



Gillespie Primary School Curriculum Overview - Year 3



	Autumn Term – Early Man		Spring Term – The Rainforest		Summer Term – Ancient Egypt		
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English	Narrative – stories with familiar/historical settings <i>Stone Age Boy – Satoshi Kitamura</i> : character and setting descriptions (links to topic and reading) Non-fiction Reports- Non - Chronological To write a chronological report on the rock cycle and rock types (links to science) Poetry – linked to winter poetry Diverse and Inclusive Text - Me, Mummy, and Mum by Gemma Denham		Poetry – Shape Poems about rainforest animals (links to topic) Direct Speech introduction – learning about the key features of direct speech Direct speech narrative- To use a clear story structure and include character and setting descriptions as well as direct speech. Non-fiction – Chronological Book Chronological report about the science process of photosynthesis (links to science). Diverse and Inclusive Text - Sulwe by Lupita Nyong'o		Persuasive debate Script and debate to persuade which god/goddess is the best based on Ancient Egypt including the creation of a PowerPoint (links to topic) Direct Speech recap – this will then be used within narrative work Narrative– Fairy Tale <i>The Egyptian Cinderella – Shirley Climo</i> Writing own Fairy Tale set in the Ancient Egyptian times (links to topic and reading) Diverse and Inclusive Text - It's a No Money Day by Kate Milner		
Maths (White Rose)	Number: Place Value (3 weeks) Number: Addition and Subtraction (5 weeks) Number: Multiplication and Division (4 weeks)		Number: Multiplication and Division (3 weeks) Measurement: Length and Perimeter (3 weeks) Number: Fractions (3 weeks) Measurement: Mass and Capacity (3 weeks)		Number: Fractions (2 weeks) Measurement: Money (2 weeks) Measurement: Time (3 weeks) Geometry: Shape (2 weeks) Statistics (2 weeks)		
Science	<u>Rocks and soil</u> Recognise that rock is below all surfaces and that rock gets broken down into pebbles and soil. There are different sorts of rocks with different characteristics. Module 2 – Rock detectives		<u>Forces and Magnets</u> Consider forces including attraction and repulsion between magnets, compression and stretching of springs and stretching of elastic bands. Know that forces have direction and can vary in size. Know what materials are attracted to magnets. Module 4 – The power of forces	<u>Plants</u> Helping plants grow well What plants need to grow well and why it is important that they do Information Books about plants Module 1 – How does your garden grow?	<u>Animals – including Humans</u> Groups of animals, the function of the skeleton, muscles. Module 5 – Amazing Bodies	<u>Light</u> Light and shadow Dark is the absence of light Reflection: materials that reflect light. The relationship between light, an object and the formation of shadows. Module 3 – Can you see me? Return to Module 1 – How does your garden grow?	
	<u>Our changing World</u> Children look at how plants change during the year. Children are encouraged to carry out regular and frequent observations of the world around them to build a rich knowledge of their local environment. Can they observe changes over time and notice patterns?						
Computing	<u>Unit 3.2: Online Safety</u>	<u>Unit 3.1: Coding</u>	<u>Unit 3.3: Spreadsheets</u>	<u>Unit 3.4: Touch-Typing</u>	<u>Unit 3.9: Presenting (MS PowerPoint)</u>	<u>Unit 3.6 Branching Databases</u>	<u>Unit 3.8 Graphing</u>
Visits/Visitors/first hand experiences	Celtic Harmony – Stone Age re-enactment camp Geology lab		London Zoo Gillespie Park – plants topic		Ancient Egyptians History off the page Science Museum		

History	Changes in Britain from the Stone Age to the Iron Age • Develop a chronologically secure knowledge of Britain from the Stone – Iron Ages • Know about changes in Britain from the Stone Age to the Iron Age. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).		Ancient Egypt – the achievements of the earliest civilisations. Where and when the first civilisations appeared. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies. • Understand the significance of Ancient Egypt life including learning about: hieroglyphics, Gods/Pharaohs, mummification and important infrastructure • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between short- and long-term timescales. (Comparing Stone Age Britain and Ancient Egypt)
Geography		The Rainforest: focusing on The Amazon and South America Place and locational knowledge and understanding of human and physical geographical similarities and differences between Brazil Rainforests and a deciduous forest in the UK (Sherwood Forest). Locational Geography • To locate vegetation belts around the world. • To identify the position and significance of latitude, longitude Geographical Skills • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human Geography • To understand types of settlement, people and land use, economic activity including trade links, and the distribution of natural resources including food. • Understand the advantages and disadvantages of deforestation Physical Geography • To understand geographical similarities and differences through the study of human geography of a region of the UK (Sherwood Forest) and a region of South America (Brazil)	Linked to history topic: Locational Knowledge • Locating Egypt on a map of Africa Physical Geography • Investigating the importance of the River Nile in Ancient Egypt

			Field work study: Fair trade investigation into our local area, linked to rainforest produce			
Art & Design	Drawing and Sketching Artist study: Discovering cave art – Lascaux Artists signatures – why & how? Early communication: Cave paintings, signs & symbols. Experimenting with different materials – charcoal/pastels		Painting and Collage Investigating images and patterns in the rainforest & how artists interpret this environment through art Artist study : John Dyer & Nixiwaka Yawanawa lastchancetopaint.com project		Sculpture- 3D Ancient Egyptian Art Learning about the key art forms used in Ancient Egypt Designing and creating canopic jars - clay	
Design Technology				Textiles: From 2D to 3D: Design, make and evaluate explorers lanyards – for a lost rainforest explorer	Food technology : designing and making a healthy sandwich	
Personal, Social and Health Education (PSHE)	Mental health and emotional wellbeing: Strengths and challenges Pupils learn: • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs Cooking: Apple crumble myHappymind Meet your brain- giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best	Keeping safe and managing risk: to recognise bullying Pupils learn: • to recognise bullying and how it can make people feel • about different types of bullying and how to respond to incidents of bullying • about what to do if they witness bullying myHappymind Celebrate- Introducing the theory that we all have different character strengths and that by understanding what they are and then using them as much as possible, we can be at our best.	Identity, society and equality: Celebrating difference Pupils learn: • about valuing the similarities and differences between themselves and others • about what is meant by community • about belonging to groups Drug, alcohol and tobacco education: Tobacco is a drug myHappymind Gratitude Teaching children the importance of gratitude and what happens in our brain when we give and receive gratitude.	Pupils learn: • the definition of a drug and that drugs (including medicines) can be harmful to people • about the effects and risks of smoking tobacco and second hand smoke • about the help available for people to remain smoke free or stop smoking Cooking: Carribean fruit salad – link to rainforest topic myHappymind Relate Teaching children the importance of being able to relate or get along with others in order to have positive relationships	Careers, financial capability and economic wellbeing: Saving, spending and budgeting Pupils learn: • about what influences people’s choices about spending and saving money • how people can keep track of their money • about the world of work Cooking- DT link (design and make a healthy sandwich) myHappymind Engage Bringing together everything the children have learnt throughout the myHappymind curriculum, using the knowledge and skills they have acquired to help them to engage in the world through	Physical health and wellbeing: What helps me choose? Pupils learn: • about making healthy choices about food and drinks • about how branding can affect what foods people choose to buy • about keeping active and some of the challenges of this myHappymind Consolidation Referring back to what has been learnt throughout the year and continuing to use the skills the children have learnt, habits they've made and knowledge they've acquired to be

					goal setting.	the best self they can be to themselves and to others.
Growth Mindset	Build on work from year 2 around mistakes and overcoming failure – positive things can come from mistakes Begin to consider what happens in the brain when we learn something new Debate, Are we born to be good at something?		Reinforce and consolidate ideas from autumn term throughout year 3			
Physical Education	Tennis , Yoga, Fundamentals		Gymnastics, OAA, Dance		Basketball, Rounders and Athletics	
Music	Recorder 1! – Learning simple songs using the notes A and B. -Learning basic recorder technique -Learning a variety of songs using the notes A and B. <u>Autumn 2</u> Continuing Recorder Christmas Show!		Recorder! 3.– Learning simple songs using notes B A and G. -Listening to and appraising a variety of pieces of music from various genres -Learning basic recorder technique -Learning a variety of songs using the notes B , A and G -Reading, singing and playing the notes B, A and G from staff notation -Performing songs with added percussion -Improvising simple 4 beat melody on recorder using notes B and A -Using voice to learn songs and acquire basic understanding of pitch		Recorder! 3.– Learning simple songs using notes B A and G. Painting with sound – Exploring sound colours. Same as the term before in regards to recorder. -Playing a variety of percussion instruments -Composing and improvising in groups -Call and Response within a song -Listening and comparing different pieces of music -Listening to and evaluating group compositions	
Religious Education	Key Question: What do different people believe about God? (Believing Strand)		Key Question: How do people from religious and nonreligious communities celebrate key festivals? (Expressing Strand)		Key Question: What does it mean to be a Christian in Britain today? (Living Strand)	
Modern Foreign Language (MFL) French	J'Apprends Le Francais -Key facts about France -How are you feeling? I am feeling... -What is your name? My name is -Numbers - My birthday is on...	Les Animaux -Introduce animals (noun and article) -Focus on the spelling animal nouns and use of the correct article -Introduction of je suis... --Colours	Les Instruments -Introduce nouns and article for instruments -Introduction of je joue... (I play...)	Le Petit Chaperon Rouge -Learning a French story -Introduction to body parts names	Je Peux... Introduce next 5 activities / verbs Introduction of 'je peux' Reading & listening exercises around je peux	L'ancienne Histoire De La Grande Bretagne (Ancient Britain) -"I am a man..." and "I am a woman..." from each of the ages of Ancient Britain. -"I have..." plus a typical tool from each of the ages of Ancient Britain. -"I live..." plus a typical dwelling from each of the ages of Ancient Britain.

