



Chilton Academy Year 3 Curriculum

What do we inherit?

Children look for clues about our ancient past and compare this to other ancient ancestors around the world. They consider why it is important to learn about the Ancient past. They look at the natural clues including fossils - making their own fossils of things that may be found in the future. They compare 2 contrasting locations and how they have changed since their ancient times. They look at animal inheritance and how nutrition and digestion has changed and why. Exploring the natural environment, children investigate why certain plants and animals live and why. Children consider what we inherit from our families in friends in relation to morals and beliefs and discuss how these have been influenced by things which happened in the past. They explore the importance of traditions and why things continue into the today.



Chilton Academy

Year 3 Curriculum Learning Enquiry and Skills Overview

	Science	History	Geography	Art	DT	Computing	RE / SMSC	Music / MFL	PE
Autumn	Rocks – <i>What can we learn about the past from Rocks and Fossils?</i> Explanation Light – <i>How do we change a shadow?</i>	How does the Stone Age still have an influence on Modern Day Britain?	What signs of the local past can we see on maps?	How could the Egyptians have sent a festive message?	Using natural resources – How might our ancestors have created tools?	Using scratch	How do Hindus worship? Christmas Focus What is the role of advent? What does advent mean?	Music Express units: <i>In the Past Building</i> Christmas Concert & performances MFL - Animals	Mini Tennis 2, Partner Work, Skittles Basketball,
Spring	Animals and Humans – <i>How do we keep ourselves healthy? How has this changed?</i> Fair Test Inv (Methods)	What has Crete inherited from their Ancient History?	How are Chilton and Crete similar and different?	What stories does Ancient Greek pottery tell?		Powerpoint - How are Chilton and Crete similar and different?	How can we learn about Christian symbols and beliefs by visiting churches? What do Christian’s remember on palm Sunday?	Music Express units: <i>Ancient worlds (from year 3 and 4 units)</i> <i>Human Body</i> Easter Concert & performances MFL – Food / France	On the Attack Football, Indian Delight, Search and Rescue, Running, Throwing, Jumping Challenge
Summer	Plants - <i>Why do certain plants and animals thrive in the UK and others in Crete?</i> Predictions and Conclusions Forces - <i>How can we use the forces on magnets in play?</i> RESULTS	When were magnets first used what has been their impact?	How could we show where habitats are located in our environment?	How can magnets create art?	When are magnets used for play?	Powerpoint – How does a plant grow?	What do Hindu’s believe and how does this affect the way they live their lives?	Music Express units: <i>Environment</i> <i>Time</i> Music through the ages: Ancient music (Hathor – Egyptian God of Music). Looking at pipes and flutes. MFL – At School / France	Zone Cricket, Swimming, , Arc Rounders, Running, Throwing and Jumping Challenge
Topics highlighted in this colour are the main learning focus for the term and should have extended time spent on them. Numbers identified in red link to a Separate Skills Document and should be the focus of Teaching and Learning.									
These subjects (where possible) should be linked within contexts, however subject specific skills should remain the focus for learning.									
These subjects stand-alone within the Year Groups’ Learning Journey.									

Year 3 - What do we inherit?

<p>Overview:</p>	<p>History - Our Ancient Ancestors (Iron Age, Ancient Egypt/Greeks) How does the Iron/Stone Age still have an influence on Modern Day Britain? Why are the Ancient Egyptians so important – what can we learn from them? Children begin by exploring the signs of the local past within our own local geography. Where did settlements grow, why and what evidence is there? Children journey to ancient Egypt focusing on the Tomb of Tut. They use photographic images and artefacts to explore daily life and why the Egypt is so important in global history. What have we inherited and how might have modern day life been different? On the run up to Christmas, children plan and perform a puppet show for younger children on the story of Christmas. They use their science learning of light to create puppets for a shadow performance.</p>	<p>Geography – Comparing and Contrasting Locations (why do 2 locations look so different in the modern day – have they inherited different things from the past). Compare the human and physical features of Crete and Chilton – how and why are they similar and different? Animals Including Humans – how do we keep ourselves healthy? Compare diets of different animals (including humans) in contrasting locations exploring nutrition and digestion. Is an omnivores diet the most balanced? (carnivores, herbivores). A human diet is more healthy than our pets diet? Chn to keep a daily food diary and compare to a pet of their choice. How do plants and animals use skeletons? How does diet effect the strength of a skeleton? Re-visit fossil work to contrast Human and Animal skeleton similarities and differences.</p>	<p>Science – Why do certain plants and animals live in certain locations? A visit to the Botanical Gardens in Durham to explore at first hand plants which grow in different climates and use this to explain scientific understanding of plant growth. Plants Why do certain plants and animals thrive in the UK and others in Crete? How is water transported in plants? What is the difference between plants which thrive in the sun and those in the shade? Does the amount of bulbs in a single container effect the growth of the plant over time? How are non-flowering plants not extinct? Seed dispersal in action outside. How does fertiliser impact on plant growth? Forces – Forces in Action – what is in our local community where we can see forces being used? How can we use the forces on magnets in play? Which magnet is the strongest?</p>
<p>Other Topic Subject Coverage:</p>	<p>Science – Rocks – compare and group rocks. What can we learn from fossils? How would you group these ricks and why? Would our ancient ancestors have used the same materials to build a house as we would today? Natural / Manmade In 300 years, what fossils of 2018 would people find? Making own fossils (real life objectives) Light – How are shadows made and how do they change? Geography – Map of UK – Where are the signs of our local past located? Art – Calendar Art – on papyrus – image plus hieroglyphics Design Technology – Use resources found naturally to make utensils for cooking and eating. Making shadow puppets for to link to science. Computing – Scratch – Link to Stone Age (a man collecting things to make a fire for example)</p>	<p>History – Ancient Greece – What has Crete inherited from their Ancient History? Have they done anything for us? Art – 3D art – Ancient Pottery. Children to make and decorate their own vase / bowl / plate Computing – Simple power point slide show to answer the enquiry question How are Chilton and Crete similar and different?</p>	<p>History – When were magnets first used and for what? How might life be different without their everyday use? Geography – Map of local area to show where different habitats are located – Why do habitats grow where they do? Art – Iron Filing art – use magnets under paper to make patterns and take black and white photos Design Technology – Magnets in play. Children deign and make a toy or game which uses magnets Computing – Make a single slide for a class powerpoint including sound and movement.</p>
<p>Ongoing E-Safety</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<p>Discrete Coverage:</p>	<p>RE / SMSC - How do Hindus worship? What is the role of advent?</p>	<p>RE / SMSC - How can we learn about Christian symbols and beliefs by visiting churches?</p>	<p>RE / SMSC - What do Hindu’s believe and how does this affect the way they live their lives?</p>

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	<p>What does advent mean? PE – Mini Tennis 2, Partner Work, Skittles Basketball, Music - In the Past -Musical focus: Pitch Subject link: PE Building - Musical focus: Beat Subject link: DT Christmas Concert & performances MFL - Animals</p>	<p>What do Christian’s remember on palm Sunday? PE – On the Attack Football, Indian Delight, Search and Rescue, Running, Throwing, Jumping Challenge Music - Ancient Worlds (from both year 3 & 4 on music express) - Musical focus: Structure Subject link: History Human Body - Musical focus: Structure Subject link: Science Easter Concert & performances MFL – Food / France</p>	<p>PE - Zone Cricket, Swimming, , Arc Rounders, Running, Throwing and Jumping Challenge Music - Environment - Musical focus: Composing. Subject link: Geography Time -Musical focus: Beat. Subject link: Maths Music through the ages: Ancient music (Hathor – God of music) looking at pipes and flutes. MFL – At School / France</p>
<i>Texts / Non Fiction</i>	<p>Narrative - Stone Age Boy Stone Girl, Bone Boy – Laurence Anholt Non-Fiction Explanation on the Formation of fossils linking to Mary Anning Chronological report on daily life of Ancient Egyptians</p>	<p>Narrative – Zoo by Anthony Browne Greek Myth (Medusa or Jason and the Argonauts) Non-Fiction – Non-Chronological report on Animal Skeletons</p>	<p>Narrative - Short Stories – The World’s Worst Children by David Walliams Non Fiction – Formal letter to a toy company to persuade to sell game made, informal letter to friend asking them to come and play the game.</p>
<i>Mathematics Coverage</i>	<p>Place Value (3 weeks) + / - (5 weeks) x / ÷ (3 weeks)</p>	<p>x / ÷ (3 weeks) money (1 week) Statistics (2 weeks) Length and Perimeter (3 weeks) Fractions (2 weeks)</p>	<p>Fractions (3 weeks) Time (3 weeks) Properties of Shape (2 weeks) Mass, Capacity (3 weeks)</p>
<i>Trips / Enrichment</i>	<p>Rydale Folk Museum Making tools out of naturally found materials Cooking on an Open fire – V Cornwell</p>	<p>Centre for Life – Dino Digestion / Teeth and Digestion</p>	<p>Botanical Gardens Durham</p>