



Lantern Lane Curriculum Overview for Year 3

Lead Enquiry Question	Autumn Term The Land Before Time: Stone Age to Iron Age <u>How did life change from Stone Age to Iron Age?</u>		Spring Term Tomb Raiders <u>What was it like to live in Ancient Egypt? How have they influenced modern Egyptian life?</u>		Summer Term Rainforests <u>How does East Leake 'forest' compare with the Amazon Rainforest?</u>	
Geography	NC Objectives:	Skills:	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. 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	Skills: I can use the correct geographical words to describe a place. I can identify the key physical and human characteristics.	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	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.

History	NC Objectives: To understand how life changed from the Stone Age to the Iron Age.	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.	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	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	NC Objectives:	Skills:
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				I can use dates and terms with increasing accuracy. I can begin to discuss different ways of presenting information for different purposes.		
Art	Cave painting. Mammoth sketching. Carving – clay Study a land artist – Jon Foreman NC Objectives: Pupils should be taught about great artists, architects and designers in history	Skills: I can identify the techniques used by different artists. I can create a background using a wash. I can use a range of grades of pencils to create different effects in a sketch. I can explore texture in drawing. I can explore the use of charcoal. I can use tools to carve into clay, wood and stone and to create a relief.	Egyptian style drawing 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.	Skills: I can study the features of Egyptian style drawing. I can draw in profile. I can use different grades of pencil to create an Egyptian style portrait. I can use oil pastels to create a metallic effect.	Tunnel art NC Objectives: Pupils should be taught about great artists, architects and designers in history 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.	Skills: I can explore the work of contemporary artists. I can compare the work of different artists. I can use digital images and combine with other media in my art. I can use a range of brushes to create different effects in painting. I can explore collage for effect. I can create perspective in my art. I can explore contrast and tone in my art. I can refine colour mixing skills by developing different greens and browns.
DT	Food and Nutrition: Stone age soup. 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,	Skills: I can follow a step by step plan, choosing the right equipment and materials. I can design and plan a product and make sure it looks attractive. I can use a plan to make a soup. I can evaluate a finished product. I can select the most appropriate tools and techniques for a given task. I can prove that my design meets some set criteria. I can describe how food ingredients come together. I will know how to taste and test a variety of different soups	Construction: Egyptian Thrones. 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,	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 material for both its suitability and its appearance I can select the most appropriate tools and techniques for a given task. I can work accurately to measure, make cuts and make holes. I can prove that my design meets some set criteria.	Textiles: Making a Batik wall hanging. 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	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 select the most appropriate tools and techniques for a given task. I know how to transfer my final design onto a batik cloth. I know how to accurately add specific colours to my batik. I can prove and evaluate that my design meets a set criteria.

	prototypes and pattern pieces <i>Make</i> Select from and use a wider range of tools and 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	and examine their textures and flavours. I will know that foods can be divided into different groups and that soups can form part of a healthy diet.	prototypes and pattern pieces <i>Make</i> Select from and use a wider range of tools and 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	Technical knowledge - I can build structure, exploring how they can be made stronger, stiffer and more stable.	proposals by modelling ideas <i>Make drawings with labels when designing</i> <i>Make -</i> Select tools and techniques for making their product Measure, mark out, cut, score, join and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Evaluate - Evaluate their product against original design criteria e.g. how well it meets its intended purpose	
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See individual subject curriculum maps for NC coverage and skills progression.	Autumn Term The Land Before Time: Stone Age to Iron Age <u>How did life change from Stone Age to Iron Age?</u>		Spring Term Tomb Raiders <u>What was it like to live in Ancient Egypt?</u> <u>How have they influenced modern Egyptian life?</u>		Summer Term Rainforests <u>How does East Leake 'forest' compare with the Amazon Rainforest?</u>	
Science	Rocks, Soils and Fossils	Animals including humans	Forces and Magnets	Forces and Magnets	Light	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	Branching Databases
Music	Stone Age Rhythms		Bringing us Together: Disco (Charanga)		Glockenspiel	
Indoor PE	Gymnastics	Athletics	Dodgeball	Circuits	New Age Kurling	Dance
Outdoor PE	Hockey	Hockey	Netball - skills	Netball - games	Cricket - skills	Cricket - games
French	Dates, Months, Number	Buying and restaurant	Responding to a story Animals		Body/Colours/People	Passports/Seaside/ Bastille Day
PSHE	Me, my friends and belonging	Keeping safe out and about.	Building healthy habits	What makes a community?	Mental health and wellbeing	Making choices online