



Year Group - 3

Non-core curriculum coverage LONG TERM

The National Curriculum, and much more, is taught through Learning Experiences at Fishbourne. Each Learning Experience is rooted in just one or two areas of the curriculum, allowing children time to explore and develop key knowledge and skills in these areas. An exciting and engaging **hook** into learning makes the experience simply irresistible and the children know from the outset exactly what they are setting out to achieve in the form of an **End Goal**. The **steps of learning** are then personalised, taking into account the starting point of each child to achieve the highest possible quality outcome.

Learning Experiences are planned with each cohort in mind and vary each year to prevent them from becoming predictable! Please see below for the curriculum that will be covered in the year group you have selected:

| Science | Computing |
|---|---|
| Light Forces and Magnets Rocks Animals including humans Plants | We are programmers -Scratch We are bug fixers - Scratch We are presenters - Video and performance We are network engineers- School network and internet We are communicators - E-mail We are opinion pollsters - Data analysis |
| Art | Design Technology |
| 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. *sketchbooks to record their observations *review and revisit ideas *improve techniques including drawing, painting and sculpture *learn about great artists, architects and designers in history: Portraits - Cave paintings River courses - African textiles Plant life - Macintosh, William Morris Rocks - Land artists such as Andy Goldsworthy | Light - Lanterns - understand and use the properties of materials and the performance of structural elements to achieve functioning solutions. develop specifications to inform the design of innovative, functional, appealing product. Animals including humans - understand and apply the principles of a healthy and varied diet Stone-Age - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| RE | PSHCE |
| <i>Taken from the W Sussex Agreed Syllabus for RE:</i> Hinduism Christmas Faith in action Easter Parables of Jesus (However Year 4 now have this down to do?) We could do creation stories instead of one of these. | Seal - New beginnings Seal - Relationships Seal - Going for goals The earth in our hands Seal Good to be me Safety - Road safety Seal - Getting on and falling out Rights and responsibilities Seal - Changes Citizenship |

| History | Geography |
|--|--|
| <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Roman empire and its impact on Britain</p> | <p>Rivers - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p> <p>Romans - Describe and understand key aspects of human geography, 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> |
| PE | Music |
| <p>Ball skills - netball</p> <p>Dance</p> <p>Gym</p> <p>Invasion games - hockey</p> <p>Striking and fielding - rounders</p> <p>Athletics</p> <p>Swimming - autumn and spring terms</p> | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> |