Merton Bank Curriculum Overview - Spring 1 - Year 3

Subject	Stone Age Boy and The Iron Man History topic – Stone Age to Iron Age	
	National Curriculum	Activities
History	• Place the time studied on a time line. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research	Exploring timelines Comparing to our lives Exploring artefacts and sources
Geography	• UK Physical geography: rivers and use of the land – link to earliest settlements • Understand how land-use patterns changed over time- link to earliest settlements • Geographical skills and fieldwork ongoing.	Exploring early settlements
Science	• Can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Can 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.	Rocks and fossils
Spanish	1a Epiphany celebrations 1b Animals around us 2a Carnival & playground games • 2b Easter celebrations	Animals I like and don't like Carnival and playground games

Subject	Objectives	Topic

Computing	• To use keyboard commands to amend text on my device, including use of a spellchecker
	• To combine a mixture of text, graphics and sound to share my ideas and learning.
	• Publisher
	• Know how to layer objects and 'arrange' them e.g. move to back, move forwards etc.
	• Know how to – add shapes, insert tables, insert WordArt
	• Know how to format a table
	• Know how to export document as a PDF
	• Know how to print in multiple ways e.g. back to back. Booklet style
	• Know how to insert hyperlinks into the document
	• Know how to group and ungroup objects
	• To create different effects with different technology tools
	Moviemaker
	  • To know how to create/ record content
	  • To know how to create photographic content
	  • To create music to include in their movie
	  • Understand the importance of copyright and not publishing copyright material online
	  • Learn how to import media into the viewer
	  • Know how to drag and drop selected items to the storyboard/ timeline
	  • Know how to trim a video clip
	  • To know how to move clips/ media around on the timeline
	• To evaluate my work and improve its effectiveness
	• To use an appropriate tool to share my work online
		Multi-Media
		Publisher Document with hyperlinks and table
		Moviemaker storyboard

Art	• To create tints and tones of colours. • To experiment with a range of painting tools to create different textures. • Explain choices of tools / materials using annotation. • Write notes about likes and dislikes using reasons	Cave Art
PE	• Can perform actions, balances and body shapes and movements with control. • Can combine changing pathways and special awareness into elements of a sequence. • Can repeat their own sequences and combine with the work of others. • Identify aspects of their performance that need to be improved. • Plan a sequence of actions than can be performed alone or with a partner. • Can perform a movement phase with a beginning, middle and end.	Gymnastics
PSHE	New Year's Resolutions • Developing confidence and responsibility • Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements • Be able to face new challenges positively and know when to seek help National Number Day • Developing confidence and responsibility • Be able to identify the range of jobs carried out by people they know	Developing confidence and responsibility New Years Resolutions
RE	• know what is meant by discipleship • know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) • describe how and why Christians might try to follow the example of Jesus through mission and charity work • describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs • talk about what it means to have charisma • describe what makes a good leader and why people might want to follow him/her • discuss what motivates people to want to make a difference * reflect on their own leadership abilities • discuss their own desires to make a difference in the world/in their communities	Christianity- Jesus What does it mean to be a disciple of Jesus?