

Sparkenhoe Primary School Topic Curriculum Overview Year 3

Subject	Autumn 1 7 weeks 2 days	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 2 6 weeks
Topic (History, Geography, Art, Design Technology)	<u>Robot Wars.</u> The children design and make a junk robot that will sit onto a programmable device. <u>Focus - DT</u> <u>Other subject - Computing</u>	<u>Life in the UK</u> The children learn about physical and human geographical features, comparing Leicester to another place in the UK. <u>Focus - Geography.</u> <u>Other subject - History</u>	<u>Meet the Ancestors (Stone to Iron Age)</u> The children learn about life in the Stone Age and changes in the Bronze and Iron Age. <u>Focus - History</u> <u>Other subject - DT</u>	<u>X marks the spot</u> The children recap and learn geographical vocabulary and skills. <u>Focus - Geography</u> <u>Other subject - Art.</u>	<u>Christianity</u> Children learn about the beliefs of Christians <u>Focus - RE</u> <u>Other subject - DT (Cooking)</u>	<u>Frozen in Time (Statues and sculptures)</u> Children learn about and make a sculpture to fit with a brief. <u>Focus - Art</u> <u>Other subject - Geography</u>
Science	<u>Forces and magnets</u> To compare and investigate magnetic forces, what is magnetic and what is not.	<u>Animals including humans</u> Children identify and understand nutrition. They also identify and investigate muscles and skeletons.	<u>Rocks</u> To compare and group together different kinds of rocks by properties.	<u>Assembly on X marks the spots.</u>	<u>Plants</u> Identify and describe the functions of different parts of plants and the requirements of plants.	<u>Light</u> Recognise that they need light in order to see, about the sun and how shadows are formed.
PE	<u>Athletics</u> <u>Invasion games</u>	<u>Invasion games</u> <u>Gymnastics</u>	<u>Fundamental movement</u>	<u>Invasion games</u>	<u>Athletics</u> <u>Inter-house</u>	<u>Striking and fielding games</u>
Computing	<u>Digital Literacy</u> <u>E-Safety</u> How to use technology safely, respectfully and responsibly	<u>Computer Science</u> Design, write and debug programs that accomplish specific goals.	<u>Information Technology</u> Understanding computer networks including the internet and the opportunities they offer.	<u>Digital Literacy</u> <u>E-Safety</u> To recognise acceptable/unacceptable behaviour	<u>Information Technology</u> To use search technologies effectively.	<u>Computer Science</u> To use sequence, selection, and repetition in programs.
Music	<u>Orchestra Unwrapped & Pulse & Rhythm</u> Pulse of 3 & 4. Creating repeatable patterns of sounds. Rhythm grids with tuned percussion.	<u>Orchestra Unwrapped & Pitch, Dynamics & Timbre</u> Identifying sounds without visual aid. Using body percussion. Identifying pitch using tuned percussion.	<u>Voice</u> Use of intonation and expression. Exploring beat-boxing and other body sounds. Song structure and part work.	<u>Storytelling</u> Using sound effects and percussion instruments to tell our story.	<u>Ostinato</u> Cup song rhythm grid. Creating own rhythm grids. Building rests in to grids, internalising sound	<u>Glockenspiel</u> Begin to learn to play the Glockenspiel. Basic technique and awareness of sound created. Identifying sheet music
RE	<u>Harvest Day</u> <u>International Day of Peace</u>	<u>Diwali Day</u> <u>Remembrance Day</u> <u>Christmas Day</u>	<u>Holocaust Remembrance Day</u> <u>Interfaith World Harmony Day</u>	<u>Chinese New Year</u> <u>Easter Day</u> <u>Earth Day</u>	<u>Vaisakhi</u> <u>Buddha Day</u>	<u>Eid Day.</u>
SMSC and School Values	<u>The future of our planet</u> In what ways can Robots help the whole human race?	<u>Racial Harmony</u> Why is the UK a great place to live?	<u>Laws and justice</u> Can a society exist without laws?	<u>Environmental Impact</u> How do our actions affect people in?	<u>Tolerance</u> What are the messages that are in all religions?	<u>Social Responsibility</u> Should art be owned by the rich or given to the people?
	<u>I learn from different experiences</u> <u>I help and support others</u> <u>I am independent</u> <u>I am responsible</u> <u>I work together as a team</u>	<u>I am independent</u> <u>I am kind, tolerant and respectful</u>	<u>I am responsible</u>	<u>I am responsible</u> <u>I have hidden talents</u> <u>Healthy Living Day 1</u>	<u>I am kind, tolerant and respectful.</u> <u>Healthy Living Day 2</u>	<u>I am responsible</u> <u>I have hidden talents</u>