

# Firside Junior School Year 3 curriculum overview`



	<i>Progressive from the beginning to the end of the year</i>							
<b>Science</b> <i>Following the White Rose Science scheme</i>	<b>Biology:</b> • Skeletons • Movement • Nutrition and diet	<b>Sustainability:</b> • Food waste	<b>Chemistry:</b> • Rocks • Fossils • Soils	<b>Physics:</b> • Light	<b>Biology:</b> • Plants 'A'	<b>Physics:</b> • Forces • Magnets	<b>Biology:</b> • Plants 'B'	<b>Sustainability:</b> • Biodiversity
<b>History/Geography</b> <i>n.b. Local history study to change year on year</i>	Changes in Britain from the Stone Age to the Iron Age	<b>Wider World: UK</b> (England, Scotland, Wales, Northern Ireland)	Ancient Civilisations and Ancient Egypt		<b>Dynamic:</b> Earthquakes and volcanos	<b>Local:</b> Hellesdon	<b>Local history study:</b> VE Day project	
	Whole school 'Remembrance' project							
<b>DT</b> <i>Following the Kapow scheme</i>	<b>Textiles:</b> Egyptian collars		<b>Structures:</b> Castles		<b>Mechanical systems:</b> Pneumatic toys		<b>Cooking and nutrition:</b> Eating seasonally	
<b>Art</b> <i>Following the Kapow scheme</i>	<b>Sculpture and 3D:</b> Abstract shape and space			<b>Painting and mixed media:</b> Prehistoric painting		<b>Drawing:</b> Growing artists		
<b>Music</b> <i>Using the Charanga scheme (Please see KT for updated planning)</i>	<b>Music History and Exposure</b> (3 sessions)	<b>Performance (Nativity)</b> (14 sessions)	<b>Keyboard</b> (6 sessions) <i>Sessions may need to be repeated, move forward with pace of class.</i>	<b>Composition (on Keyboard)</b> (2 composition sessions) (5 rehearsal sessions)	<b>Keyboard</b> (10 sessions) <i>Sessions may need to be repeated, move forward with pace of class.</i>	<b>Performance (Keyboard)</b>		
<b>Philosophy and beliefs</b> <i>Using the Norfolk SACRE scheme to support</i>	What is philosophy? How do people make moral decisions? <i>Christian/Humanist Philosophy</i>	What is the Trinity? <i>Christian Theology</i>	What do Muslims believe about God? <i>Muslim Theology</i>	What difference does being a Muslim make to daily life? <i>Muslim Human/social sciences</i>	<b>Drop down day (to be taught where suits):</b> How do people express commitment to a religion/worldview in different ways? <i>Hindu and Jewish Human/social sciences</i>			
<b>Computing</b> <i>Following the Kapow condensed scheme</i>	<b>Computing systems and networks 1:</b> Networks	<b>Computing systems and networks 3:</b> Journey inside a computer		<b>Creating media:</b> Video trailers	<b>Programming:</b> Scratch	<b>Online safety:</b> Year 3		
<b>PHSE</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me		
<b>Languages: French</b> <i>Following the Kapow scheme</i>	French greetings with puppets	French adjectives of colour, size and shape	Playground games: numbers 1-12 and age	In a French classroom	French transport	A circle of life in French		
<b>PE</b> <i>Following the Real PE scheme</i>	<b>Personal cog:</b> Unit 1	<b>Social cog:</b> Unit 2	<b>Health &amp; fitness cog:</b> Real Gym	<b>Creative cog:</b> Real Dance	<b>Cognitive cog:</b> Unit 3	<b>Physical cog:</b> Unit 5		
<b>Games</b>	Cross country	Football	Netball	Tag Rugby	Cricket	Athletics		