St Chad's church of England Primary Academ
Year 3 Curriculum Overview


|  |  |  |  |  |  | St Chad's |
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| History |  | Stone Age to Iron Age 300,000-1,200 BC <br> Skara Brae, Bell Beaker Folk | The ancient Greeks 800-146BC <br> Alexander the Great, Olympic Games |  | The Egyptians 3100BC-30BC <br> Tutenkahmun, The Rosetta Stone |  |
| Geography | The world as a sphere and its imaginary lines Equator, North and South Poles, Greenwich Meridian, northen and southern hemispheres, arctic and antarctic circles, pacific ocean Physical |  |  | Climate and Biomes Polar, Tundra, tropical, desert, rainforest Physical |  | Coasts <br> UK, Spain, Mediterranian, Antartica, Caribbean, Seychelles, Galapagos, Maldives Human and physical |
| Art | Landscapes Composition, light and shade Rousseau |  | 3D Life Form <br> Sculpture Greek Sculptures |  |  | Growing Artists |
| Design and Technology |  | Textiles 2D to 3D design George DeMestral |  | Structures <br> Shell structures <br> Hans Rausling | Mechanics Levers and linkages |  |
| Spanish | Recognising patterns in verbal structures Phonics, numbers 1-31, months, greetings | Tener in 1st, 2nd, 3rd person, grammatical gender Pets | Tener in 1st, 2nd and 3rd person, grammatical gender, plurals of nouns Family | Ser in 1st, 2nd, 3rd person, grammatical gender and adjectival agreement, negatives Family | AR verb estudiar in 1st, 2nd and 3rd person, grammatical gender, negatives School subjects | AR verb estudiar in 1,s 2nd and 3rd person, grammatical gender, negatives, opinions School subjects + opinions |
| Music | Keeping to a pulse when performing <br> Music with a strong 1 and <br> 3 pulse <br> Kenneth Alford, Marvin <br> Gaye, Oliver, Barry White | Using pulse with an instrument | Differences in tunes within the same genre Reggae <br> Bob Marley, Ziggy <br> Marley, Toots and the Maytals, Pluto | How pitch and rhythm are used to mean different things <br> World Music | How melodies work in harmony Contemporary Nile Rogers, Chaka Khan, Sister Sledge, McFadden and Whitehead, Rose | Comparing and appraising music Early Music, Baroque, Romantic, 20th century, Contemporary |
| Empathy |  | Honesty |  | Respect | Responsibility |  |


|  |  |  | Shevrington, Amy Winehouse | Chinese, Hindu, Turkish, Polynesian, Sudanese music |  | Robert Morton, The Knitters, Haydn, Liszt, Debussy, Wheeler |
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| PE | Athletics <br> Running, jumping, throwing | Balance and agility Dance Coordination and movement | Invasion Games <br> Netball <br> Coordination and movement, passing and receiving | Invasion Games <br> Football <br> Coordination and movement, passing and receiving | Racket Sport <br> Tennis <br> Coordination and movement, striking | Striking and Fielding <br> sport <br> Cricket <br> Throwing and catching, ball striking |
| PSHE | Healthy relationships Online friendships | Living in the wider world Laws and rules | Health and wellbeing How to look after our minds | Healthy relationships Trust | Health and wellbeing The impact of exercise and nutrition | Living in the wider world Role models |
| RE | What do Christians learn from the Creation Story? | What is it like to follow God? | What does it mean to be a Hindu in Britain today? | What are the deeper meanings of festivals? | What is the Trinity? | How and why do believers show their commitments during the journey of life? |

