



# London Colney Primary and Nursery School – Curriculum Overview – Year 3

| Autumn 1 – 7 Weeks  | Autumn 2 – 7 ½ Weeks   | Spring 1 – 6 Weeks   | Spring 2 – 6 Weeks   | Summer 1 – 6 weeks  | Summer 2 – 7 Weeks  |
|---|--|--|--|---|---|
| Enquiry Question  | Enquiry Question   | Enquiry Question   | Enquiry Question   | Enquiry Question  | Enquiry Question  |
|   | <b>Which countries are in Europe and what are they like?</b>   | <b>What does evidence tell us about Ancient Egyptian society?</b>  | <b>How are climate zones different around the world?</b>   | <b>How did life change for people living in the Stone, Bronze, and Iron Ages?</b>   | <b>What is the land like in the United Kingdom and how do we use it?</b>  |
| Key Texts and Genre   | Key Texts  | Key Texts  | Key Texts  | Key Texts   | Key Texts   |
| <b>English Text:</b><br>Whole School Text<br>Paper Bag Princess   | <b>English Text:</b><br>Dr Xargle Earth Hound<br>Mini Rabbit Not Lost  | <b>English Text:</b><br>Whole School Text<br>Stella and The Seagull  | <b>English Text:</b><br>The Iron Man<br>Bear and The Piano   | <b>English Text:</b><br>Whole school text<br>Atlas of Adventure<br>The Spider and the Fly   | <b>English Text:</b><br>Poetry<br>Pirates   |
| Understanding of the World Focus  | Understanding of the World Focus   | Understanding of the World Focus   | Understanding of the World Focus   | Understanding of the World Focus  | Understanding of the World Focus  |
| <b>History Focus:</b><br><b>Black History/anti racism</b>   | <b>Geography Focus:</b><br><b>Europe</b><br>Children are introduced to Italy—its physical geography and significant landmarks. Pupils then investigate the city of Rome. Through this depth study of Italy and Rome, children discover geographical similarities and differences between this region within Europe and their own lives in the United Kingdom but within their own locality. Children should recall their knowledge from the United Kingdom unit to make comparisons between the United Kingdom and other countries in Europe, but fieldwork should also be planned within the locality and nearest city centre to allow pupils to make informed comparisons to life in Italy and Rome. | <b>History Focus:</b><br><b>The Egyptians</b><br>The unit begins with an overview of where Egypt is and when the Ancient Egyptian civilisation was. It focuses on the Old, Middle, and New Kingdoms as the main periods of Ancient Egyptian history. Pupils begin a timeline that they will continue to add to throughout the unit.<br>Children to learn about the achievements of the earliest civilisations through the context of the Ancient Egyptians. Children to learn about the life and times of the Egyptians, including art, religion, culture, entertainment and the rules of Egypt. | <b>Geography Focus:</b><br><b>Climate and Climate zones</b><br>Children learn the difference between weather and climate, and study the data shown on a table containing climate information, as well as a climate graph. They set up their own weather. Children learn that climate differs around the world. They learn the names of the different climate zones, their position around the world and their positions in relation to the Equator and the Tropics. Children also consider which climate zones are found in each continent and learn to describe the typical climate of each zone. Children learn more about specific climate zones (polar, subpolar, temperate, Mediterranean, tropical, equatorial, and arid), and compare them. | <b>History Focus:</b><br><b>The Stone Age to Iron Age</b><br>Pupils will begin by learning what we mean by 'prehistory'. Emphasis should be placed on the fact that there are no written records (before the Roman arrival) and that throughout the unit they will be examining physical artefacts such as the remains of buildings and tools. Pupils first look at the people of the early Stone Age (Palaeolithic and Mesolithic periods) before discovering the impact of agriculture during the Neolithic period. They will then look at the changes brought by the use of metals such as bronze during the Bronze Age and iron in the Iron Age. After studying the three ages of prehistory, pupils investigate Stonehenge and discover what it tells us about the people who once lived in prehistoric Britain. Stonehenge remains a mystery in many ways and was used throughout each of the Stone, Bronze, and Iron Ages. | <b>Geography Focus:</b><br><b>Settlements and Land Use</b><br>Children learn about the different types of settlement and where and why people have chosen to settle in certain locations. Schools should weave fieldwork through this unit specific to their own immediate or distant locality. Fieldwork should include looking at and reading OS maps. Children should also see maps of types of settlement and be given the opportunity to investigate different areas and settlements of the UK using digital mapping tools. Understanding this unit will allow pupils to understand the settlements of people in both the past and present within a range of future geography and history units. |
| <b>Science Focus:</b><br><b>Skeletons, muscles and nutrition</b><br>The focus of this biology unit is on the system of skeletons and muscles in human and animal bodies. Pupils study this body system (the musculoskeletal system) before moving on to study other systems in the body, including the digestive system and the circulatory system. In this unit, pupils will also learn about nutrition, and how we must eat a balanced diet to ensure that our body (including our skeleton and muscles) are healthy.           | <b>Science Focus:</b>  | <b>Science Focus:</b><br><b>Light</b><br>Children to recognise that they need light to see and that darkness is the absence of light. Children to observe that light can be reflected by certain surfaces. Children to know that a shadow is formed when an opaque object blocks the path of light.  | <b>Science Focus:</b><br><b>Forces and Magnets</b><br>Children to compare how things move on different surfaces. Children to observe how magnets may attract each other and other materials. Children to classify materials which are attracted to the magnet and not, discussing poles.   | <b>Science Focus:</b><br><b>Rocks</b><br>Children to compare and group together different rocks based on their appearance and physical features. Children to describe how fossils are formed. Children to know that soil is made from rocks and natural matter.   | <b>Science Focus:</b><br><b>Plants – needs to survival</b><br>Children to identify and describe the functions of different parts of flowering plants. Children to explore the requirements for growth and how this varies from plant to plant. Children to explore how water is transported in plants and how plants form part of the life cycle.   |
| <b>Computing Focus:</b><br><b>Purple Mash – Coding</b><br>The following link will direct you to the unit overview:<br><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf</a> | <b>Computing Focus:</b><br><b>Purple Mash – Spreadsheets</b><br>The following link will direct you to the unit overview:<br><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf</a>  | <b>Computing Focus:</b><br><b>Purple Mash – Touch Typing</b><br>The following link will direct you to the unit overview:<br><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf</a>  | <b>Computing Focus:</b><br><b>Purple Mash – Online Safety / Email</b><br>The following link will direct you to the unit overview:<br><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf</a>   | <b>Computing Focus:</b><br><b>Purple Mash – Branching Databases</b><br>The following link will direct you to the unit overview:<br><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf</a>  | <b>Computing Focus:</b><br><b>Purple Mash – Simulations / Graphing</b><br>The following link will direct you to the unit overview:<br><a href="https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf">https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year3_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%203%20Overview2019.pdf</a>   |
| Expressive Arts and Design Focus  | Expressive Arts and Design Focus   | Expressive Arts and Design Focus   | Expressive Arts and Design Focus   | Expressive Arts and Design Focus  | Expressive Arts and Design Focus  |
| <b>Art Focus:</b><br>Sketching and Drawing<br>Please see Art Progression Document.  | <b>DT Focus Week:</b><br>Children to explore, plan, design, make and evaluate food and packaging.  | <b>Art Focus:</b><br>Painting and Printing<br>Please see Art Progression Document.   | <b>Art Focus Week:</b><br>Children to explore, investigate, replicate and reimagine the artistic style of Andy Warhol.   | <b>Art Focus:</b><br>Moulding and Sculpting<br>Please see Art Progression Document.   | <b>Art Focus:</b><br>Collaging and Crafting<br>Please see Art Progression Document.   |
|   | <b>DT Focus Week:</b><br>Children to sample, plan, design, make and evaluate a healthy snack.  |  |  |   | <b>Art Focus Week:</b><br>Children to explore, investigate, replicate and reimagine the artistic style of Sonia Delaunay.   |
| <b>Music Focus:</b><br><b>Charanga – Let Your Spirit Fly</b><br>The following link will direct you to the unit overview:<br><a href="https://charanga.com/scheme/1312019-year-3/1312314-let-your-spirit-fly">https://charanga.com/scheme/1312019-year-3/1312314-let-your-spirit-fly</a>   | <b>Music Focus:</b><br><b>Charanga – Glockenspiel Stage 1</b><br>The following link will direct you to the unit overview:<br><a href="https://charanga.com/scheme/1312019-year-3/1312312-glockenspiel-stage-1">https://charanga.com/scheme/1312019-year-3/1312312-glockenspiel-stage-1</a>   | <b>Music Focus:</b><br><b>Charanga – Three Little Birds</b><br>The following link will direct you to the unit overview:<br><a href="https://charanga.com/scheme/1312019-year-3/1312613-three-little-birds">https://charanga.com/scheme/1312019-year-3/1312613-three-little-birds</a>   | <b>Music Focus:</b><br><b>Charanga – The Dragon Song</b><br>The following link will direct you to the unit overview:<br><a href="https://charanga.com/scheme/1312019-year-3/1313453-the-dragon-song">https://charanga.com/scheme/1312019-year-3/1313453-the-dragon-song</a>  | <b>Music Focus:</b><br><b>Charanga – Bringing Us Together</b><br>The following link will direct you to the unit overview:<br><a href="https://charanga.com/scheme/1312019-year-3/1314287-bringing-us-together">https://charanga.com/scheme/1312019-year-3/1314287-bringing-us-together</a>  | <b>Music Focus:</b><br><b>Charanga – Reflect, Rewind and Replay</b><br>The following link will direct you to the unit overview:<br><a href="https://charanga.com/scheme/1312019-year-3/1314331-reflect-rewind-and-replay">https://charanga.com/scheme/1312019-year-3/1314331-reflect-rewind-and-replay</a>  |
| Personal Development Focus  | Personal Development Focus   | Personal Development Focus   | Personal Development Focus   | Personal Development Focus  | Personal Development Focus  |
| <b>RE Focus:</b><br>Theme: The Amrit Ceremony and the Khalsa<br>Key Question: Does joining the Khalsa make a person a better Sikh?<br>Religion: Sikhism   | <b>RE Focus:</b><br>Theme: Christmas Concept: Incarnation<br>Key Question: Has Christmas lost its true meaning?<br>Religion: Christianity  | <b>RE Focus:</b><br>Theme: Jesus' Miracles Concept: Incarnation<br>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?<br>Religion: Christianity  | <b>RE Focus:</b><br>Theme: Easter - Forgiveness Concept: Salvation<br>Key Question: What is 'good' about Good Friday?<br>Religion: Christianity  | <b>RE Focus:</b><br>Theme: Sharing and Community<br>Key Question: Do Sikhs think it is important to share?<br>Religion: Sikhism   | <b>RE Focus:</b><br>Theme: Prayer and Worship<br>Key Question: What is the best way for a Sikh to show commitment to God?<br>Religion: Sikhism  |



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| <p><b>PSHE Focus:</b><br/><b>Jigsaw -Being Me in My World</b><br/>Children to explore what makes them them and why that is special, considering their place in this world.</p> | <p><b>PSHE Focus:</b><br/><b>Jigsaw-Celebrating Difference</b><br/>Children to discuss and reflect on how people are similar and how they are different, celebrating how diverse our world is.</p> | <p><b>PSHE Focus:</b><br/><b>Jigsaw-Dreams and Goals</b><br/>Children to reflect on their ambitions for the future, both short and long term, setting themselves achievable goals.</p> | <p><b>PSHE Focus:</b><br/><b>Jigsaw-Healthy Me</b><br/>Children to think about and consider how to stay healthy – both physically and mentally and how a healthy lifestyle can lead to a happy life.</p> | <p><b>PSHE Focus:</b><br/><b>Jigsaw-Relationships</b><br/>Children to explore the word relationship and the different forms that can take. Children to consider how to have positive relationships with people through their acts.</p> | <p><b>PSHE Focus:</b><br/><b>Jigsaw-Changing Me</b><br/>Children to reflect on their past year and how they have changed. Children to consider the new challenges ahead and how they may face these positively.</p> |
| <p><b>PE Focus:</b><br/>Outdoor and Adventurous<br/>Dance</p>  | <p><b>PE Focus:</b><br/>Football</p>   | <p><b>PE Focus:</b><br/>Gymnastics<br/>Tag Rugby</p>   | <p><b>PE Focus:</b><br/>Netball<br/>Handball</p>   | <p><b>PE Focus:</b><br/>Tennis<br/>Cricket</p>   | <p><b>PE Focus:</b><br/>Rounders<br/>Athletics</p>  |
| <p><b>Personal Development Focus:</b></p>  | <p><b>Personal Development Focus:</b></p>  | <p><b>Personal Development Focus:</b></p>  | <p><b>Personal Development Focus:</b></p>  | <p><b>Personal Development Focus:</b></p>  | <p><b>Personal Development Focus:</b></p>   |