



Merton Bank Curriculum Overview - Spring 2 - Year 3



Subject	Stone Age Boy and The Iron Man History topic – Stone Age to Iron Age	
	National Curriculum	Activities
History	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Can observe and describe how seeds and bulbs grow into mature plants. Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Plants (Year 2 Catch up)
PE	<ul style="list-style-type: none"> Respond to music as a stimulus and use improvisation to create basic sequences of movements and ideas. Can perform with expression and show awareness of the music style. Can improvise to music to create movements that show understanding of mood/feeling. Create and link dance phrases with basic transitions. 	Dance
Art	<ul style="list-style-type: none"> To create a vessel using two joined thumb pots. Explain choices of tools / materials using annotation. Write notes about likes and dislikes using reasons 	Stone Age Clay Pottery

<p style="text-align: center;">Computing</p>	<ul style="list-style-type: none"> • To break an open-ended problem into smaller parts • To describe the algorithm I will need for a simple task • To detect a problem in an algorithm which could result in unsuccessful programming • To put programming commands into a sequence to achieve a specific outcome • To use repeat commands • To keep testing my program and can recognise when I need to debug it. <p>Scratch</p> <ul style="list-style-type: none"> • Start a new project • Add a characters and a background • Edit the colours and other features of characters or sprites. • Move blocks in the scripts area • Snap blocks together to combine commands • Use green flags to control algorithms. • Use blocks for movement in different directions controlled by the arrow keys • Move characters to a particular point • Use repeat blocks to control algorithms • Create a maze game 	<p>Programming Scratch -Simple maze game</p>
<p style="text-align: center;">Music</p>	<p>Playing</p> <ul style="list-style-type: none"> • Play and sustain a rhythmic ostinato • Maintain a part independently with rhythmic accuracy. • Read standard notation – crotchets, quavers, minims, semibreves and rests. <p>Composing</p> <ul style="list-style-type: none"> • Use notation to compose own ostinato • Choose and organise sounds in order to create a piece of programme music • Justify reasons for choices made in composing process. <p>Improvising</p> <ul style="list-style-type: none"> • Explore sounds before composing activity. 	<p>Glockenspiels</p>
<p style="text-align: center;">PSHE</p>	<p>Food groups (Science link)</p> <ul style="list-style-type: none"> • Y2 Healthy eating and exercise (catch up) • Developing a healthy, safer lifestyle • Make simple choices that improve their health and well being • Make sensible choices (food, games, television, money) <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> • Begin to make informed choices (food, exercise, lifestyle) 	<p>Developing a healthy, safer lifestyle Food groups (Vague link to Science)</p>
<p style="text-align: center;">RE</p>	<p>Year 2 Catch up</p> <ul style="list-style-type: none"> • suggest beliefs and values that might unite the Christian community • talk about why some Christians might think it is important to come together to worship God • identify symbols (images and actions) used in Christian worship • talk about how and why symbols might be used in Christianity • identify and describe features of a church • identify signs and symbols in the world around them • talk about the school logo – what values it might represent and how it might unite the school community • ask thoughtful questions about signs and symbols • talk about communities that they belong to – and how they show their commitment to these communities <p>Year 3</p> <ul style="list-style-type: none"> • know what Christians mean by the Holy Spirit • suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities • identify Christian values exemplified in the gifts/fruits of the Spirit • identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • describe how and why Pentecost is celebrated • describe why some Christians might take part in a procession of witness • describe aspects of being human that we should be proud of • discuss what it means to be a successful human – and the different measures of success that might be applied • discuss their own sense of value and what is good/unique about being them • reflect on the people that they value in their lives – and how they show their appreciation 	<p>Christianity- Church What unites the Christian community? (Core Christian beliefs and values, features of churches and Christian worship, meaning of community) What do Christians mean by the 'Holy Spirit'?</p>

