

Year 3

**Curriculum
Plan.**



Year 3 Autumn 1

History

How did the lives of Ancient Britons change during the Stone Age?

How do people often imagine the Stone Age to be like?

- Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then
- Understand that Britain was once covered in ice.
- Know that the earliest settlers were hunter gatherers and lived in caves.
- Make deductions about lifestyle of Stone Age man from images.

Who left their footprints on the beach and what were they doing there?

- Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age
- Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today

What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?

- Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age

Why did Stone Age Britons spend most of their time living in camps rather than in caves?

- Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required

Why was the Red Lady of Paviland so important?

- Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence)

How were people living in Britain at the end of the Stone Age compared with the beginning?

- Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age

[Visit from specialist \(Durham University\)](#)

Geography

No Geography Unit

Science

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Relate the properties of rocks with their uses
- 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.

- Make careful observations, (different rock types)
- Set up simple comparative test- Permeability, hardness, acidity, different soil types (permeability)
- Recognise the difference between Manmade and natural rocks
- Measure using beakers and syringes- Permeability,
- Use presentations to report on findings from enquiries

Research Mary Anning

Technology

Mechanisms:Pneumatic Toys

Pupils examine pneumatic systems using syringes and balloons then apply their understanding of mechanical systems to create their own pneumatic toys.

Design

Generating and communicating ideas using sketching and modelling, using the views of others to improve their designs.

Make

Selecting appropriate materials and equipment for functional and aesthetic purposes.

Evaluate

Assessing how well their product works and if it matches their design.

Technical knowledge

Understanding how pneumatic systems work.

Computing

Real life algorithms

E-Safety

To build upon their understanding of e-safety and what it means.

Use of computer applications to design an e-safety message.

Use the internet to research safely.

To understand and use passwords effectively

Real life algorithms

To understand what an algorithm is.

Create a simple algorithm.

Apply coding knowledge to create a sequence that can be followed from input to output.

Art

Drawing - Line and shape - pencil, oil pastels, chalk, ink, pen, brushes.

- Experiment with the potential of various pencils (2B -HB) and charcoal to show tone, texture etc.
- Encourage close observation of objects in both the natural and man made world.
- Observe and draw simple shapes..
- Encourage more accurate drawings of people - particularly investigating proportions of the human body - body shape and movement in different positions/postures.
- Investigating light and shadow in own drawings.

Suggested Artists:

- Andy Warhol
- Paul Klee

PE

Invasion Games

Ball Skills-Invasion Focus

- Consolidate and improve the quality of their skills.
- Improve their ability to select and apply simple tactics.
- Work co-operatively in small groups

Recognise how a small game activity can be improved.

PE Specialist to teach and support when appropriate.

Swimming- Local pool instructor lead.

Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

Music

Let Your Sprit Fly

Listen and appraise

Musical activities

Performance

Mr Slade- Violin

RE

Belief

Authority

Expressions of Belief

Impact of Belief.

Note: Whole school approach to Christmas/Easter.

How and why is Christmas celebrated by Christians?

How and why is Easter celebrated by Christians?

How do Hindus worship?

Belief:

Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms:

- o the Trimurti (Brahma, Vishnu, Shiva)
- o male, female and animal deities as representations of God
- o the concept of avatars e.g. Rama, Krishna.

Authority:

- Introduction to sacred texts e.g. Vedas, Bhagavad Gita, Ramayana and how they are used by Hindus.

Expressions of Belief:

Worship at home and in the mandir to include puja, Arti/Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship.

The importance of music, dance, drama, artefacts, mantras, food, stories, customs in celebrations and worship.

The sacred thread initiation ceremony as an expression of commitment, religious identity, belonging.

Impact of Belief.

Introduction to how Hindu beliefs and values will affect views on moral issues e.g. the environment, care for others.

French

Je parle le français

(Unit 1)

Where is France?

-Geographical position. -How do you get there? -Capital city, monuments, governance, key cities and rivers, climate etc.

Revise from KS1 greetings, asking and answering names.

Revise from KS1 classroom commands e.g. Regardez, Ecoutez, Arrêtez, Levez-vous, Asseyez-vous, Répétez, Touchez Silence, Ecrivez, Marchez, Sautez, Tournez, Frappez etc.

Ask and answer questions about how they are.

-Say thank you.

- Numbers 1-12
- Reinforcement and consolidation of classroom object vocabulary
- Identify masculine, feminine and plural.
- Introduce mon, ma, mes.
- Write sentences describing classroom, pencil case, bag etc

PSHCE

Being Me in My World

- Getting to know each other
- Our nightmare school
- Our dream school
- Rewards and consequences
- Our learning charter
- Owning our learning charter

Year 3 Autumn 2

History

No History Unit

Geography

How and why is my local environment changing?

Why do places change?

- Identify, describe and give reasons for why environments change
- Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life

How has my local area changed in the past?

- Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment

How did my local area change as a result of World War I?

- Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual

How and why does the quality of the environment change in my local area?

- Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations

How do NASA satellite images inform us of environmental change on a global scale?

- Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world

Science

Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (design a poster about the sun)
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change
- Understand refraction and reflection using mirrors and prisms.
- Set up a simple fair test (how light moves, how to make shadow, move a shadow and split/reflect light).

- Make systematic and careful observations and measurements.
- Record in a table

Make predictions for further values

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Technology

No Technology Unit

Computing

Programming Scratch Maze –

To understand and apply simple programming

Be able to design and apply a simple programme to control and stimulate a physical system.

To understand debugging and its effects on an algorithm.

Build adventure maze games and design your own levels, characters and objects to collect.

Art

Colour - pigment – paint, inks, pastels, etc and tools to apply colour – brushes, sponges, straws etc

- Extend exploring colour mixing to applying colour mixing.
- Make colour wheels to show primary and secondary colours.
- Introduce different types of brushes for specific purposes.
- Begin to apply colour using dotting, scratching, blocking, splashing to imitate an artist.
- Use of IT computer generated imagery to create colour pattern work
 - Cave paintings
 - Designing Christmas Cards
- Responses to music

Suggested Artists:

- Pollock
- Clarice Cliff (artist and ceramicist)

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PE

Gym Unit- Year 3 PE hub unit 1

Devise simple sequences using compositional ideas

Master basic movements including leaping, jumping, balancing and stretching
Work collaboratively to adapt, change and improve individual sequence

Modify actions independently using different pathways, directions and shapes
Consolidate and improve quality of movements and gymnastics actions
Relate strength and flexibility to the actions and movements they are performing
To use basic compositional ideas to improve sequence work—unison

Swimming

Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

Music

Explore and create a group instrumental using classroom objects- linked to stone age using basic objects.

Christmas production

Sing simple songs from memory with accuracy of pitch- understand the importance of articulating words

Listen carefully to attention to detail

Mr Slade- Violin practice

RE

Belief

Authority

Expressions of Belief

Impact of Belief.

How do Hindus worship cont.

How and why is Advent important to Christians?

Developing understanding of the nature of God and key Christian beliefs: Creation, Incarnation, Salvation.

Belief:

- Introduction to God as Trinity (Father, Son, Holy Spirit): creator God, saving God, powerful God.
- Jesus as the Son of God

Authority:

- The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today.
- The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.
- The role of clergy in local and national churches

Expressions of Belief:

- The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost.
- How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. liturgical colours, special clothes, cross, candle, the rosary, praying hands, kneeling, raising hands, statues, banners, windows, altar and pulpit cloths.

Impact of Belief:

- How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.
- How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes by showing love, forgiveness, charity e.g. work of local churches, Christian charities such as CAFOD, Christian Aid, Salvation Army and individuals.

French

Christmas Unit Je parle français

Understand 'combien de'

How French children celebrate Christmas.

Naming, reading and writing vocabulary associated with Christmas e.g. Noël, une chaussette, papa Noël, père Noël, un bonhomme de neige une étoile, une bougie, un rouge gorge, un arbre de Noël etc.

PSHCE

Celebrating Difference

- Families
- Family conflict
- Witness and feelings
- Witness and solutions
- Words that harm
- Celebrating difference: compliments

Year 3 Spring 1

History

What is the secret of the standing stones?

Why did the Stone Age come to an end about six thousand years ago?

- Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain
- Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age

Why was the Amesbury Archer so important?

- Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer
- Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain

Why do people build monuments?

- Identify, describe and explain the purpose of monuments, both historically and modern day
- Demonstrate understanding through explaining the significance of a monument either in the local area as part of a local investigation and/or a monument of global importance (see also possible homework activities)

Why did Bronze Age people build monuments at Merrivale?

- Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout
- Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale
- Suggest and describe possible additional wooden and cloth features of the stone monuments at Merrivale and justify their choice
- Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age

Who was buried in the cist at Merrivale?

- Based on their knowledge with additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief

Geography

No Geography Unit

Science

Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Investigation skills.

- Recognise difference between push and pull as forces.
- Identify and use vocabulary to describe movements
- Measure length
- Uses of magnets
- Forces and everyday life.
- Set up a simple fair-test.
- Identify changes related to scientific ideas.
- Use results to draw simple conclusions.
- Provide an oral explanation of findings.

Make systematic and careful observations

Technology

Structures: Castles

Pupils learn more advanced construction techniques and plan for complex arrangements of structures with continual emphasis on evaluating throughout.

Design

Planning for manufacture.

Establishing and using a design criteria to help focus and evaluate their work.

Make

Using more demanding practical skills (paper engineering/paper folding techniques).

Evaluate

Evaluating as they work.

Evaluating their own and other's final product.

Technical knowledge

Application of prior knowledge and increasing knowledge of net

Computing

Databases-

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Use of accessible programmes to show data

Collect, present and evaluate data.

Art

Texture

- collage, weaving, threads, fibres, fabrics, surfaces, wood, clay

-Build on all previous experiences.

-consolidate the awareness of the nature of materials and surfaces eg. fragile, tough, durable.

-Use colour to express an idea in fabric/collage - seasons, moods, or create a picture - swamp, seascape.

Suggested Artists

Contemporary textile artists e.g. Alison King

Andy Goldsworthy

PE

Dance

Story as a stimulus- Matilida

Develop and perform simple routines

Perform to an audience

Practise different sections of a dance aiming to put together a performance

Perform using facial expressions

Perform with a prop

Net Wall Games-

Focus net wall and court games

Play in competitive games developing simple tactics

Master basic movements including hitting, returning, moving to return

Work collaboratively to use basic tactics

To identify and describe some rules of net, wall and court games.

To serve to begin a game

To explore forehand hitting

Music

Three little birds

listen with attention to detail and recall sounds with increasing aural memory

Listen and appraise
Musical activities
Performance
Mr Slade- Violin

RE

Belief

Authority

Expressions of Belief

Impact of Belief.

What can we learn about Christian worship and beliefs by visiting churches?

Belief:

- The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives. Shown through metaphors for God (e.g. God as Potter, Father, Rock, Shepherd, Shield) and through stories, symbols, art, icons.
- Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].

Authority:

- How the Bible is used in private and communal worship and everyday living.
- The ministry of Jesus and Christian beliefs about Jesus:

o Jesus as teacher - including selected parables

o Jesus as miracle worker - healing miracles, nature miracles

o Jesus having power to change lives e.g. disciples

Expressions of Belief:

- Introduction to diversity of practice in worship in different churches.
- How commitment, belonging and religious identity are expressed through rituals and ceremonies e.g. first communion, confirmation, membership ceremony.
- The significance of Cathedrals (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage.

Impact of Belief:

- How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.
- How Christians today live by a moral code based on the teaching of Jesus (love God and love your neighbour as yourself) and how this is demonstrated through their actions and attitudes by showing love, forgiveness, charity e.g. work of local churches, Christian charities such as CAFOD, Christian Aid, Salvation Army and individuals.
- How Christians show commitment and belonging to the Christian community e.g. going to worship, voluntary work within the church, giving money.

French

Unit 2 – Je me présente'

-Numbers 13-20

Where do you live?

-Say where they live and asking others where they live

-Say which country they live in and which (main) language they speak

-Say the names of the countries surrounding France

Asking and answering questions orally and in written form

PSHCE

Dreams and Goals

- Dreams and goals
- My dreams and ambitions
- A new challenge
- Our new challenge
- Our new challenge – overcoming obstacles
- Celebrating my learning

Year 3 Spring 2

History

No History Unit

Geography

Why do the biggest earthquakes not always cause the most damage?

Why won't Paula and Richard forget 22 February 2011?

- Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources

How has New Zealand been affected by earthquakes in the past?

- Observe and record the distribution of earthquakes in New Zealand over the past two hundred years

Why does New Zealand have so many earthquakes?

- Identify, describe and explain the causes of earthquakes
- Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world

Why don't the largest earthquakes always cause the most death and destruction?

- Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction

Why do most volcanoes happen in the same places as earthquakes?

- Identify, describe and explain the causes of volcanoes
- Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand

Science

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Investigation Skills

- Set up a simple practical enquiry.
- Make systematic and careful observations.
- Gather and record data.
- Use results to draw simple conclusions.
- Use straightforward scientific evidence to answer questions or to support their findings.

Technology

Food: Eating Seasonally

Pupils learn about seasonality and about how the climate the food is grown in can alter the way it tastes. Make a crumble and tart using seasonal ingredients.

Design

Designing to a criteria.

Make

Safely preparing fruit and vegetables.

Follow a recipe.

Evaluate

Tasting and evaluating their desert.

Technical knowledge

Knowing what foods are in season and when.

Understanding the benefits of foods by their colour.

Knowing how climate alters the sweetness of foods.

Computing

Lego-Wedo Controlling Machines

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Children are introduced to various mechanisms used in fairground rides. They will consider how they are controlled and how they move. They will build various rides out of Technic Lego then write and debug programs to control the rides.

Art

Form- 3D experience

Rigid and malleable materials

-Use the equipment and media with increasing confidence.

-Shape, form, model and construct from observation and / or imagination with increasing confidence.

-Plan and develop ideas in sketchbook and make simple choices about media.

-Have an understanding of different adhesives and methods of construction

-Begin to have some thought towards size

-Simple discussion about aesthetics

Suggested Artists:

William Heatherwick – How can a strip of folded paper lead to the design of a functional object.
Anthony Gormaly- Sculptures

PE

Gymnastics

Perform with control and confidence a range of basic actions
Develop a broader range of new actions
Work individually to improve a sequence

Identify similarities and differences in sequences
Develop body management over a range of floor exercises
Attempt to bring explosive moves into floor work through jumps and leaps
Show increasing flexibility in shapes and balances

Net Wall Games-

Focus net wall and court games
Play in competitive games developing simple tactics
Master basic movements including hitting, returning, moving to return
Work collaboratively to use basic tactics
To identify and describe some rules of net, wall and court games.
To serve to begin a game
To explore forehand hitting

Music

Ukulele

- parts of ukulele
- notation of strings
- open string strumming/plucking
- C chord

Listening focus:

Listen with attention to detail:

- to a variety of ukulele performers using a wide range of styles
- classical music from the 'Ten Pieces' collection(link with art work)

Singing and Performance

Singing a variety of songs, some
topic linked.

RE

Belief

Authority

Expressions of Belief

Impact of Belief.

What do Christians remember on Palm Sunday?

Belief:

- Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].
- The nature of God as Creator, Just, Ruler, Loving, Holy, Powerful, God who provides and forgives.

Authority:

- The Bible as the sacred book, the 'Big Picture' story of the Bible in showing God's relationship with humanity: Creation and Fall, Incarnation, Salvation; its importance and impact for Christians today.
- The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.

Expressions of Belief:

- The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost.

Impact of Belief:

- How belief in God will affect Christians e.g. their belief in life after death, going to church, praying.
- Introduction to how Christian values will affect views on moral issues e.g. the environment, care for others.

French

Unit 2 – Je me présente'

Days of the week

-Written descriptions of the weather

-Asking and answering questions

Alphabet

PSHCE

Healthy Me

- Being fit and healthy
- Being fit and healthy
- What do I know about drugs
- Being safe
- Being safe at home
- My amazing body

Year 3 Summer 1

History

How do artefacts help us to understand the lives of the people in the Iron Age?

How can we recognise Iron Age hill forts today?

- Understand that Celts lived during the Iron Age, from about 600 BC to 43 AD – the time when iron was discovered and used.
- Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today

What might hill forts have looked like when they were first built?

- Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art and culture etc.
- Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included
- Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence
- Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them
- Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art and culture etc.

How do we know that life wasn't always very peaceful in the Iron Age?

- Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time

What were stators and how did Iron Age people use them?

- Recognise and describe the importance of Iron Age stators and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago

Why have so many wonderful Iron Age artefacts been found underwater?

Recognise a range of reasons for a magnificent Iron Age shield being in the River Witham and synthesise these reasons into an explanation

Geography

No Geography Unit

Science

Animals including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Prior knowledge practical assessment.
- Identify key bones.
- Importance of a skeleton and muscle linked to their functions.
- Report on findings from enquiries.
- Use evidence to answer questions.

Technology

Textiles: Cushions

Pupils learn to sew, cross stitch and applique and then apply this to the design and the creation of a cushion.

Design

Designing for a purpose.

Make

Sewing, cross stitch and using applique.

Evaluate

Compare to designs.

Technical knowledge

Construction of cushions.

Understanding that fabrics can be layered for effect.

Knowing different stitch types.

Computing

Communication and collaboration-

- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

[Understand and apply knowledge to Google docs](#)

Art

Pattern

- painted, printed, rubbed, imprinted, embossed, etc

- Search for pattern around us in world, pictures, objects.
- Use the environment and other sources to make own patterns.
- Use sketchbooks to design own motif to repeat.
- Creating individual and large scale group works

PE

Dance-

Develop and perform simple routines

Perform to an audience

Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies

Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.

Striking and Fielding games- Cricket

Play in competitive games developing simple tactics.

Master basic movements including running, throwing, catching and striking

Work collaboratively to use basic tactics for batting and fielding

To be able to adhere to some of the basic rules of cricket

To develop a range of skills to use in isolation and a competitive context

To use basic skills with more consistency including striking a bowled

Cricket festival

Music

Ukulele

- parts of ukulele
- notation of strings
- open string strumming/plucking
- C chord

Listening focus:

Listen with attention to detail:

- to a variety of ukulele performers using a wide range of styles
- classical music from the 'Ten Pieces' collection(link with art work)

Singing and Performance

Singing a variety of songs, some topic linked.

RE

Belief

Authority

Expressions of Belief

Impact of Belief.

What do Hindus believe?(continued into Summer 2).

Belief:

- The nature of God as expressed in murtis (images), pictures, symbols, Aum.
- Introduction to belief in atman, karma, ahimsa, reincarnation.

Authority:

- Traditional Hindu stories with a moral and their significance for Hindus e.g. the story of Rama and Sita in the Ramayana (good wins over evil, the value of loyalty, sacrifice and love).

Expressions of Belief:

- How beliefs and feelings are expressed through the communal celebrations of Diwali, Holi.
- The role of pilgrimage, how beliefs are expressed through visits to sacred sites e.g. Varanasi on the River Ganges.

Impact of Belief:

- How belief in karma has impact on behaviour and actions e.g. Seva (service for others).
- How belief in ahimsa has an impact on behaviour and actions e.g. non-violence, vegetarianism/food laws.

French

Unit 3 - Ma Famille

Numbers 21-30

Describing members of the family

Reading and writing a letter about my family

Asking and answering questions

PSHCE

Relationships

- Family roles and responsibilities
- Friendship
- Keeping myself safe
- Being a global citizen 1
- Celebrating my web of relationships

Year 3 Summer 2

History

No History Unit

Geography

Why do so many people live in megacities?

What are megacities and where are they located?

- Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density
- Describe and begin to explain the distribution of megacities across the continents of the world

Why did Baghdad become the first city in the world with one million people?

- Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants

Why is Milton Keynes the United Kingdom's fastest-growing city?

- Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country
- Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom

: How do the advantages of living in cities compare with the disadvantages?

- Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant

Science

Wow Science

This unit allows the children an opportunity to develop and apply their scientific skills and build on prior knowledge. The children are to devise their own Science investigation 'WOW' Science.

- Make accurate measurements.
- Repeat measurements when required.
- Select equipment to address a question.
- Identify patterns in observations and use these to draw conclusions.
- Identify patterns in results in different formats (e.g. bar and line graphs)
- Explain differences in repeated measurements.
- Use scientific evidence to draw conclusions.
- Find patterns in results.
- Draw conclusions from data shown in a line graph.
- Evaluate the methods used throughout the previous science investigations.
- Draw conclusions from all the scientific evidence.

Technology

Electrical Systems: Static Electricity

Pupils are introduced to static electricity and observe the effects of it on different objects before designing and making a simple game which uses static electricity.

Design

Using design criteria to develop ideas.

Make

Using electrostatic energy to move objects in isolation as well as part of a system.

Evaluate

Evaluate and adapt designs.

Technical knowledge

Understanding what static electricity means and how to generate it.

Knowing what a target audience is.

Computing

Building Retro Games (Pac-Man – Scratch Jnr)

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

[A unit to extend understanding of Scratch Junior](#)

Art

Learning about great artists, architects and designers in history.

· Creating individual and large scale group works

· Create a portfolio of a famous artist or architects

PE

Striking and Fielding games-

Rounders focus

Play in competitive games developing simple tactics

Master basic movements including running, throwing, catching and striking

Work collaboratively to use basic tactics for batting and fielding.

To be able to play simple rounders games

To apply some rules to games

To develop and use simple rounders skills

Athletics-

Compete against self and others developing simple technique

Master basic movements including running, throwing and jumping

Work collaboratively and individually to help improve self and others

Control movements and body actions in response to specific instructions

Demonstrate agility and speed

Jump for height and distance with control and balance

Throw with speed and power and apply appropriate force

Music

Learning to sing, play, improvise and compose using:

- Ukulele - consolidate playing
- Listen and appraise variety of classical pieces.

- Children will continue to learn a variety of songs taken from:
 'The Singing Strategy'
 Children will learn and perform a variety of songs linked to their topic work on WW2

Mozart

Read the story about the magic flute and listen to the operatic songs.

RE

Belief

Authority

Expressions of Belief

Impact of Belief.

French

Unit 3 - Ma Famille

Colours and preferences

Asking and answering questions

PSHCE

Changing Me

- How babies grow
- Gender
- Family stereotypes
- Looking ahead