



Easton CE Academy

Year 3 Curriculum

High Expectations

Experiences

Aspirations

Teach to remember



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Ancient Egypt	
NC Objectives	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe Name and locate counties and cities of the United Kingdom</p> <p>Human and physical geography Human geography, including: types of settlement and land use and economic activity</p> <p>Geographical skills and fieldwork Use maps and atlases to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</p>		<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, joining and finishing], accurately Select from and use a wider range of materials and components, including textiles according to their</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, pastels] 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Ancient Egypt	
	<p>Mini art project – Children create their own Tag and Graffiti project</p>		<p>functional properties and aesthetic qualities</p> <p>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<ul style="list-style-type: none"> Learn about great artists, architects and designers. <p>Skills and techniques</p> <ul style="list-style-type: none"> Use a variety of ways to record ideas including digital cameras and iPads (Y3) Develop artistic/visual vocabulary to discuss work Begin to suggest improvements to own work 	<p>Subject content (Knowledge) The achievements of the ancient Egyptians – an overview of where and when the ancient Egyptians appeared and an in depth study of life at this time.</p> <p>Chronological understanding – Continue to develop chronologically secure knowledge of history.</p> <p>Historical Skills/Concepts</p> <p>Change and Development I can say what changed at different times during the Egyptian period</p>	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Ancient Egypt	
				<ul style="list-style-type: none"> • Include increased detail within work • Mix and match colours (create palettes to match images) • Lighten and darken tones using black and white • Develop sketch books • Present work in a variety of ways • Draw on a range of scales • Draw using a variety of tools and surfaces 	<p>Significance and Interpretation I can explain why hieroglyphics and mummification were some of the most significant developments of the ancient Egyptian period I understand that Howard Carter's discovery of Tutankhamun's tomb was interpreted differently by different people</p> <p>Cause and Effect I know how and why the ancient Egyptians developed papyrus paper I can say how this affected the ancient world for nearly 3000 years</p> <p>Historical Enquiry - Planning and carrying out a historical enquiry</p>	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Ancient Egypt	
				<ul style="list-style-type: none"> Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) <p>Knowledge about the artist</p> <ul style="list-style-type: none"> Describe the work of the artist LS Lowry and the way he used a limited colour pallet (5 colours) Describe the work of the artist LS 	<p>I can ask historical questions I can answer these questions using historical sources</p> <p>Using Sources as evidence I understand the difference between primary and secondary historical sources I can use historical sources to answer questions</p> <p>Mini art project Death mask workshop</p>	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Ancient Egypt	
				<p>Lowry and the way created 'matchstick men'</p> <p>Describe how Lowry experimented with colour to create more abstract colour pallets (blues for leaves)</p>		

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>How does your garden grow?</p> <p>Real life context: Someone within the school shares what they grow with the children.</p>	<p>Food and our bodies</p> <p>Real life context: Food diary Who has broken a bone? Pulling a</p>	<p>Nappy Challenge</p> <p>Real life context: Who wears nappies and why? Babies etc.</p> <p>We're being scientists by</p>	<p>Opposites attract</p> <p>Real life context: Magnetic games. Push and pulls in real life.</p> <p>We're being scientists by</p>	<p>Mirror, Mirror</p> <p>Real life context: D+T night lights</p> <p>We're being scientists by</p> <ul style="list-style-type: none"> Asking questions 	<p>Earth rocks</p> <p>Real life context: Range of different soil types</p> <p>We're being scientists by</p>



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>What grows in our local environment naturally.</p> <p>We're being scientists by</p> <ul style="list-style-type: none"> • Observing and measuring • Recording • Interpreting <p>Key knowledge 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</p>	<p>muscle? Packed lunches.</p> <p>We're being scientists by</p> <ul style="list-style-type: none"> • Ask questions and plan enquiry • Set up enquiry <p>Key knowledge 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>	<ul style="list-style-type: none"> • Ask questions and plan enquiry • Set up enquiry • Observing and measuring • Recording • Interpreting • Evaluate <p>Key knowledge</p>	<ul style="list-style-type: none"> • Observing, measuring • Interpret and report • Record <p>Key knowledge Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance 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.</p>	<ul style="list-style-type: none"> • and plan enquiry • Evaluate <p>Key knowledge Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p>	<ul style="list-style-type: none"> • Interpret and report • Observing + measure • Record <p>Key knowledge 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>



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			<p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		
Computing	<p>Unit 3.1 Coding (6 lessons)</p> <ul style="list-style-type: none"> - To review previous coding knowledge. - • To understand what a flowchart is and how flowcharts are used in computer programming . - To understand that there are different 	<p>Unit 3.4 Touch typing (4 lessons)</p> <ul style="list-style-type: none"> - To introduce typing terminology . • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. - To practice and 	<p>Unit 3.2 online safety (3 lessons)</p> <ul style="list-style-type: none"> - To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. - To understand how the Internet can be used to help us to communicate effectively. 	<p>Unit 3.7 Simulations (3 lessons)</p> <ul style="list-style-type: none"> - To find out what a simulation is and understand the purpose of simulations . To explore a simulation, making choices and discussing their effects. 	<p>Unit 3.9 Presenting (6 lessons)</p> <ul style="list-style-type: none"> - • To create a page in a presentation . - To add media to a presentation - To add animations into a presentation - To add timings into a presentation . 	<p>Unit 3.6 – Branching databases (4 lessons)</p> <ul style="list-style-type: none"> - To sort objects using just YES/NO questions. - • To complete a branching database using 2Question. - To create a branching database of the children’s choice.



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>types of timers.</p> <ul style="list-style-type: none"> - To be able to select the right type of timer for a purpose. - To understand how to use the repeat command. - To use coding knowledge to create a range of programs. • To understand the importance of nesting. - To design and create an interactive scene. 	<p>improve typing for home, bottom, and top rows.</p> <ul style="list-style-type: none"> - To practice the keys typed with the left hand. - To practice the keys typed with the right hand. 	<ul style="list-style-type: none"> - To understand how a blog can be used to help us communicate with a wider audience. - To consider if what can be read on websites is always true. - To look at a 'spoof' website. - To create a 'spoof' webpage. - To think about why these sites might exist and how to check that the information is accurate. - To learn about the meaning of age restrictions symbols on digital media and devices. 	<ul style="list-style-type: none"> - To work through and evaluate a more complex simulation. 	<ul style="list-style-type: none"> - To use the skills learnt in previous weeks to design and present an effective presentation . 	<p>Unit 3.8 – Graphing (2 lessons)</p> <ul style="list-style-type: none"> - To enter data into a graph and answer questions. - To solve an investigation and present the results in graphic form. <p>-</p> <p>Unit 3.3 Spreadsheets (3 lessons)</p> <ul style="list-style-type: none"> - To add and edit data in a table layout. - To find out how spreadsheet programs can automatically create graphs from data.



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<ul style="list-style-type: none"> - To discuss why PEGI restrictions exist. - To know where to turn for help if they see inappropriate content or have inappropriate contact from others. Unit 3.5 Email (6 lessons) <ul style="list-style-type: none"> To think about the different methods of communication . To open and respond to an email. To write an email to someone from an address book. To learn how to use email safely. 			<ul style="list-style-type: none"> - <ul style="list-style-type: none"> • To introduce the 'more than', 'less than' and 'equals' tools. • To introduce the 'spin' tool and show how it can be used to count through times tables. - To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses.



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p>To explore a simulated email scenario.</p>			
RWV	<p>Why do people pray? Describe ways in which prayer can comfort and challenge believers</p> <p>Explore and discuss the practice of prayer in the religions studies</p> <p>To make connections between what people believe about prayer and what they do when they pray</p> <p>Consider and evaluate the significance of prayer in the lives of people today.</p>		<p>Why are festivals important to religious communities? Discuss what is worth celebrating</p> <p>Explore what Christians celebrate at Easter</p> <p>Explore why Diwali is significant to Hindus</p> <p>Explore why Muslims celebrate at the end of Ramadan</p> <p>Explore why Jewish people celebrate Pesach annually</p> <p>Reflect on our knowledge of festivals and celebrations</p>		<p>Creation and Fall Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</p>	



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					<p>Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p> <p>Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p>	
PHSE	<p>British Values Living in the British Isles Democracy Rules, laws and responsibilities Being me in my world I value myself and know how to make someone else feel welcome and valued. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. I know how to make others feel valued</p>	<p>Term 2 celebrating difference I understand that everyone's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do</p>	<p>Dreams and Goals I can tell you about a person who faced challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to achieve them I am motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement</p>	<p>Anxiety curriculum Our emotions It helps to talk Using our senses Nero the superhero We can beat this Sleep rest and play</p>	<p>Relationships Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Identify and put into practice some of the skills of friendship. Know and use some strategies for keeping myself safe online.</p>	<p>RSE Understand that animals and humans change between birth and growing up. Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Understand how boys and girls bodies change as they grow up</p>



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	I understand that my behaviour brings rewards/consequences I am comfortable accepting appreciation from others	I can recognise that some words are used in hurtful ways I can recognise a time where my words have affected someone's feelings and what the consequences are	and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time		Explain how some of the actions and work of people around the world help and influence my life. Understand how my needs and rights are shared by children around the world and to identify how our lives may be different.	understand how boys and girls bodies change on the inside as they grow up. Start to recognise stereotypical ideas I might have about parenting and family roles. Identify what I am looking forward to when I move to my next class.
PE	Term 1 Real PE - Unit 1 Cog focus for assessment - personal	Term 2 Real PE - Unit 2 Cog focus for assessment - Social	Term 3 Real Gym – Unit 1 Cog focus for assessment – Cognitive	Term 4 Real dance – Unit 1 Cog focus for assessment – creative	Term 5 Real PE - Unit 5 Cog focus for assessment – Applying physical	Term 6 Real PE - Unit 6 Cog focus for assessment - Health and fitness
	Skill - Coordination: Footwork (FUNS 10)	Skill - Dynamic Balance to Agility: Jumping and Landing (FUNS 6)	3 Weeks: Travel Theme: Mapping pathways 3 Weeks: Rotation	Week 1: Shapes solo Week 2: Partnering shapes	Skill – Agility: Reaction/ Response (FUNS 2)	Skill – Agility: Ball chasing (FUNS 11)



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Cool down - Static Balance: One Leg (FUNS 1) I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice (Exceeding) I know where I am with my learning and I have begun to challenge myself. (Expected)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>I try several times if at first I don't succeed and I ask for help when appropriate. (Working Towards)</p> </div>	<p>Cool down - Static Balance: Seated (FUNS 2) I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. (Exceeding). I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. (Expected). I can help praise and encourage others in their learning. (Working towards)</p>	<p>Theme: Rotation sequences I can identify specific parts of performance to work on. (Exceeding) I can explain what I am doing well and I have begun to identify areas for improvement. (Expected) I can explain why someone is working or performing well. (Working Towards)</p>	<p>Week 3: Circles solo Week 4: Partnering circles Week 5: Artistry abstraction Week 6: Artistry (making)</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging. (Exceeding) I can recognise similarities and differences in movements and expression (Expected) I can select and link movement together to fit a theme. (Working towards)</p>	<p>Cool down - Static Balance: Floor work (FUNS 3)</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. (Exceeding) I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. (Expected) I can perform a range of skills with some control and consistency. I can perform a sequence of movements with</p>	<p>Cool Down – Static Balance: Stance (FUNS 4) I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working u. (Exceeding) I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. (Expected) I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (Working Towards)</p>



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					some changes in level, direction or speed. (Working Towards)	
Sport	<p>Basketball Control the ball when dribbling using shoulder and wrist movements. . Be able to add an end product such as passing after dribbling skill has been performed. . Understand the different types of passing; chest pass, shoulder pass and bounce pass. . Greater ability to receive the ball by making a target for the person passing to aim at. .Be able to perform each type of passing with greater accuracy and confidence. .Be able to effectively work together as a team to score a</p>	<p>Handball To use throwing skills/technique to improve the accuracy of a throw . To implement the techniques learned to improve the consistency of catching skills . To use movements to create space and options for team mates to have an attacking opportunity . Using a range of passing to increase the chances of creating a chance to score</p>	<p>Tag Rugby Introduce the concept of tagging and passing once tagged .Play conditioned games-progressing games rule by rule to lead to full game scenario (7Vs7) .Ensure participants understand direction of play and point scoring . Practice passing technique including direction of pass and passing on the move . Learn how to close down space for attacking players . Understand how to make a defensive line and defending as a team . Attacking the try line(1V1) - practice beating your opponent</p>	<p>Hockey Focus on introducing the grip, stance, and rules regarding health and safety • Understand how to dribble including change of direction with control • Learn the push pass and receiving of the pass safely with control To ensure all participants understand the correct technique for shooting • To develop participants power and accuracy of shot • Explore tactics and the concept of 'AttackVsDefence' • Gain an</p>	<p>Football Being able to dribble a ball in close proximity of others to show control .To gain a better understanding of the spatial awareness needed in football . To learn the correct technique for making a pass in football .Learning the basis of how to be consistent using the correct techniques in football and doing this over short/long distance .Understanding how the weight of a pass can help your team mates .Learning to shoot at a target and using technique to improve the accuracy</p>	<p>Cricket: .To develop a batting grip and set up .Gaining a good understanding of where to hit the ball to avoid the fielding team .Improving on hand eye coordination and agility .Improving catching ability and the consistency with it using techniques learned . To develop a safe and effective throw . Gain an understanding of where to throw the ball so that we can aim to hit the stumps .Develop the understanding of</p>



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>basket. .Develop the accuracy of dribbling, passing and shooting skills. .Be able to combine dribbling, passing and shooting skills and incorporate them into a game situation. .Be able to work together as a team to work towards scoring a basket and defending your own basket.</p>		<p>. Develop attacking and defending strategies through gameplay . Learn the rules and play to the spirit of the game . Attacking the try line to score Learn how to be a good support player, taking up appropriate positions . Understand how to continue to support the team once you have passed . Learn the 5 tag rule; during a game scenario</p>	<p>understanding of options when attacking and defending • Explain to players how to shield the ball and keep the ball under control • Learn how and when to steal the ball from an opponent • Explain the concept of marking opposing players when defending</p>	<p>and consistency of this .Learning different positions where you should be on a pitch when in possession and when out of possession .Using the team to progress forward when attacking and to work hard and defend as a team</p>	<p>when to use a certain skill in cricket .Develop an understanding of how cricket skills work together in a game scenario Athletics: .To develop the consistency of their actions in a number of athletic events .To focus on their technique when competing in events .To increase the amount of different techniques they use for the different events .To be able to self evaluate their own performance as well as encourage others to work to the best of their ability .To be able to perform movements with better fluency, efficiency and speed</p>



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						.To sustain pace over short and long distances .To explain why
Cooking	Literacy stimulus Vegetable soup Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Cooking for myself Vegetable stir-fry Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		Cooking for my family Egg fried rice Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		Cooking for the community Cheese straws and flapjacks Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques



Year 3

Topic Title + NC outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art Poem and Artist	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Who are the greatest builders in the world?	
Launch event		Walking tour of Easton	Night lights wow room	Lowry art gallery		Drama workshop
Showcase	Festival of Light-Sikhism	Presentation for local counsellors and parents	Show night lights to reception children STEM showcase	Art gallery		Create an ancient Egyptian museum. Parents to come and look around
Trip/visitor Trip to Aust – fossil hunting Trips to St Pauls adventure playground x3 Contact Hawks gym to see if they can fit you in next year		3 local walks 1 stimulus walk 1 field work session where chn complete questionnaire and sketch maps 1 walk to St Pauls to look at local graffiti		Walk down to Bristol harbour side by the M she to photograph industrial landscapes		Bristol Museum- Ancient Egypt exhibit



Topic Title + NC outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art Poem and Artist	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Who are the greatest builders in the world?	
Special days				World book day International Women's day – Marie Curie	History day – Kassam Majothi	Art day
Cross-curricular reading		Graffiti text in T4R		Shared read- LS Lowry		Horrible histories Ancient Egyptians Shared reading- non-fiction books
Cross-curricular writing						
Cross-curricular maths		Compass points Collecting data Bar charts, pictograms and tally charts				
Oracy Outcomes		Group presentation for parents and local councillors	Discuss the design criteria for a night light			Share facts with parents on AE in museum
CGW opportunities Add science CGW	PSHE- British values True or false	Geography Fed in map work (Europe)		Art Lowry create a group picture in the		History Fed in timeline



Topic Title + NC outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art Poem and Artist	History	
Title	Why is Easton such a cool place to live?		Night Lights	LS Lowry	Who are the greatest builders in the world?	
	Fed in facts	Create a group presentation for local counsellors		style of Lowry using a grid and scaling up techniques		Group sources investigations
Special events		Festivals of light – Sikhism Christmas book day	Chinese New Year	Book week International women's day – Marie Curie	History day Kassam Majothi	Sports day Community festival

