HPS

Our school vision is for our children to be happy and responsible young people who achieve their best.

Yearly Curriculum Overview

Year Group/Phase: Year 3		Academic Year: 2017-2018		
Literacy	Non-Fiction, Instructions → How to grow your own lettuce 3 x Fiction Sequence	Non-Fiction – Non-Chronological Report 2 x Fiction Sequence	1x Non-Fiction 2x Fiction Sequence	
Maths	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division	Measurment: length Time Number: Fractions	Number: Fractions Geometry of shapes Measurement: length, mass, volume & capacity	
Science	Our Changing World	Rock Detectives	The Power of Forces & Y4 unit: Switched On	How does your garden grow?	Amazing Bodies & Can you see me?
History			**Victorians** Trip to Tiverton Museum to experience life as a Victorian Child.	**Tudors** A local historical study that investigates a site that may maintain existing work: a Tudor site. -Will focus on Tudor Exeter, School trip to Tudor house/experience & a red coat tour.	
Geography	-locate the world's countries, using maps to focus on Europe and North and South America (Rainforests) -Describe and understand key aspects of physical and human geography, focusing on volcanic formation -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		-Use maps to locate and describe features studied	-Use maps to locate and describe features studied	
DT	Develop the knowledge, understanding and skills needed to engage in a process of designing and making. To generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.		Develop the knowledge, understanding and skills needed to engage in a process of designing and making. They will be learning to generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.	Develop the knowledge, understanding and skills needed to engage in a process of designing and making in a range of contexts. They will generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.	

Our school vision is for our children to be happy and responsible young people who achieve their best.

Art	Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		Investigate a range of Art forms and the work of various artists from different cultures and religious contexts. Use the understanding gained to produce their own work, using a range of media and styles.		Investigate a range of Art forms and the work of various artists from different cultures and religious contexts. Use the understanding gained to produce their own work, using a range of media and styles.	
PE	**Go Active: Invasion Games:** Tag Rugby		**Go Active: Net Wall Games:** Tennis		**Go Active: Athletics**	
	Gym: stretching, curling, direction		**Dance:** Dream Catchers, Native Americans, Actions & Feelings		**Rounders**	
RE	Investigate and consider the impact of religion and belief locally, nationally and globally. Make connections between different aspects of religion and belief and consider different forms of religious expression.		What do people believe about life? Theme: Beliefs and Questions/The Journey of Life and Death. Rites of passage and celebrations. How this all relates to a cultural sense of belonging.		Recognise diversity in religion, learn about similarities and differences both within and between religions and the importance of dialogue between them. Communicate ideas clearly, recognising other people's viewpoints. Children consider their own beliefs and values and those of others in the light of their learning in religious education.	
R-Time (PSHE and *UNCRC articles*)	WE'RE ALL STARS! (A1) [Article 29: You have the right to an education that develops all your talents and abilities] (SELF ESTEEM)	BE FRIENDLY, BE WISE (A2) [Article 15: You have the right to learn & play with your friends safely] (FRIENDSHIP& SAFETY)	LIVING LONG, LIVING STRONG (Sp1) [Article 24: You have the right to medicine, information & health care to help you stay healthy] (SELF-RESPECT)	DARING TO BE DIFFERENT (Sp2) [Article 13 : You have the right to learn about yourself and others] (RESILLIENCE)	DEAR DIARY (Su1) [Article 15: You have the right to learn & play with your friends] (EMPATHY)	JOINING IN AND JOINING UP (Su2) [Article 14: You have the right to live freely and be treated with respect] (RESPECT)
French	Revisit previous learning Greetings Introducing ourselves Colour Classroom phrases /instructions Days of the week Animals (+ colour) Seasons Some Christmas vocabulary		Telling the time In the classroom –classroom objects Further classroom phrases		Revisit previous learning Weather Clothes	
Music	*Singing. Class set of hired instruments. Children learning about the instrument listening to recordings of it being played. Having a go …learning to read notes from the board and playing a simple tune.*		*Singing. Class set of ukulele. Children learning to strum and pluck very simple tunes. Using stave on the board and children able to read notes from a stave.*		*Singing. Composition. Children working in groups using tuned and untuned percussion. Inspiration from a poem/picture/story.*	
ICT	**E-Safety – using technology safely and responsibly.** **Select and use different software and appropriate software to complete a task.** **Understand computer networks including the internet.** Children to be aware of, explore and discuss issues/potential dangers when working online. Discuss what is meant by personal information and why is should be kept private.		**E-Safety – using technology safely and responsibly.** **Select and use different software and appropriate software to complete a task.** **Understand computer networks including the internet.** Children to be aware of, explore and discuss issues/potential dangers when working online. Discuss what is meant by personal information and why is should be kept private.		**E-Safety – using technology safely and responsibly.** **Select and use different software and appropriate software to complete a task.** **Understand computer networks including the internet.** Children to be aware of, explore and discuss issues/potential dangers when working online. Discuss what is meant by personal information and why is should be kept private.	