

Medium Term Plan Curriculum Overview

Year 3	Term 1 & 2 Discover	Term 3 & 4 Explore	Term 5 & 6 Create
History	Changes in Britain from the Stone Age to the Iron Age.		
Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	
Science	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p>Forces and Magnets</p>	<p>Plants 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</p>	<p>Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a</p>

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	<p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals including humans</p> <p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>
Art	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>

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<p>Computing</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	
<p>PSHE</p>	<p>Identify, with support, some factors that affect how people think and feel Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. Recognise their own worth, but may need support to demonstrate or express that,</p>	<p>Express simple ideas, with support, about how to develop healthy lifestyles Understand, with support, the nature and consequences of bullying, and ways of responding to it</p>	<p>Identify different types of relationships and, with support, show ways to maintain good relationships With support, research, discuss and debate topical issues, problems and events Understand, with support, that resources can be allocated in different ways and that these economic choices affect</p>

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	and also to identify ways to face new challenges. Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others. Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society.		individuals, communities and the sustainability of the environment Explore, with support, how the media present information
Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	improvise and compose music for a range of purposes using the inter-related dimensions of music	listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other
RE	<p>Judaism</p> <p>Journey of life</p> <p>Beliefs and questions</p> <p>Religion and the individual</p>	<p>Christianity</p> <p>Journey of Life</p> <p>Inspirational Christians</p>	<p>Islam</p> <p>Beliefs and Questions</p> <p>Worship</p> <p>Religion, family and community</p> <p>Symbols</p> <p>Inspirational people</p>

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<p>DT</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to Create their functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Cookery and Nutrition understand and apply the principles of a healthy and varied diet ☑ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ☑ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>☑ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ☑ 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 [for example, cutting, shaping, joining and finishing], accurately Evaluate ☑ investigate and analyse a range of existing products Technical knowledge ☑ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ☑ understand and use electrical systems in their products [for</p>
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			<p>example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>☑ apply their understanding of computing to program, monitor and control their products.</p>
MfL	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>present ideas and information orally to a range of audiences*</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>☑ speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>☑ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>