



Year 3 Curriculum Overview: Spring Term 2020

Subject Overview (Non Cross-Curricular)				
Writing	Reading	Maths	French	Music/Art
<ul style="list-style-type: none"> Myths and Legends 	<ul style="list-style-type: none"> Non-fiction Our Field 	<ul style="list-style-type: none"> Multiplication Division Money Statistics Measurements Fraction 	<ul style="list-style-type: none"> Families Colours Simple Instructions 	<ul style="list-style-type: none"> Let Your Spirit Fly Roman Soldiers Art
Computing	PE	Science	RE	Community Time/PSHE
<ul style="list-style-type: none"> Drawing & Desktop 	<ul style="list-style-type: none"> Netball Dance 	<ul style="list-style-type: none"> Human Body Animals including Humans 	<ul style="list-style-type: none"> People of God Salvation 	<ul style="list-style-type: none"> Rainbow Values

Cross-curricular Topic Planning:

Topic Learning Goal: To understand who the Romans were and what they introduced during their time period.

History	Maths	Literacy	DT
<ul style="list-style-type: none"> The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> Roman Numerals 	<ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters 	<ul style="list-style-type: none"> Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: Select from and use a wider range of tools and equipment to perform practical tasks. Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Phase	Subject and Learning Goal	Skills	What does it look like?
	History: To know who the romans are and how they came to Britain.	To understand who the Romans are. To know who the Celts were and what life was like before the Romans. To understand how the Roman empire spread into Britain.	Task 1: The beginning of the Romans Task: Create a mindmap of what we know about the Romans so far. Extension: Create a mindmap about the season 'Winter'. Task 2: Life in Britain before the Romans Task: Complete worksheet on tribes and warriors. Extension: What do you think it would have been like to be part of a tribe? Task 3: The spread of the Roman Empire Task: Complete worksheet on why they wanted to invade, what was the most important reason in their opinion and were they successful? Extension: What do you think was the most important reason that they invaded Britain for?
	History/Drama/Writing To know who Boudicca is To create a wanted poster about Boudicca	To understand who Boudicca is	Task 1: Who is Boudicca? Task 2: Create a wanted poster about Boudicca. Extension: Create a character profile about a character from a book of your choice.

	History To know what life was like for a Roman	To understand the Roman Entertainment.	Task 1: Romans Baths Task: Children create their own poster about the Roman baths., Extension: Create a map of the roman baths. Task 2: Romans Entertainment Task: Write some notes on what you have found out about the different forms of entertainment during the Romans. Extension: Write notes about the entertainment we have today.
	Maths/History: To recognise Roman Numerals.	Recognise Roman numerals. Answer simple number sentences.	Task 1: Introduce the Roman Numerals. Task: Complete the sheet on the Roman Numerals. Extension: Have a go at some of the challenge questions.
	DT/History: To explore patterns and how they can be used in a mosaic. To design your own mosaic. To make your own mosaic. To evaluate your own mosaic.	To research mosaics To design, make and evaluate.	Task 1: Look at a range of mosaics. Task: Write down what we notice about each mosaic. Create your own pattern that you like and explain why you like it. Extension: Research some mosaics, what would be easy or difficult about designing them. Task 2: Task: Create their mosaic design on paper. What do they like about it? Extension: If you could create a large mosaic, what design would you choose and why? Draw a picture to show. Task 3: Make the mosaic (during inspire) Task 4: Evaluate the mosaic Answer questions about the mosaic - what do you like/don't like?
Application of Skill			
	History/Writing	LG: To write about who the Romans were and what they introduced during their time period. Task: Write paragraphs and draw pictures to show who the Romans were and what they introduced during their time period. Extension: Draw a picture of yourself and explain what it's like to live in Britain today.	

Topic Learning Goal: To explore how the human body and the intake of nutrients encouraged healthy living during the Romans.

Writing	Science	History/Geography
<ul style="list-style-type: none"> Plan their writing by discussing and recording ideas. Draft and write by organising paragraphs around a theme. Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain.

Phase	Subject and Learning Goal	Skills	What does it look like?
	Science LG: To understand that all living things need food for nutrition, know that plants and animals obtain food in different ways and identify why humans need different types of nutrients.	To explain how living things obtain food. To state why animals, including humans, need the right type of nutrients.	Task 1: Write a paragraph on how plants and animals obtain food. Extension: Task 2: Label the different food groups. Cut out and match the nutrient type with why you need it. Extension: To comment on the nutrients each food groups provides a human with.
	Science	To identify and name bones of the body.	Task 1: Children to sort animals according to

	LG: I can identify that some animals have skeletons and muscles for support, protection and movement		their skeleton type. Extension: Explain how each animal's skeleton is suited to its natural habitat.
	Science LG: I can identify different types of human bones.	To identify and name bones of the body. To identify and explain the three main functions of a skeleton.	Task 2: Label the common names of the bones. Extension: Label the common names of animals bones.
	Science LG: I can identify the different functions of human bones.	To identify and name bones of the body. To identify and explain the three main functions of a skeleton.	Task 3: To explain the functions of a skeleton. Extension: Label the common bones on an animal. Consider how some of the bones are different to that of a humans.
	Science LG: To identify that humans and some other animals have muscles for movement by examining how muscles work.	To know why we need muscles to move. To set up a simple practical enquiry.	Task 1: To predict what muscles are used during an action and then test it. Extension: To predict what muscles are used during an action (in an animal).
	History LG: To explore the food eaten by the Romans compared to us today.	To explore and describe the differences between the types of food eaten by the Romans and us today.	Task 1: To write a food diary for a Roman and someone living in present day. Extension: Using your prior knowledge, comment on the nutritional value in someone's diet today and compare this to a Roman's diet. Task 2: Devise a menu for a Roman feast. Extension: Compare and contrast what a wealthy roman would eat compared to the rich roman.
Application of Skill			
	Task: To write an explanation text on how the human body and the intake of nutrients encouraged healthy living during the Romans.		

Topic Learning Goal: To explore and investigate the different parts of a plant and what they need to grow.

Writing	Maths	Science	Art/DT/Music
<ul style="list-style-type: none"> Plan their writing by discussing and recording ideas. Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials. [for example, pencil, charcoal, paint, clay

Phase	Subject and Learning Goal	Skills	What does it look like?
	Science LG: To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower.	<ul style="list-style-type: none"> To name the different parts of flowering plants and explain their jobs. 	Task 1: Children label and write their own job description for each part. Extension: Label and write a job description for each part of a tree.
	Art LG: I can use different artistic techniques include sketching and shading.	<ul style="list-style-type: none"> To explore different shading and drawing techniques. Draw a flower. 	Task 1: Sketch the different parts of a plant using a pencil. Extension: To sketch different parts of a tree using pencil and shading to enhance this
	Science LG: To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow).	<ul style="list-style-type: none"> To set up an investigation to find out what plants need to grow well. 	Task 1: Children to conduct an investigation: What do plants need to grow? Extension: Design a brand new plant. Think about where it lives and how it survives
	Science LG: To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	<ul style="list-style-type: none"> To be able to record observations. I can present the results of my investigation using scientific language. 	Task 1: Record observations from the investigation. Present the results. Extension: Explain why plants are suited to survive in different climates and environments.
	Science LG: To investigate the way in which water is transported within plant.	<ul style="list-style-type: none"> To investigate how water is transported in plants 	Task 1: Carry out a comparative investigation to find out whether temperature affects the speed that water is transported. Extension: To explain and justify the results of the experiment.
	Science LG: To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<ul style="list-style-type: none"> To be able to name the different parts of a flower and explain their role in pollination and fertilisation To understand and order the stages of the life cycle of a flowering plant 	Task 1: Children to dissect a flower. Task 1: Children to write a paragraph to explain their understanding of pollination and fertilization. Extension: Comment how different plants vary and describe the contrasting features.
Application of Skill			
	Task: Design and write a guide to show how to grow healthy plants.		