

Curriculum Planning Grid Y3 (December 2020)

	Science	CCL	Discrete Units	Computing	Music	P.E	R. E	RESPECT
Aut 1	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>-Understand that we need light in order to see.</li> <li>-Experiment how light travels using reflections.</li> <li>-Recognise how shadows are formed.</li> <li>-Investigate how shadows change in size.</li> </ul>		<p><b><u>Puppets</u></b> DT</p> <ul style="list-style-type: none"> <li>-Explore puppets and materials.</li> <li>-Design their own puppet in groups.</li> <li>- Make their own puppets.</li> <li>- Evaluate puppets.</li> <li>-Perform with peers.</li> </ul>	<p><b><u>E-safety</u></b></p> <ul style="list-style-type: none"> <li>-Helping pupils to stay safe online.</li> <li>-Remembering not to give out personal details and to tell an adult if they feel uncomfortable when using the internet.</li> </ul>	<p><b><u>Charanga – Let your spirit fly. (RnB song for children.)</u></b></p> <p>Recapping on known vocabulary and linking to the song.</p> <p>Listening and appraising.</p> <p><b><u>Composer of the Year</u></b></p> <p>Researching Beethoven and building up a fact file of his life.</p>	<p><b><u>Net and court games</u></b> <b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>-Basic ball handling.</li> <li>-Dribbling, passing, shooting, marking.</li> </ul> <p>A range of mini games/races involving these skills.</p> <p><b><u>Dance – Fitness DVD</u></b></p> <ul style="list-style-type: none"> <li>-Take part and review a variety of commercially produced fitness DVDs.</li> <li>-In small groups, chn create their own sequence of movements to music in order to create a fitness DVD.</li> </ul>	<p><b><u>Big Question – ‘How do Jews remember God’s covenant with Abraham and Moses?’</u></b></p> <ul style="list-style-type: none"> <li>- What is a covenant and what was the covenant that God made with Moses and Abraham?</li> <li>-Exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action</li> <li>- Moses as a key leader in the Jewish tradition</li> </ul>	<p><b><u>Families and people who care for me</u></b></p> <p>Pupils will learn that families are important for children growing up because they can give love, security and stability. They will learn the characteristics of healthy family life, including in times of difficulty.</p> <p>They will also learn that others’ families sometimes look different from their family but that they should respect those differences.</p>

Aut 2	<p><b><u>Magnets</u></b></p> <ul style="list-style-type: none"> <li>-Compare how things move on different surfaces (pushes, pulls and friction)</li> <li>-Magnets pull towards each other or repel.</li> <li>-Investigate everyday materials which repel or attract with a magnet.</li> </ul>	<p><b><u>All Around the World</u></b> Geography</p> <ul style="list-style-type: none"> <li>-Locating continents and oceans on a World map.</li> <li>-Looking at Northern and Southern hemisphere and equator. Link this to use of an 8 point compass.</li> <li>-Using atlases to locate 8 European countries: England Scotland Wales Ireland France Italy Switzerland Spain and their capital cities.</li> <li>-Look at famous landmarks within 8 chosen European countries</li> <li>-Comparing Switzerland and Mexico by looking at human and physical features.</li> </ul>		<p><b><u>Purple Mash Unit</u></b> <b><u>3.1 – Coding</u></b></p> <p>To review coding vocabulary that relates to Object, Action, Output, Control and Event.</p> <p>To understand what is meant by ‘algorithm’ and write a code that follows the algorithm.</p> <p>To design and write a program that simulates a physical system.</p>	<p>Listening to a range of famous music pieces composed by Beethoven.</p> <p><b><u>Vocabulary</u></b></p> <p>Have an understanding of new vocabulary (pentatonic scale, ostinato, solo, melody, performing) and to able to refer to this when listening to and appraising a range of music.</p> <p><b><u>Composer of the Year</u></b></p> <p>Researching Beethoven and building up a fact file of his life.</p> <p>Listening to a range of famous music pieces composed by Beethoven.</p>	<p><b><u>Hockey (outdoor)</u></b></p> <ul style="list-style-type: none"> <li>-learn how to hold and control the hockey stick using simple skill-based games</li> <li>-Working in pairs and small groups on dribbling, passing and target shooting.</li> </ul> <p><b><u>Gymnastics (indoor)</u></b></p> <ul style="list-style-type: none"> <li>-Focus on symmetry and asymmetry.</li> <li>-Look at what symmetry/ asymmetry is and how they can put their bodies into these shapes.</li> <li>-Put together routines in pairs to different genres of music which include symmetrical and asymmetrical balances.</li> </ul>	<p><b><u>Big Question – ‘How do Jews remember God’s covenant with Abraham and Moses?’</u></b></p> <ul style="list-style-type: none"> <li>-Why is Pesach important to Jewish people?</li> <li>-What happened at the first Pesach?</li> <li>-How do Jews celebrate Pesach today?</li> <li>-Why do Jews celebrate Pesach today?</li> <li>-The Torah as sacred text, festivals and the weekly celebration of the Shabbat.</li> </ul>	<p><b><u>Respectful relationships</u></b></p> <p>Pupils will learn about different types of bullying (including cyberbullying), the impact of bullying and how to get help.</p> <p><b><u>Online relationships</u></b></p> <p>Pupils will learn that the same principles apply to online relationships as to face-to-face relationships, the rules for keeping safe online, how to recognize risks, harmful content and how to report them.</p> <p><b><u>Internet safety and harms</u></b></p> <p>Pupils will learn how to consider the effect of their online actions on others and know how to recognize and display respectful behaviour online and the importance of keeping personal information private.</p>
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**Magnets**

- Compare how things move on different surfaces (pushes, pulls and friction)
- Magnets pull towards each other or repel.
- Investigate everyday materials which repel or attract with a magnet.

**All Around the World**

Geography

- Locating continents and oceans on a World map.
- Looking at Northern and Southern hemisphere and equator. Link this to use of an 8 point compass.
- Using atlases to locate 8 European countries:  
England  
Scotland  
Wales  
Ireland  
France  
Italy  
Switzerland  
Spain  
and their capital cities.
- Look at famous landmarks within 8 chosen European countries
- Comparing Switzerland and Mexico by looking at human and physical features.

**Computing**

Purple Mash – touch typing.

This unit of work uses 2Type and is designed to help the children learn the basics of quick and efficient typing.

**Charanga – Three Little Birds**

Recapping on known vocabulary and linking to the song.

Listening and appraising.

**Composer of the Year**

Researching Beethoven and building up a fact file of his life.

Listening to a range of famous music pieces composed by Beethoven.

**Vocabulary**

Have an understanding of new vocabulary (pentatonic scale, ostinato, solo, melody, performing) and to be able to refer to this when listening to and appraising a range of music.

**Spring 1 Orienteering**

- Focus on navigating using a map and compass.
- Linked to our CCL topic of 'Around the World' where we will be looking at the 8 points of a compass and what a compass is used for.
- Focus on teamwork skills to reach a shared goal.

**Dance**

- Create a perform dances in groups using a range of different levels, directions and smooth transitions.
- Looking at dances from different cultures to inspire.
- Remembering routines in order to perform to an audience.

**How are beliefs expressed through arts?**

- What is spirituality?
- How do Christians use visual art?
- How do muslims use words to express their beliefs?
- How can music inspire us?
- How can dance express faith?

<p>Spr 2</p>	<p><b><u>Spring 1 and 2</u></b>  Animals inc.  humans</p> <p>-Identify amount of nutrition needed for animals including humans.  -Look at skeletons and muscle groups and their function.  -Locate main organs and their functions within the human body.</p> <p>See above</p>	<p><b><u>Spring 1 and 2</u></b>  <u>Dinosaurs</u>  Science  Art</p> <p>- Share books and discuss what chn already know about dinosaurs and what they would like to know.  -Research and compare dinosaur time periods.  -Use pictures of dinosaur skeletons to help making dinosaur skeletons using art straws.  -Look at changes in dinosaur time periods.</p> <p>See above</p>		<p><b><u>Coding</u></b></p> <p>Children will develop an understanding of coding and design and produce their own program including variables</p>	<p><b><u>Charanga – The Dragon song</u></b></p> <p>-Chn play using note G, A and B.  -Look at pieces of music and play and improvise using notes G, A, B and C  -Chn pull together skills learnt throughout and compose music on screen.</p>	<p><b><u>Spring 2</u></b></p> <p><b>Net and Court – tennis</b></p> <p>-Practising different throwing and catching skills.  -Learning how to strike a ball with a racket in a specific direction  -Working on reaction speeds to a ball  -Working on the balance and control of a ball</p> <p><b>Dance (continuing from Spr 1)</b></p> <p>-Create a perform dances in groups using a range of different levels, directions and smooth transitions.  -Looking at dances from different cultures to inspire.  -Remembering routines in order to perform to an audience.</p>	<p><b>What do Christians believe about a good life?</b></p> <p>-Learning about the bible and the teachings in the old testament.  -Look at different stories in detail from the old testament</p> <p>-Noah’s Ark  -Feeding the five thousand  -Parable of the good Samaritan  -Parable of the prodigal son  -Story of Zaccheus</p> <p>-Looking at how Jesus healed others.</p>	
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<p>Sum 1</p>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>-Identify and describe different part of flowering plants.</li> <li>-Explore requirements a healthy for plant's life and growth.</li> <li>-Water transportation.</li> <li>-Life cycle of a flowering plant including seed dispersal.</li> </ul>	<p><b><u>Vikings</u></b> History</p> <ul style="list-style-type: none"> <li>-Day visit to Jorvik.</li> <li>-Analysing pictures to find out who the Vikings were and how they lived.</li> <li>-Look at individual artefacts and discuss what we can learn from them.</li> <li>-Look at how and why Vikings invaded Britain and how they settled.</li> <li>-Find out about Alfred the Great and how his decisions affected the UK.</li> </ul>	<p><b><u>DT – cooking</u></b></p> <ul style="list-style-type: none"> <li>-Honey, oat and cinnamon cakes linked to Viking topic.</li> </ul>	<p>??</p>	<p><b><u>Charanga – Bringing us together</u></b></p> <ul style="list-style-type: none"> <li>-Learning to sing the song and using the words/ messages in the song to create choreography to perform while singing.</li> <li>-Chn play using notes C, G and A.</li> <li>-Split chn into 3 groups and work of variations of one group playing the instrument using notes C,G,A, one group singing and one group improvising the choreography.</li> </ul>	<p>Gymnastics / position and direction (maths link)</p> <p>Cricket/rounders</p>	<p><b>Creation Stories</b></p> <ul style="list-style-type: none"> <li>-The Jewish creation story and what it tells us.</li> <li>-How creation stories allow us to think about our world.</li> <li>-Comparing creation stories from different faiths.</li> <li>-How do creation stories help us understand our responsibilities to look after the world?</li> <li>-Why are creation stories important and relevant today?</li> </ul>	
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<p>Sum 2</p>	<p><b><u>Rocks and soils</u></b></p> <ul style="list-style-type: none"> <li>-Compare and groups rocks based on their appearance and properties.</li> <li>-Look at how fossils are formed.</li> <li>-Recognise that soils are made from organic matter.</li> </ul>	<p><b><u>Chocolate</u></b> History Geography</p> <ul style="list-style-type: none"> <li>-Trip to the Industrial museum in Halifax.</li> <li>-Locating Mayan civilization and finding out about how they lived.</li> <li>-Comparing Mayan life with Viking life and noticing that they were in the same time period.</li> <li>-Chn recreate fresco artwork as seen in Bonampak.</li> </ul>		<p>???</p>	<p><b><u>Charanga – Reflect, Rewind and Replay</u></b></p> <ul style="list-style-type: none"> <li>-Consolidating the learning that has occurred during the year.</li> <li>-Revisiting the songs and musical activities.</li> <li>-Listen and Appraise Classical music</li> <li>-Continue to embed the foundations of the interrelated dimensions of music using voices and instruments <ul style="list-style-type: none"> <li>- Singing</li> <li>- Play instruments within the song</li> </ul> </li> <li>- Improvisation using voices and instruments</li> <li>- Composition</li> <li>- Share and perform the learning that has taken place</li> </ul>	<p>Athletics</p>	<p><b>Who can inspire us?</b></p> <ul style="list-style-type: none"> <li>-Looking at people who inspire us.</li> <li>-What makes a good leader?</li> <li>-Looking at characteristics of a good leader and what makes them so inspirational.</li> <li>-Look in detail at Jesus as a religious leader.</li> <li>-Looking in detail at The Prophet Muhammed as a religious leader.</li> <li>-Looking in detail at Moses as a religious leader.</li> <li>-Compare religious leaders to modern day leaders.</li> </ul>	
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