



**Wise Owl Trust**  
Year Group Overview



# Curriculum

Year Group Overview



**Year 3**



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**Year 3**  
2017 – 2018

Subject	Autumn Ed Stafford- 'Walking the Amazon'			Spring Nellie Bly- 'Around the World in 72 Days'			Summer Ernest Shackleton- 'Endurance'			
<b>English</b>	<b>Fiction</b> Text Based Adventure Stories Myths and Legends	<b>Non-Fiction</b> Information Texts Instructions Argument Blogs	<b>Poetry</b> Performance Poetry	<b>Fiction</b> Stories from Other Cultures Classic Novels	<b>Non-Fiction</b> Non-Chronological Reports Explanations Advertisements	<b>Poetry</b> Shape Poems Traditional Poems	<b>Fiction</b> Stories from Imaginary Worlds by the Same Author (Narnia) Plays and Dialogues	<b>Non-Fiction</b> Persuasive Writing Recounts	<b>Poetry</b> Creating Images Humorous Poems	
<b>Maths</b>	<b>Number &amp; Place Value</b> Money Mental methods <b>Shape &amp; Measures</b>	<b>Data</b> Fractions & Ratio Decimals <b>Percentages</b>	<b>Number &amp; Place Value</b> Mental Methods Measures <b>Data</b>	<b>Fractions</b> Money <b>Shape</b>	<b>Place Value</b> Number Written Methods <b>Measures</b>	<b>Data</b> Shape <b>Fractions</b>				
<b>History &amp; Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>				
	<b>Chronology</b> Studying where the Stone Age/Iron Age fits in the timeline of History.	<b>Place Knowledge</b> Similarities and differences between region of South America and UK.	<b>Chronology</b> Studying the Victorian era. What came before? What came after? Studying the chronology of transport- How has the way we get around changed over time?	<b>Secondary Geography Focus</b> Trade links between the UK and other parts of the world, and how the introduction of the railways helped this. How has land use changed since the Industrial Revolution?			<b>Place Knowledge</b> Learning about the North and South Poles. Comparing the terrain of the Antarctic with the UK. Locating small inhabitable islands- why is there no human life there?			
	<b>Historical Enquiry</b> Using some sources in their study to develop an understanding.	<b>Locational Knowledge</b> Locating countries & major cities of South America & UK, River Amazon and the equator.	<b>Historical Enquiry</b> Using a range of sources to uncover what life was like during the Victorian era				<b>Locational Knowledge</b> Locating the Arctic and Antarctic circle. Studying locations Shackleton planned to visit. Locating countries near to Elephant Island.			
	<b>Historical Knowledge</b> Learning about late Neolithic hunter-gathers and early farmers.	<b>Physical &amp; Human Geography</b> Features of rivers and rainforests, food sources, effects of deforestation on local people.	<b>Historical Knowledge</b> Learning about the industrial revolution and the development of the first railways. Learning about what life would have been like for Nellie Bly in the Victorian time period.				<b>Physical Geography</b> Water- Studying seas and oceans. Weather- Studying extreme weather conditions and how animals and humans have adapted to living in them. Volcanoes- Learning about volcanoes.			
	<b>Then to Now</b> Comparing tribal life then with life now in the Amazon	<b>Geography Skills and Fieldwork</b> Using maps, globes, atlases, digital mapping. Using Ordnance Survey maps of the UK.	<b>Then to Now</b> Unit to include study of local history- what Victorian buildings are in our local area? What evidence of the Victorians is there in our local area? What do our train stations look like now?				<b>Geography Skills and Fieldwork</b> Studying compass points- how would Shackleton have known where he was going?			
<b>Science</b>	<b>Plants:</b> A study of the parts of flowering plants and their functions, conditions which affect plant growth and the plant life cycle.	<b>Animals including Humans:</b> A study of how to keep a healthy body including a close study of bones, muscles and joints.	<b>Forces and Magnets:</b> Identifying pushes and pulls, repulsion by magnetic forces and discovering which materials are magnetic.			<b>Rocks:</b> Describing rocks, comparing properties, considering different types of soil and discovering how fossils are formed in sedimentary rocks. Geography link: Finding signs of erosion.	<b>Light:</b> Including light sources, reflection, transparency of materials, darkness being the absence of light and investigating shadows.			
<b>Computing</b>	<b>Using Software inc:</b> Word Processing- Using Microsoft Word, experimenting with colours and fonts. Animation- Creating movie trailers. Digital Design- Designing a basecamp using Paint. Research: Simple searches for information.	<b>Presenting Information:</b> Using presentation software to present their findings. Understanding Computer Networks: Exploring how the internet provides opportunities for communication. Emailing. Blog Writing.	<b>Research:</b> Researching to support the wider curriculum. Presenting Information: Creating advertisement posters. Using Computer Networks: Learning about the development of technology during the Victorian period.	<b>Using Software:</b> Coding- Making moving steam train and steam boat. Making an interactive map. 3D Design- Constructing 3D models of landmarks. Paint- Using paint to make pieces of art.	<b>Using Software inc:</b> Presentation- Using presentation software to make posters about climate change. Making presentations about animals. 3D Design- Designing their own Endurance ship. Publisher- Making invitations to a welcome home party.	<b>Creating music-</b> Using software such as Garageband to make their own musical compositions. Research: Using the internet to support in wider curriculum areas.				
	<b>E safety is to feature in all units of computing work.</b>									



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	Art	D&T		Art	D&T	Art	D&T	
Art and D&T	<b>Sculpture</b> Clay modelling to create sculpture of Mayan Maize God.	<b>Design</b> Kit bags, campsite.		<b>Artist Study: George Seurat</b> Painting in his style.	<b>Design</b> Model steam train, Eiffel Tower structure, steamboat.	<b>Sculpture</b> Using clay to make model islands.	<b>Design</b> Volcanoes, a sleigh to carry the heavy bags, their own Endurance ship!	
	<b>Painting</b> Experimenting with pattern and colour to paint in the style of traditional Peruvian pieces.	<b>Make</b> Making their designs, following their plans.		<b>Printing</b> Learning about the Printing Press. Doing printing to create pieces of art.	<b>Make</b> Making their designs, following their plans.	<b>Painting</b> Snow scenes. Painting sea themed art- what might we find under Shackleton's boat?	<b>Make</b> Making their designs, following their plans.	
	<b>Oil Pastels</b> Experimenting with blending colours.	<b>Evaluate</b> Evaluating their own work and that of others in the class.		<b>Collage</b> Making collage Earth and weather scenes.	<b>Evaluate</b> Evaluating their own work and that of others in the class.	<b>Printing</b> Using lino tiles to make animal prints.	<b>Evaluate</b> Evaluating their own work and that of others in the class. Testing their boats with weights- will it stay afloat?	
	<b>3D Art</b> Making 3D models- e.g. of Amazon river or creatures.	<b>Cooking and Nutrition</b> Conducting tasting sessions for different foods sourced from South America. Making their own South American inspired dish.		<b>Sketching and Drawing</b> Drawing London's Tower Bridge. Sketching the Himalayan mountain range.	<b>Cooking and Nutrition</b> Preparing and tasting traditional French food. Preparing and tasting traditional Japanese food.	<b>3D Art</b> Creating a model volcano (Links with D&T)	<b>Cooking and Nutrition</b> Baking cakes for Shackleton's return home party	
	<b>Textiles</b> Making tribal headdresses.							
	<b>Printing</b> Creating printed patterns.							
<b>Music</b>	<b>Listening</b> Listening to a range of pieces considered as 'inspirational'. What is it about music that makes us feel pumped up and ready to go?	<b>Composing</b> Experimenting with tempo, dynamics, structure, timbre etc to compose their own pieces of inspirational music.	<b>Music in Culture</b> Exploring tribal music and the role it serves in tribal communities. Composing their own pieces with percussion instruments.	<b>Composition</b> Writing and performing rhythmic compositions for the sounds of a train	<b>Singing</b> Singing songs about the Victorian Era though out the unit. For examples, see Sing Up.	<b>Musician Study</b> Ludovico Einaudi's piece called 'Elegy for the Arctic'.	<b>Composition</b> Creating their own sounds to represent the eruption of a volcano. Creating their own compositions about climate change.	<b>Singing</b> Songs about climate change (Sing Up)
<b>RE</b>	<b>Hinduism</b>			<b>Sikhism</b>		<b>Buddhism</b>		
<b>PE</b>	<b>Gymnastics</b>			<b>Dance</b>		<b>Games</b>		
<b>PSHE</b>	<b>Settling in</b>	<b>Focus on feelings</b>		<b>Keeping safe in school</b>	<b>Making friends</b>	<b>In someone else's shoes</b>	<b>People and their work</b>	
<b>RESPECT</b>	<b>Teamwork</b>	<b>Empathy</b>		<b>Self-Awareness</b>	<b>Positivity and Excellence</b>	<b>Communication</b>	<b>Resilience</b>	
<b>British Values</b>	<b>Democracy</b>	<b>Mutual Respect</b>		<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Tolerance</b>	<b>Tolerance</b>	