







Year 3 IPC Curriculum Overview 2022-23

Milepost 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	 New	 New	 Updated	 Updated	 Explorers And Adventurers Updated 2015	 Updated 2015
	History - Temples, treasure and tombs (7 weeks)	History - Temples, treasure and tombs (7 weeks)	Science - Feel the Force (2-3 weeks)	Science - Turn it up (3 weeks)	Explorers and Adventurers	Saving the world (9-10 weeks)
<p>Science</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermomete</p>	<p><u>Animals Including Humans</u></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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Rocks</u></p> <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. Recognise that soils are made from rocks and organic matter.</p>		<p><u>Forces</u></p> <p>Compare how things move on different surfaces. Notice that some forces need contact between two objects</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>Magnets</u></p> <p>Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Plants</u></p> <p>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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

rs and data
loggers

Record
findings
using simple
scientific
language,
drawings,
labelled
diagrams,
keys, bar
charts, and
tables

Gather,
record,
classify and
present
data in a
variety of
ways to
help in
answering
questions

Identify
differences,
similarities
or changes
related to
simple
scientific
ideas and
processes

Report on
findings
from
enquiries,
including
oral and
written
explanations,
displays
or
presentations
of results
and
conclusions

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<p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>We have opportunities to share our understanding, our ideas and our opinions. We can discuss 'What if..?' and 'Why not..?'. ü We ask questions and we use our scientific skills to find out the answers for ourselves.</p>					
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<p>We carry out practical investigations, choosing suitable scientific equipment and using it correctly.</p> <p>We cover a range of scientific skills throughout the year, building on them each time and self-assessing our progress.</p> <p>We link our Science learning to the real world - we make connections with what we have learnt before and with our own experiences of the world around us.</p>					
<p>Geography</p>	<p>Locating Egypt (review of continents) Talking about the significance of the River Nile (comparing rivers around the world) (linked to History unit of work)</p>			<p>2.01 Know how particular localities have been affected by human activities 2.03 Know how the nature of particular localities affect the lives of people 2.05 Be able to use geographical terms</p>	

			<p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.10 Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>2.12 Understand how places fit into a wider geographical context</p> <p>2.13 Understand that the quality of the environment can be sustained and improved</p> <p><u>National Curriculum coverage</u></p> <p>-</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	
History	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p>2.02 Know about the lives of people in those periods</p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p>			

	<p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>2.07 Understand that the past can be considered in terms of different time periods</p> <p>2.08 Understand that the past has been recorded in a variety of different ways</p> <p><u>National Curriculum coverage</u></p> <p>The achievements of the earliest civilisations - overview of where and when the first civilisations appeared an in-depth study of Ancient Egypt.</p>			
Art	<p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.- Throughout the year</p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials.- Ancient Egypt (shaduf) and Adventurers and Explorers</p> <p>Make paper using traditional craft techniques- weaving materials Ancient Egypt</p>	<p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.- Throughout the year</p> <p>Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.- Feel the force</p> <p>Identify, mix and use contrasting coloured paints. Light and sound</p> <p>Add tone to a drawing by using linear and cross hatching, scumpling and stippling - Turn it up</p>	<p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.- Throughout the year</p> <p>Use and combine a range of visual elements in artwork.- Rainforest</p> <p>Use nature and natural forms as a starting point for artwork.- Rainforest</p>	
DT	<p>Make canopic jars and shaduf from Ancient Egypt- link to History unit of work</p>	<p>2.02 Be able to design and make products to meet specific needs</p> <p>2.03 Be able to make usable plans</p> <p>2.04 Be able to make and use labelled sketches as designs</p> <p>2.05 Be able to use simple tools and equipment with some accuracy</p> <p>2.06 Be able to identify and implement improvements to their designs and products</p> <p>2.07 Be able to identify the ways in which products in everyday use meet specific needs</p> <p><u>National Curriculum Coverage</u></p> <p>use research and develop design criteria to inform the design of innovative,</p>	<p>2.01 Know that the way in which products in everyday use are designed and made affects their usefulness</p> <p>2.02 Be able to design and make products to meet specific needs</p> <p>2.05 Be able to use simple tools and equipment with some accuracy</p> <p>2.07 Be able to identify the ways in which products in everyday use meet specific needs</p> <p><u>National Curriculum Coverage</u></p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider</p>	<p>2.01 Know that the way in which products in everyday use are designed and made affects their usefulness</p> <p>2.02 Be able to design and make products to meet specific needs</p> <p>2.03 Be able to make usable plans</p> <p>2.04 Be able to make and use labelled sketches as designs</p> <p>2.05 Be able to use simple tools and equipment with some accuracy</p> <p>2.07 Be able to identify the ways in which products in everyday use meet specific needs</p> <p><u>National Curriculum Coverage</u></p> <p>select from and use a wider range of tools and equipment</p>

		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	the views of others to improve their work		to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Enterprise	Setting a High Bar for Health: Civic participation- how can we help the community?		Food Glorious very own cookery book. Food: Students organise a food fair to launch their		Trash to Treasure: Students explore environmentalism by designing their own eco-toy and presenting at a top business.
	Enterprise skills: Teamwork, listening skills, staying positive		Enterprise skills: Problem solving, aiming high, sharing ideas		Enterprise skills: Using imagination, leading
	Civic participation: Create recipe cards for energy bars		Entrepreneurship: Tote bags		International: Using recyclable materials to create a toy. Sharing ideas with international link (school in Indonesia)
Bilingual social curriculum (click on link for detailed plans)	Talking about yourself	Talking about school	Food and drink	Clothes and accessories	Exploring the town Animals and pets

<p>RE</p> <p>Autumn 1: Whole School: Creation Story and Harvest</p> <p>Autumn 2: Whole School: Advent + Christmas + Christmas Around the world:</p> <p>Spring 1: Whole School: Galette des Roi + Religious Symbols</p> <p>Spring 2: Whole School: Easter + Easter Around the world</p> <p>Summer 1: Whole School: Places of Worship + Ramadan</p> <p>Summer 2: Whole School: Celebrations</p>	<p>What is Humanism? To explain some Humanist beliefs</p> <p>Egyptian Creation Story Harvest: UK vs Egypt Reincarnation: Pupils are taught about the Hindu concept of reincarnation. They play a game of Snakes and Ladders and write down good and bad actions, depending on how they affect people, animals and the environment and add these to their boards. They could also learn about reincarnation by standing in a circle and moving around as the teacher guides them through the stages of reincarnation.</p>	<p>What are the main holy texts? To explain the holy text of the specific year group religion and compare to the Qur'an and the Bible.</p> <p>Christmas: Mary: why is Mary such an important part of the story?</p> <p>Christmas Around the world: South America Describe different ways in which Christmas is celebrated in South America and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Christmas.</p> <p>Veda, Bhagavad Gita</p>	<p>What are some of the different religions? To describe and compare different religions and dive deeper into a specific religion</p> <p>Religious Symbol: Hinduism Galette des Roi WALT</p> <p>What do Hindus believe about God and the world? To describe Hindu beliefs about God and how they should behave today</p> <p>Pupils look at different pictures of Hindu deities and learn about different symbols present within them. They are taught that they are representative of different Hindu beliefs and aspects of God.</p>	<p>What is the Bible and how do its teachings affect people? To explain the importance of Jesus and the Bible for different people today</p> <p>Easter story: how are the events of Easter remembered by Christians? Shrove Tuesday WALT Easter Around the world: Finland Describe different ways in which Easter is celebrated in Finland and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Easter.</p> <p>Trinity: Pupils are taught, in brief, that Christians believe there are three parts to God: Father, Son and Holy Spirit. They learn about the creation story and should describe how it shows God's power (omnipotence) as well as some of the stories of Jesus' teachings and his death, and how these show God's love.</p>	<p>Where do different religions worship? To describe and compare different places of worship through study and an organised visit</p> <p>Places of Worship: pupils to go to a mandir</p> <p>Ramadan: Pupils learn about the events of Ramadan, who does not need to fast and why Muslims may choose to fast and then give money to poorer members of the ummah. Pupils share food and discuss the importance of giving some food to others. The class can collect food to give to a homeless shelter.</p> <p>Yoga: Pupils try different yoga positions and are asked how it makes them feel. They consider the importance of using yoga as a tool for calm and focus in Hinduism.</p>	<p>How do different religions celebrate life events? To describe and compare wedding and naming ceremonies between Christianity, humanism and specific year group religion</p> <p>Hinduism - Weddings and Naming Ceremonies Ahimsa: Pupils learn about how animals are used for entertainment, food and for medical testing. They learn about the Hindu concept of ahimsa and think about how a Hindu might respond to using animals in this way. Pupils take part in a debate on eating meat where they take on the role of different characters, such as a farmer, a vegan and a Hindu worshipper.</p>
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Music	<p align="center"><u>Singing and Percussion</u></p> <p>This has changed due to wandsworth music sessions. They have focused on Rythm, Beats, Soundscapes and have now started Glockenspiels</p> <p>Children will be introduced to percussion. They will learn about proper technique and their places in the instrument family. They will learn about musical notation and about how to read music. They will explore music making in ensembles and individually. They will learn a winter-themed song which will be shared in an end of term concert.</p>		<p align="center"><u>Glockenspiels</u></p> <p>The children will learn how to play the glockenspiel. They will learn how to hold the beaters and to play with correct technique. They will develop their note reading abilities from the previous term and will be able to play melodies individually and in small groups.</p>		<p align="center">Recorder and musical families</p> <p>The children will recap and then develop their recorder skills. They will learn about more detailed aspects of music notation and will learn about the different families of musical instrument.</p>	
PSCHE (SEAL) Jigsaw	New Beginnings Being me in the wider world	Getting on and falling out Celebrating differences	Going for goals Dreams and Goals	It's good to be me Healthy me	Relationships Relationships	Changes Changing Me
British Values	Mutual respect and tolerance		Individual Liberty		Democracy	Rule of law
Diversity	Lutfia al-Nadi (First Female Egyptian Pilot) Marcus Rashford Slavery in Ancient Egypt	BHM focus: John Archer (first black Mayor of London) & Mary Jackson (NASA engineer)	Edward Bouchet (first African-American to gain a PHD in physics)	Alhazen - science link to light	Chico Mendes - conservationist	Chico Mendes - conservationist
International	Starfish class link - International Community School Branch 1, Abu Dhabi					

