

## Year Three Curriculum Overview- 2023-2024

Year Three	Tribal Tales	Scrumdiddlyumptious	Tremors	Ruthless Romans	Welcome to Portsmouth	Predators
<b>Overarching question for topic express</b>	How did the way humans live develop over the prehistoric era?	How does our knowledge of food groups allow for a nutritious diet?	What impact do volcanoes and earthquakes have on their surrounding environment?	What did the Romans do for Britain?	Why should people be proud to live in Portsmouth?	What role do food chains play in the circle of life?
<b>Trips</b>	Butser Ancient farm			Open Box	Field trip to Old Portsmouth	
<b>Science</b>	<p><b>Rocks</b> 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><b>Animals incl. humans – nutrition</b> 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><b>Plants</b> 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</p>	<p><b>Forces/Magnets</b> 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</p>	<p><b>Light</b> 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 an opaque object find patterns in the way that the size of shadows change</p>	<p><b>Animals including humans – Skeletons</b> <b>Y4 - Food chains</b> identify that humans and some other animals have skeletons and muscles for support, protection and movement construct and interpret a variety of food chains, identifying producers, predators and prey</p>

<b>History</b>	changes in Britain from the Stone Age to the Iron Age			the Roman Empire and its impact on Britain		
<b>Geography</b>			Physical geography – Describe and understand key aspects of volcanoes and earthquakes Locational knowledge – identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere		use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies  human geography including trade links	
<b>Art</b>			<b>Andy Goldsworthy</b> Sculpture	Roman coins Clay / printing	<b>My Dog Sighs / Banksy</b> Graffiti	
<b>DT</b>	Create a roundhouse	Cooking – Making healthy pizzas & designing the boxes for them				Woodwork Bird houses
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Computing</b>	Teach computing What is a computer?	Teach computing We are communicators	Teach computing Sequencing sounds	Teach computing Desktop publishing	Teach computing We are programmers	Teach computing Branching databases
<b>Religious Education</b>	Identity - Purim	Holy	Remembering	Belief	Courage	Neighbour
<b>PE</b>	Personal cog Co-ordination - Footwork Static Balance - One Leg	Social cog Dynamic Balance to Agility - Jumping and Landing Static Balance - Seated	Cognitive cog Dynamic Balance - On a line Co-ordination - Ball skills	Creative cog Co-ordination - Sending and receiving Counter Balance - With a partner	Physical cog Agility - Reaction / Response Static Balance - Floorwork	Health and Fitness cog Agility - Ball chasing Static Balance—Stance