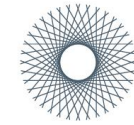# Alban Wood Primary School and Nursery

The Brow, Watford WD25 7NX

01923 678240: admin@albanwood.herts.sch.uk : www.albanwood.herts.sch.uk

Executive Headteacher: **Jonathan Spector** – Head of School: **Hazel Pinder**

We value: Respect, Kindness, Ambition

AGORA LEARNING PARTNERSHIP

Work together, learn together, succeed together

Year 3 Curriculum Overview

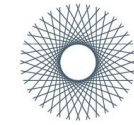|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Stone age to Iron Age		Cruising down the Nile		Celts	
Foundation Focus Geography/ History/ Art/DT	Geography: Comparing human and physical geography between two UK countries, building locational knowledge of the UK, settlements History: Changes in Britain from the Stone Age to the Iron Age, understand the concept of change over time. Art: Drawing – Explore the style of Stone Age cave art, discover how the earliest art was created, create own piece of cave art using oil pastels, charcoal and stencilling. DT: Design and make a healthy drink/smoothie.		Geography: Land use, the Nile's flood plain, rivers, volcanoes. History: Ancient Egyptians, comparisons with Britain's Bronze Age. Art: Create a cartouche using Styrofoam tile print, layering two or more colours DT: Design and build a model of a Nile animal with snapping mouth using pneumatic device.		Geography: Settlements and land use, Celtic calendar, sundials, Stonehenge. History: Who were the Celts? Celtic food, clothing, lifestyle. Art: Sculpture – use clay to create an Iron Age 'coin' DT: Select materials to create an Iron Age dwelling: clay, papier mâché, wattle/daub using pipe cleaners, thatch using straw, weaving on a cardboard loom.	
English	Stone Age Boy by Satoshi Kitamura (narrative story) An Anthology of Intriguing Animals by Ben Hoare (non-chronological report)	Star in the Jar by Sam Hay (narrative story) Christmas Dessert Social Media Post (persuasive writing)	The Incredible Book Eating Boy by Oliver Jeffers (narrative comedy) My Strong Mind by Niels Van Hove (non-fiction instruction)	The Secret of Black Rock by Joe Todd-Stanton (narrative adventure) The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer (non-fiction explanation)	Wolves in the Walls by Neil Gaiman (narrative suspense) The Gardener by Sarah Stewart (letter)	Magic Paintbrush by Julia Donaldson (narrative traditional tale) I asked the little boy who couldn't see (poetry)
Maths	Place value Addition & subtraction	Multiplication & division	Multiplication & division Money Length & perimeter	Fractions Mass & capacity	Fractions Money Time	Properties of shape Statistics

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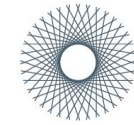|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans, nutrition in animals and humans, carni/herbi/omni, skeletons, muscles and movement. Pattern-seeking, identifying, grouping and classifying.	Light and Shadows: light for sight, reflection, danger of sun, shadows, change in shadows. Identifying, grouping and classifying, pattern-seeking, observation over time.	Rocks and Fossils: compare and group rocks, properties of different rock, fossil formation, soils. Identifying, grouping and classifying, pattern-seeking, observation over time, comparative/fair testing.	Forces & Magnets: movement on different surfaces friction, contact forces and magnetic force, attraction and repulsion, compare and group for magnetism, poles, predictions. Comparative/fair testing, observation over time, Identifying, grouping and classifying.	Plants 1 - Roots and Shoots: identifying parts of a plant, what plants needs to grow, hydroponics. Identifying, grouping and classifying, comparative/fair testing, observation over time, problem-solving, research.	Plants 2 – Flowers, fruits and seeds: identifying parts of a flower, plant reproduction, seed dispersal. Identifying, grouping and classifying, pattern-seeking, observation over time, problem-solving.
RE	Belonging: family, clubs, friendship groups, religion & beliefs Hinduism Divali	Christianity Incarnation Christmas	Christianity Incarnation Jesus' Miracles	Christianity Salvation Easter – Forgiveness	Hinduism Hindu Beliefs Brahman	Hinduism Pilgrimage to the River Ganges
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Rounders Tag rugby	Football Gymnastics	Tennis Hockey	Handball Dance	Athletics Cricket	Athletics Orienteering

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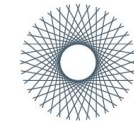|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish		I'm Learning Spanish		Animals		Fruits
Music	Glockenspiel Stage 1 Learning basic instrumental skills by playing tunes in varying styles. Introduction to the language of music, theory and composition. Using notation.		Three Little Birds Style: Reggae Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles.		Blown Away Book 1 Recorder: notes B, A, G	
Computing	Online safety. Dance mat typing and an introduction to the keyboard. Stop-frame animation Learners will use a range of techniques to create a stop-frame animation using chromebooks. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.		Programming A - Sequence in music This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.		Creating Media - Desktop Publishing During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use Google Slides and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work	

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			Data and information – branching databases Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.		using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world. Programming B - Events and Actions This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing using Scratch. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.	