



Lantern Lane Curriculum Overview for Year 3

Lead Enquiry Question	Autumn Term The Land Before Time: Stone Age to Iron Age <u>How have leaps in technology changed the world?</u>		Spring Term Tomb Raiders <u>What was it like to live in Ancient Egypt?</u>		Summer Term Where the Wild Things are! <u>How does East Leake 'forest' compare with the Amazon Rainforest?</u>	
Geography	<p>NC Objectives: Describe and understand key aspects of: <u>Human geography</u>, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food minerals and water.</p>	<p>Skills: I can create my own map using the correct ordinance survey map symbols: road, forest, buildings, river, etc. I can use the correct geographical words to describe a place.</p>	<p>NC Objectives: Describe and understand key aspects of: <u>Human geography</u>, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food minerals and water.</p>	<p>Skills: I can create my own map using the correct ordinance survey map symbols: road, forest, buildings, river, etc. I can use the correct geographical words to describe a place.</p>	<p>NC Objectives: Describe and understand key aspects of: <u>Physical geography</u>- climate zones, biomes and vegetation belts, (<i>Amazonian river</i>). <i>Later comparison to the forest in East Leake.</i> 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 and digital technologies</p>	<p>Skills: I can locate North and South America on a map. I can identify the main environmental regions and key physical and human characteristics. I can identify the Equator, Northern Hemisphere and Southern Hemisphere. I can compare the differences between the human and physical geography of East Leake- and the Rainforest of South America: including climate, biomes, vegetation, rivers. I can create my own map using the correct ordinance survey map symbols: road, forest, buildings, river, etc. I can use the correct geographical words to describe a place. I can use 4 figure grid references on a map I can use an atlas by using the index to find places I can explain reasons why the East Leake Forest is different to the Amazonian Rainforest using increasingly accurate geographical terminology e.g. trade, transport vegetation and climate.</p>

<p>History</p>	<p>NC Objectives: Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Skills: I can confidently use timelines to place events in order. I understand timelines can be divided into BC and AD. I can use words and phrases such as century, decade. I can use evidence to give detailed descriptions about the past e.g. the process of mummification. I can also use this evidence to find out how many of these may have changed during a period of time. I can confidently use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. I can ask questions such as 'how did people? What did people do for?' I can then suggest sources of evidence to use to help answer those types of questions. I can present my findings about the past using speaking, writing, ICT and drawing skills I can use dates and terms with increasing accuracy. I can begin to discuss different ways of presenting information for different purposes.</p>	<p>NC Objectives: The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of: Ancient Egypt</p>	<p>Skills: I can confidently use timelines to place events in order. I understand timelines can be divided into BC and AD. I can use words and phrases such as century, decade. I can use evidence to give detailed descriptions about the past e.g. the process of mummification. I can also use this evidence to find out how many of these may have changed during a period of time. I can start to look at 2 versions of the same event and identify differences in those accounts. I can then suggest which account is stronger and justify why. I can confidently use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. I can ask questions such as 'how did people? What did people do for?' I can then suggest sources of evidence to use to help answer those types of questions. I can present my findings about the past using speaking, writing, ICT and drawing skills I can use dates and terms with increasing accuracy.</p>	<p>NC Objectives: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Skills: I can confidently use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. I can ask questions such as 'how did people? What did people do for?' I can start to look at 2 versions of the same event and identify differences in those accounts. I can then suggest which account is stronger and justify why.</p>
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Art	<p>Painting with berries. Cave painting.</p> <p>NC Objectives: Pupils should be taught about great artists, architects and designers in history</p>	<p>Skills: I recognise when art is from different historical periods. I can identify the techniques used by different artists. I can create a background using a wash. I can use a range of brushes to create different effects in painting.</p>	<p>Hieroglyphics, jewellery and make up.</p> <p>NC Objectives: Pupils should be taught about great artists, architects and designers in history</p>	<p>Skills: Compare art from different places, making deductions about differences between the two. Make deductions about life in the past by examining artefacts and architecture from the time.</p>	<p>Rainforest cushion (linked with DT). Batik.</p> <p>NC Objectives: Pupils should be taught to 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.</p>	<p>Skills: I recognise when art is from different historical periods. I can compare the work of different artists. I can use digital images and combine with other media in my art. I can use IT to create art which includes my own work and that of others. I can create a background using a wash. I can use a range of brushes to create different effects in painting.</p>
DT	<p>Food and Nutrition: Stone age food/banquet.</p> <p>NC Objectives: <i>Design</i> Use research and develop design criteria to inform the design of innovative, 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 and pattern pieces <i>Make</i> Select from and use a wider range of tools and</p>	<p>Skills: I can follow a step by step plan, choosing the right equipment and materials. I can design a product and make sure it looks attractive. I can choose a textile for both its suitability and its appearance I can select the most appropriate tools and techniques for a given task.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can prove that my design meets some set criteria.</p> <p>I can describe how food ingredients come together.</p>	<p>Construction: Shadufs and Thrones/Barer.</p> <p>NC Objectives: <i>Design</i> Use research and develop design criteria to inform the design of innovative, 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 and pattern pieces <i>Make</i> Select from and use a wider range of tools and</p>	<p>Skills: I can follow a step by step plan, choosing the right equipment and materials. I can design a product and make sure it looks attractive. I can choose a textile for both its suitability and its appearance I can select the most appropriate tools and techniques for a given task.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can prove that my design meets some set criteria.</p> <p>Technical knowledge - I can build structure, exploring how they can be</p>	<p>Textiles: Making a rainforest cushion.</p> <p>NC Objectives: <i>Design -</i> Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing</p>	<p>Skills: I can follow a step by step plan, choosing the right equipment and materials. I can design a product and make sure it looks attractive. I can choose a textile for both its suitability and its appearance I can select the most appropriate tools and techniques for a given task.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can prove that my design meets some set criteria.</p>

	<p>equipment to perform practical tasks 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 <i>Evaluate</i> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>equipment to perform practical tasks 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 <i>Evaluate</i> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>made stronger, stiffer and more stable.</p>	<p><i>Make -</i> <i>Select tools and techniques for making their product</i></p> <p><i>Measure, mark out, cut, score, join and assemble components with more accuracy</i></p> <p><i>Work safely and accurately with a range of simple tools</i></p> <p><i>Think about their ideas as they make progress and be willing change things if this helps them improve their work</i></p> <p><i>Measure, tape or pin, cut and join fabric with some accuracy</i></p> <p><i>Evaluate -</i> <i>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</i> <i>Disassemble and evaluate familiar products</i></p>	
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See individual subject curriculum maps for NC coverage and skills progression.	Autumn The Land Before Time		Spring Tomb Raiders		Summer Where the Wild Things are!	
Science	Rocks	Animals including humans	Light	Forces and Magnets	Forces and Magnets	Plants
RE	3.1 Beliefs and Questions What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?	3.2 Religion, family and community: Prayer How do religious families and communities practice their faith?	3.3 Worship and Sacred Places Where, how and why do people worship? Places of worship in Nottingham City and Nottinghamshire.		3.4 Inspirational people from the past What can we learn from inspiring people in sacred texts and in the history of religions? Moses, Jesus and Muhammed.	
Computing	Digital Art	Scratch Programming	Programming Diversity - Kodu		Document Editing	Progression in Game Creation
Music	Stone Age Rhythms		Bringing us Together: Disco (Charanga)		Ukulele	
Indoor PE	Gymnastics	Athletics	Dodgeball		New Age Kurling	Dance
Outdoor PE	Hockey	Rounders	Netball	Fitness and Healthy Eating	Skills for Sports Day Events	Cricket
French	Dates, Months, Number	Buying and restaurant	Responding to a story Animals		Body/Colours/People	Passports/Seaside/Bastille Day
PSHE	Relationships: How can we be a good friend?	Health and Well-Being: What keeps us safe?	Relationships: What are families like?	Living in the Wider World: What makes a community?	Health and Wellbeing: Why should we eat well and look after our teeth?	Health and Wellbeing: Why should we keep active and sleep well?