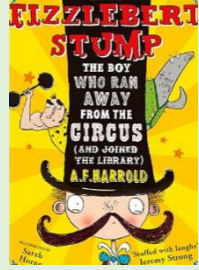
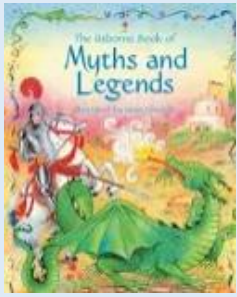


The Grove Primary School
Year 3 Curriculum Overview

	Term 1 - Short Topic: Roll Up! Roll Up!	Term 2/3 - Long Topic: From Flint to Furnace	Term 4/5 - Long Topic: The Land of the Pyramids	Term 6 - Short Topic: Myths and Legends.
Books at the heart of the curriculum.	 Fizzlebert Stump The Boy Who Ran Away from the Circus – A.F Harold	 Stone Age Boy – Santoshi Kitamura	 Indiana Bones – Harry Heape	 The Osbourne Book of Myths and Legends
Additional texts	Nell and the Circus of Dreams (Nell Clifford) Ahmed and the Feather Girl (Jane Ray) The Changing Circus in Britain. You see a circus, I see.. (Mike Downs) Biography of Philip Astley The Show	The Boy with the Bronze Axe by Kathleen Fiddler	Marcy and the Riddle of the Sphinx By Joe Todd Stanton Non Fiction text about the Sphinx Non Fiction text about constellations The Egyptian Cinderella by Shirley Climo	Greek Myths - Marcia Williams Percy Jackson and the Olympians – Rick Riordan Olympic Warriors - DK
Writing – Text Types	Genre Character description Newspaper article: Sir Sydney mistreating the animals. The Great Debate: Should animals be used in the circus? Final piece/s: Character description, newspaper article, speech (rebuttals)	Genre Historical Fiction Postcard Explanation text Play script Poetry Final piece/s: Post card from Stone Age Boy Reworked version of Stone Age Boy How the Stone Age came to an end Prehistoric play script based on class text Prehistoric Poem	Genre Persuasive writing Biography Diary Poetry (competition) Narrative – Final piece/s: Persuasive leaflet on being healthy (science, PSHE) Howard Carter Biography Perspective of Howard Carter diary Healthy lunchbox list poem (science) Traditional story – linked to Egyptian Cinderella	Genre Diary Narrative The Great Debate Final piece/s: Pandora’s Box Diary Entry Write our own myths Athens vs Sparta
Art and Design	Outline of objectives: We will be learning about the colour wheels, shades and tones and painting skills. Final Project: We make a poster for our circus performance.	Outline of objectives: Term 2: We will learn to add colour to fabric using the Wax Resist technique, measure and cut textiles, stitch fabric together. Final Project: Christmas Ornament	Outline of objectives: Term 4: We will learn how to use watercolours and how to mono print. We will also learn pencil grades. Term 5: We will learn how to collage, mosaics, layering, coiling, overlapping and paper mache. Final Project: Mother’s Day Card Designing William Morris style wallpaper Paper Mache death mask A Pyramid collage	Outline of objectives: We will learn to make a Greek Pot using clay. We will design and plan this and use colour (warm and cool) to decorate. Final Project: Greek pot
Computing	Computing Systems and Networks Outline of objectives: Developing an understanding of digital devices with a focus on inputs, processes and outputs. Final Project: N/A	Creating Media – Stop Frame Animation Outline of objectives: Users will use a range of techniques to create a stop frame animation using tablets and apply those skills to create a story based animation. Final Project: Stop Frame animation of Stone Age Boy.	Desktop Publishing Outline of objectives: To use desktop publishing and consider choices of font size, colour and type to edit to improve premade documents. Final Project: Invitation to parents to come and watch an Egyptian performance linked to visitor.	Events and Actions in Programs Outline of objectives: Develop moving a sprite in four directions and explore movement within the context of a maze. Final Project: Create a labyrinth linked to Theseus and e Minotaur.
Online Safety:	Outline of learning: Online Bullying Online Relationships	Outline of learning: Managing Online Information Privacy and Security	Outline of learning: Health, Wellbeing and Lifestyle Self-Image	Outline of learning: Copyright & Ownership

		Online Reputation		
Design and Technology	N/A	Outline of objectives: Term 2: We will learn to measure and cut textiles, stitch fabric together. Term 3: We will learn to use levers and linkages related to our Stone Age Topic (prehistoric Britain book). We will also make a Stone Age diorama. Final Project: Christmas Ornament Advertisement poster with a lever. Diorama.	Outline of objectives: We will learn about healthy eating and a health balanced diet. Final Project: We will cut, peel and grate to make butterbean dip and vegetables.	Outline of objectives: We will learn to evaluate existing products and research an existing designer. We will learn joining techniques. Final Project: Greek Sandal.
Geography	Outline of objectives: Longitude and latitude. 8 figure compass points. Locate cities in an Atlas and plotting a route on a map. A cloud field study. Final Project: Directions to get to our circus show.	Outline of objectives: To understand where food comes from and how this can negatively impact the environment (deforestation and pollution). Children explore the ways in which to reverse the impact of global warming. Final Project: Creating their own healthy food menu	Outline of objectives: A geography lesson to orientate Egypt. Time zones. (recap longitude and latitude and compass points) Field work study of variety of vegetation on our school field and Southwick Country Park. We also learn a 4 figure grid reference. Final Project: Presentation of findings to the class	Outline of objectives: A geography lesson to orientate Greece. Time zones. Similarities and differences between a Greek Town and our town (describe the human and physical features). Final Project: Video presentation describing the features of Greece.
History		Outline of objectives: To understand how life changed throughout the prehistoric time periods in relation to food, homes and tools. Final Project: Explanation text about how life changed.	Outline of objectives: To use primary and secondary sources to understand art and culture in Ancient Egypt. Final Project: To create a poster about the time period.	Outline of objectives: To understand how the Ancient Greeks influenced the modern world. To understand the differences between living in Athens and Sparta. Final Project: The Great Debate – Was life better in Athens or Sparta?
Modern Foreign Languages	Outline of objectives: Term 1: J'apprends le français Extra: Les jours de la semaine (+1 lesson).	Outline of objectives: Term 2: J'apprends le français (CONTINUED) Term 3: Les Glaces Extra: La phonétique (+1 lesson).	Outline of objectives: Term 4: Les Glaces (CONTINUED) Term 5: Les Animaux Extra: Les mois (+1 lesson).	Outline of objectives: Term 6: Les animaux (CONTINUED) Extra: Les mois (+1 lesson).
Music	Outline of objectives: We are learning to drum!	Outline of objectives: We are learning to drum!	Outline of objectives: We are learning to drum!	Outline of objectives: We are learning to drum! Final Project: Drumming Concert
Physical Education	Outline of objectives: We will learning Dance (Wild Animals) in Indoor PE and Netball in outdoor PE. Final Project: Dance, Netball tournament	Outline of objectives: We will learning Gymnastics and Dance (Weather) in Indoor PE and Football and Hockey in outdoor PE. Final Project: Dance, Football and hockey tournament	Outline of objectives: We will learning Tag Rugby, Communication and Tactics, Rounders and Tennis in outdoor PE. Final Project: Tennis tournament, Rounders,	Outline of objectives: We will learning Athletics (for Sports Day) Final Project: Sports Day
Personal Development	Outline of objectives: Me and My Relationships	Outline of objectives: Valuing Difference and Keeping Myself Safe	Outline of objectives: Rights and Responsibilities and Being my Best	Outline of objectives: Growing and Changing
Religious Education	Outline of objectives: We are learning about Sikhism and the 5Ks. To answer enquiry question; Does joining the Khalsa make a person a better Sikh?	Outline of objectives: Term 2: We are learning about Christianity and looking at the true meaning of Christmas. Term 3: We are learning about Christianity and looking at miracles. To answer enquiry question;	Outline of objectives: Term 4: We are learning about Christianity and the Easter story. Term 5: We are learning about Sikhism and sharing. To answer enquiry question; Term 4: What is good about Good Friday?	Outline of objectives: We are learning about Sikhism and the Amrit Ceremony. To answer enquiry question; What is the best way for a Sikh to show commitment to God?

		Term 2: Has Christmas lost it’s true meaning? Term 3: Could Jesus really heal people?	Term 5: How important is sharing to Sikhs?	
Science	Outline of objectives: Children will learn about forces and magnets. Final Project: Circus performance involving forces.	Outline of objectives: Children will learn about rocks and soils in Term 2. Then children will learn about light in Term 3.	Outline of objectives: Children will learn about animals including humans. Children will learn about plants.	Outline of objectives: Consolidate, retrieval and recap.
The Grove Enrichment Programme				
Oracy Opportunities	The Great Debate MFL Circus Performance Drumming Lessons	MFL Drumming Lessons	MFL Drumming Lessons	MFL Drumming Lessons
Aspirational Visitors	Circus Workshop – Clare’s Circus	Ali Rushent – Devizes Museum	Victoria Orr – interior designer	Sikh Visitor from Swindon Gurdwara
Enrichment Opportunities	Circus Workshop Library	Cheddar Caves Topic Day – prehistoric diorama	Southwick Country Park Topic Day – mummify an orange	Topic Day – eating Greek food
LEARN – School Values	Lead – Take the role of ringmaster during a circus performance or storytelling session. Be the scientist who explains a circus trick using magnets or forces. Captain your Netball team or help explain the rules to new players. Endeavour – Keep practising your circus skills like juggling, balancing or miming, even if it’s tricky at first. Aspire – Aim to perform confidently and keep the rhythm like a real circus drummer. Respect – being respectful when commenting on each other’s Art work. Give space to others and enjoy everyone’s creative ideas. Handle magnets and equipment safely and sensibly. Nurture – Include everyone in your dance and support each other’s animal movements. Appreciate the sense of belonging and unity the Khalsa brings, and link it to caring communities in your own life.	Lead – Lead a campaign or presentation to the class about how to help the planet. Take part in or direct a nativity play or miracle story drama. Endeavour – Try hard to create Stone Age tools or cave art using natural materials, even when it’s tricky. Keep trying to think bout the impact of the food we eat and to endeavour to make a change Aspire – Aim to be an eco-warrior who inspires others to care for the Earth. Respect – Show appreciation for how early humans lived, hunted, and built communities. Respect nature by learning how climate change affects animals, people, and the environment. Show respect for others’ beliefs and understand how Christians celebrate Christmas and miracles. Nurture – Support classmates during teamwork, helping each other build or design Stone Age dioramas.	Lead – Take the lead in showing how sharing and equality are part of Sikh beliefs. Lead your family well in healthy eating. Endeavour –. Keep observing your plant even when it grows slowly. Try your best to improve your tagging, passing and teamwork—even if it’s tough. Work hard to record findings and explore the outdoors carefully. Aspire – Aspire to live with fairness, kindness, and generosity like Sikh Gurus taught. Aspire to stay fit and fuel your body well—just like athletes! Respect – Respect the beliefs, traditions, and culture of ancient Egyptian society. Respect all animals and living beings—treat models or live animals with care. Nurture – Care for classroom plants and help them thrive with water and sunlight. Encourage teammates and celebrate each other’s efforts. Encourage others to make healthy choices and feel good about themselves.	Lead – Take charge of retelling a Greek myth through drama or storytelling. Share what you've learned about the Amrit ceremony and why it’s important in Sikhism. Endeavour –. Measure carefully, cut safely, and problem-solve through trial and error to make a Greek Sandal. Push yourself to do your personal best during Sport’s Day —even if you don’t win! Aspire – Aspire to become a geographer who travels and learns about the world. Aspire to show the courage, discipline, and kindness the Amrit ceremony teaches. Respect – Show respect for Sikh traditions, symbols and names. Nurture – Support classmates who are nervous or need help taking part in Sport’s Day.
Leaders of Today and Tomorrow	Leading yourself well in a new year group and key stage!	Being a leader to make positive changes to the food they eat to reduce the impact on the planet.	Being a leader to encourage a healthy life style through the food they eat and physical / mental wellbeing.	Preparing to lead themselves well through their transition into Year 4.