Hadrian's Wall Where is Watling Street? Plot on a map of Britain Roman empire map, modern Europe map Evidence of settlements Communities – towns and cities Place names Pompeii – volcano NC Ob: Locational knowledge locate counties and cities of Europe and the United Kingdom, geographical regions and their 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 Skills Progression: Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,	==Local area/map skills/Field work skills== Buckingham- how it was affected by WW2 Buckingham maps – pre and post WW2 Reading maps – symbols, different types… Stowe trip – Fieldwork, symbols and keys Trench maps- following a map to get around The countries involved in WW2 – modern Europe – before and after WW2 WW2 maps, aerial views – from a plane NC Ob: Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Skills Progression: Use the 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, record and present the human and physical features in the local area using a range of methods, including sketch

		Human and physical geography describe and understand key aspects of physical geography; the water cycle Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Gather information Ask geographical questions Use appropriate terminology	maps, plans and graphs, and digital technologies. Gather information Ask geographical questions Use appropriate terminology
RE		Christianity – Christmas story Links between belief stories and practices Similarities between creation stories (Hindu, Christianity, Big Bang theory, class vote/ debate – <mark style="background:#00ff00">what do you believe?)</mark> <mark style="background:#ffff00">Church visit incorporated in Stowe visit</mark> NC Ob: AF1 impact of beliefs and practices on individuals, groups and communities AF2: suggest answers to some questions raised by religions & beliefs Key themes: identify & experience, teachings, values, symbols, expression & language, meaning & purpose	Christianity – Easter story – consider the Romans part in Jesus' death Differing viewpoints Sacrifice and beliefs NC Ob: AF1 similarities & differences between & within religions and beliefs AF2 suggest meanings for a range of forms of religious expression, using appropriate vocabulary Key themes: teachings, values, symbols, expression & language, values & commitments Progression:	Hinduism – main beliefs and gods – peace, war stories, ancient Hindu stories about battle, <mark style="background:#00ffff">good over evil (relate to similarities to WW2)</mark> NC Ob: AF1 similarities & differences between & within religions and beliefs Key themes: belief & teaching; practices & lifestyle; identity & experience; meaning & purpose; values & commitments Progression: - make links between beliefs, stories and practices

	Progression: - make links between beliefs, stories and practices - identify the impacts of beliefs and practices on people's lives - identify similarities and differences between religions and beliefs - ask significant questions about religions and beliefs - describe and suggest meanings for symbols and other forms of religious expression - describe some religious beliefs and teachings of religions studied, and their importance - describe how some features of religions studied are used or exemplified in festivals and practices - make links between religious symbols, language and stories and the beliefs or ideas that underlie them - compare aspects of their own experiences and those of others, identifying what influences their lives.	- make links between beliefs, stories and practices - identify the impacts of beliefs and practices on people's lives - investigate and connect features of religions and beliefs - ask significant questions about religions and beliefs - describe and suggest meanings for symbols and other forms of religious expression - describe some religious beliefs and teachings of religions studied, and their importance - describe how some features of religions studied are used or exemplified in festivals and practices - make links between religious symbols, language and stories and the beliefs or ideas that underlie them - compare aspects of their own experiences and those of others, identifying what influences their lives - compare their own and other people's ideas about questions that are difficult to answer - make links between values and commitments, including religious ones, and their own attitudes or behaviour.	- identify the impacts of beliefs and practices on people's lives - identify similarities and differences between religions and beliefs - investigate and connect features of religions and beliefs - ask significant questions about religions and beliefs - describe some religious beliefs and teachings of religions studied, and their importance - make links between religious symbols, language and stories and the beliefs or ideas that underlie them - compare aspects of their own experiences and those of others, identifying what influences their lives - compare their own and other people's ideas about questions that are difficult to answer - make links between values and commitments, including religious ones, and their own attitudes or behaviour.

PE	Indoor: Real PE (coordination and floor movement, dynamic balance to agility, personal and social) Outdoor: Football and hockey	Indoor: Real PE – Dynamic balance (cognitive), coordination with equipment (creative) Outdoor: Ball skills – Netball and tennis	Indoor: Real PE – Agility reaction and response (physical), agility and ball chasing (health and fitness). Outdoor: Athletics and cricket
	NC Ob: Use a range of movement patterns, compare their performance with previous ones, demonstrate improvement to achieve their personal best, apply basic principles for attacking and defending, play competitive games	NC Ob: Throwing and catching, develop control and balance, strength and technique, compare their performance with previous ones, demonstrate improvement to achieve their personal best, perform dance using a range of movement patterns, play competitive games	NC Ob: use running, jumping and throwing in isolation and combination, play competitive games, compare their performance with previous ones, demonstrate improvement to achieve their personal best
	Skills Progression: Dance: • Show focus, projection and musicality (Expressive skills) • Demonstrate different dance actions – travel turn gesture, jump, stillness • Perform dance to an audience to show confidence • Create dance phrases/dances to communicate an idea • Practise skills in isolation and combination • Apply basic principles of attacking and defending • Develop an understanding of fair play • Develop movement using: • Actions (WHAT): travel, turn, gesture, jump, stillness • Space (WHERE): Formation, direction	Skills Progression: Dance: • Show focus, projection and musicality (Expressive skills) • Demonstrate different dance actions – travel turn gesture, jump, stillness • Perform dance to an audience to show confidence • Create dance phrases/dances to communicate an idea • Practise skills in isolation and combination • Apply basic principles of attacking and defending • Develop an understanding of fair play • Develop movement using: • Actions (WHAT): travel, turn, gesture, jump, stillness	Skills Progression: • Practise skills in isolation and combination • Apply basic principles of attacking and defending • Develop an understanding of fair play • Develop movement using: • Actions (WHAT): travel, turn, gesture, jump, stillness • Space (WHERE): Formation, direction and levels • Relationships (WHO): whole group, duo, single, unison, canon • Dynamics (HOW): explore speed, energy • Show co-ordination, control and strength (technical skills)

	  • Relationships (WHO): whole group, duo, single, unison, canon • Dynamics (HOW): explore speed, energy • Show co-ordination, control and strength (technical skills)	• Space (WHERE): Formation, direction and levels • Relationships (WHO): whole group, duo, single, unison, canon • Dynamics (HOW): explore speed, energy • Show co-ordination, control and strength (technical skills)	
Computing	Basic computing skills (log-on, open, save, log-off, closing down…) Introduction to internet searching and safety (ongoing throughout) Publishing fact file of Stone Age artefacts and European capital cities NC Ob: Using computer and net searching Creating and saving word documents. Developing word NC Ob: Net searching, Using computer Exploring features of a safe search engine, and complete research activities linked to science topic e.g. skeletons and vitamins. TT: Computers (know what input/output are), Networks and E-safety Explore what a network is and uses of computers in school and at home. Skills Progression:	Coding and Programming – Scratch – Roman invasion animations NC Ob: Using computer, Coding Introduction to scratch. Begin Hungry Caterpillar animation. Use of data loggers in science investigations (using input and output devices). NC Ob: Coding Complete Hungry Caterpillar animation project and apply skills learnt to cross-curricular project – animation of scientific process Using code.org student course 2 (hour of code). Create programs for sequences, loops and then modify programs to correct errors (debug). Skills Progression: • Design, write and debug programs that accomplish problems by decomposing them in smaller parts	Publishing for an audience – Word and Publisher. NC Ob: Publishing using a computer Creating WW2 posters NC Ob: Using technology safely Internet safety (whilst researching WW2 topic) Skills Progression: • Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject • Presentations: Pupils learn to write and deliver a presentation on a given subject • Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work • Pupils learn that the Internet is a

	• Recognise common uses of information technology beyond school • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information • Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment • Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others • Pupils explore how they interact with others and are introduced to the concept of cyber-bullying. • Pupils are introduced to the basics of online searching, including how to use effective keywords. • Digital Publishing: Pupils learn	• Use sequence, selection and repetition in programs • Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern • Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint •	public space and then develop the skills to protect their privacy and respect the privacy of others • Pupils explore how they interact with others and are introduced to the concept of cyber-bullying. • Pupils are introduced to the basics of online searching, including how to use effective keywords. • Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject

	how to use software to create an e-book, brochure or poster on a given subject		
Music	Performance – Autumn term Mandy Lambert investigating. Learn to play an instrument and perform to an audience (Ukulele)		
PSHCE Manners curriculum	Manners curriculum Class rules, school/ class expectations How do you feel in the dark? Dealing with fears Keeping safe in the dark Pollution (light, emissions…) Similarities between creation stories (Hindu, Christianity, Big Bang theory, class vote/ debate – what do you believe?)	Manners curriculum Democracy Invasion – past and present Money – NatWest workshop, paying taxes – why? Savings. Water conservation Personal hygiene – link to Roman sewerage systems and bathing	Manners curriculum Trip to Holdenby House Stowe plants day Bletchley Park – maths and computing links Debates around war Churchill's values Not giving up Resilience Teamwork Women's role in the war – Land girls etc.
Art	Drawing, painting and sketch book skills: Cave paintings in France Study of artists influenced from cave painting Colour mixing: Modern day graffiti – Banksy – (parent support?) Study of Modern European artists - NC Ob: Pupils should be taught to: • create sketch books to record their observations and use them to review and revisit ideas	Drawing, painting and sketch book skills: Study of famous painters from Europe (including Italy) Leonardo Da Vinci. Use as a starting point for own artwork Printing skills: Roman Mosaics Printing using blocks Colour mixing – complementary colours Brush skills: Water colour painting (Study of JMW Turner) Sculpture: Study of Michelangelo (Italian artist) Create collaborative sculpture based upon	Drawing, painting and sketch book skills WW2 art – Blitz – print making Study of famous WW2 artists – Paul Nash and a textile artist (tbc) Textiles: Sewing techniques and range of stitches Creating a group collage based on WW2 NC Ob: Pupils should be taught to: • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques including drawing,

• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Skills Progression:
Develop sketch books
- Use a variety of ways to record ideas including digital cameras and iPads
- Develop artistic/visual vocabulary to discuss work
- Begin to suggest improvements to own work
- Experiment with a wider range of materials
- Present work in a variety of ways For instance:
Select and develop ideas confidently, using suitable materials confidently
Improve quality of sketchbook with mixed media work and annotations

Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing)

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NC Ob: Pupils should be taught to:
• create sketch books to record their observations and use them to review and revisit ideas
• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Skills Progression:
- Select own images and starting points for work
- Develop artistic/visual vocabulary when talking about own work and that of others
- Begin to explore possibilities, using and
combining different styles and techniques

- Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)
- Use a variety of brushes and experiment with ways of marking with them
- Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)
- Experiment with watercolour, exploring intensity of colour to develop shades
- Develop confidence working with

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painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Skills Progression:
- Use a variety of ways to record ideas including digital cameras and iPads
- Select and develop ideas confidently, using suitable materials confidently
- Develop artistic/visual vocabulary when talking about own work and that of others
- Draw on a range of scales
- Mix and match colours (create palettes to match images)
- Use roller and ink printing.
- Use simple block shapes formed by children
- Blend two colours when printing
- Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays
- Sew simple stiches using a variety of threads and wool
- Create a collage using fabric as a

		• clay adding greater detail and texture • Add colour once clay is dried • Investigate ways of joining clay - scratch and slip • Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing) • Abstract paintings by Picasso (colour)	base • Use a range of stimulus for collage work, trying to think of more abstract ways of showing views • Consider work by contemporary textile artist
DT	Design and make Stone Age jewellery using clay Design and making shadow puppets Skills Progression: • Research designs • Share and clarify ideas through discussion • Use annotated sketches, cross-sectional drawings and diagrams • Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately • Select tools and equipment suitable for the task • Select materials and components suitable for the task • Order the main stages of making	Design and make a Roman pot using clay and pinch pot techniques Wheels and axles: Making Roman chariot and clock Skills Progression: • Develop their own design criteria and use these to inform their ideas • Research designs • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and diagrams • Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including	Food: Design and make a dish for a VE day party (cutting skills) Bunting Sewing: making a rag rug Decorate a celebration VE plate Skills Progression: • Gather information about the needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas • Research designs • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and diagrams • Select from and use a wider range of

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- construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Select tools and equipment suitable for the task
- Explain their choice of tools and equipment in relation to the skills and techniques they will be using
- Select materials and components suitable for the task
- Explain their choice of materials and components according to functional properties and aesthetic qualities
- Order the main stages of making

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- tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately
- 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
- Select tools and equipment suitable for the task
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<td>French (MFL)</td>
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<td>Italian phrases and basic vocabulary - Latin</td>
<td>German phrases and basic vocabulary</td>
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<td>Trips and visitors</td>
<td>Stowe – rock use study
Spinney - outdoor learning, survival skills, den building
Open University rocks workshop
Tring museum? (Fit in?)</td>
<td>Trip to Buckingham river
Invading and emotions
Anglian Water Visitor
Trip to St Albans - Verulamium</td>
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