Curriculum Planning Grid Y3 (May 2021)

	Science	CCL	Discrete Units	Computing	Music	P.E	R. E	RESPECT
Aut 1	**Light** -Understand that we need light in order to see. -Experiment how light travels using reflections. -Recognise how shadows are formed. -Investigate how shadows change in size.		**Puppets** DT -Explore puppets and materials. -Design their own puppet in groups. - Make their own puppets. - Evaluate puppets. -Perform with peers.	**E-safety** -Helping pupils to stay safe online. -Remembering not to give out personal details and to tell an adult if they feel uncomfortable when using the internet.	**Charanga – Let your spirit fly. (RnB song for children.)** Recapping on known vocabulary and linking to the song. Listening and appraising. **Composer of the Year** Researching Beethoven and building up a fact	**Net and court games Basketball** -Basic ball handling. -Dribbling, passing, shooting, marking. A range of mini games/races involving these skills. **Dance – Fitness DVD** -Take part and review a variety of commercially produced fitness DVDs. -In small groups, chn create their own sequence of movements to music in order to create a fitness DVD.	**Big Question – 'How do Jews remember God's covenant with Abraham and Moses?'** - What is a covenant and what was the covenant that God made with Moses and Abraham? -Exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action - Moses as a key leader in the Jewish tradition	**Families and people who care for me** 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. They will also learn that others' families sometimes look different from their family but that they should respect those differences.

| Aut 2 | **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 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. | | **Purple Mash Unit 3.1 – Coding**

To review coding vocabulary that relates to Object, Action, Output, Control and Event.

To understand what is meant by 'algorithm' and write a code that follows the algorithm.

To design and write a program that simulates a physical system. | 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 able to refer to this when listening to and appraising a range of music.

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. | **Hockey (outdoor)**
-learn how to hold and control the hockey stick using simple skill-based games
-Working in pairs and small groups on dribbling, passing and target shooting.

Gymnastics (indoor)
-Focus on symmetry and asymmetry.
-Look at what symmetry/ asymmetry is and how they can put their bodies into these shapes.
-Put together routines in pairs to different genres of music which include symmetrical and asymmetrical balances. | **Big Question – 'How do Jews remember God's covenant with Abraham and Moses?'**

-Why is Pesach important to Jewish people?
-What happened at the first Pesach?
-How do Jews celebrate Pesach today?
-Why do Jews celebrate Pesach today?
-The Torah as sacred text, festivals and the weekly celebration of the Shabbat. | **Respectful relationships**
Pupils will learn about different types of bullying (including cyberbullying), the impact of bullying and how to get help.
Online relationships
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.
Internet safety and harms
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. |

Spr 1	Magnets	All Around the World		Computing	Charanga – Three Little Birds	Spring 1 Orienteering	How are beliefs expressed through arts?	Living in the Wider World
	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. **Spring 1 and 2** Animals inc. humans -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.	**All Around the World** Geography -Locating continents and oceans on a World map. -Looking at Northern and Southern hemisphere and equator. Link this to 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 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 if 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?	**Living in the Wider World** **Belonging to a community** - Chn learn about the values of rules and laws, rights, freedoms and responsibilities. **Media Literacy and Digital Resilience** - Chn learn how the internet can be used positively for leisure, school and work. - Chn will learn strategies to recognise whether something they see online is accurate. - Learn how to make safe reliable choices from search results.

Spr 2	**Spring 1 and 2 Animals inc. humans**	**Spring 2 Dinosaurs**		**Computing Email**	**Charanga – The Dragon song**	**Spring 2**		**Media Literacy and Digital Resilience**
	-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. **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.	Science Art - 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 dinosaurs to help sketch and sculpt our own dinosaurs. -Look at changes in dinosaur time periods.		-Chn will think about different methods of communication. -To open and respond to an email using an address book. -To learn how to use email safely. -To add an attachment to an email. -To explore a simulated email scenario	-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. Focus on listening and appraising (COVID). **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. Focus on key vocabulary for Y3.	**Net and Court – tennis** **-**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 **Dance (Dinosaur link)** -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.	**What do Christians believe about a good life?** -Learning about the bible and the teachings in the old testament. -Look at different stories in detail from the old testament -Noah's Ark -Feeding the five thousand -Parable of the good Samaritan -Parable of the prodigal son -Story of Zaccheus -Looking at how Jesus healed others.	- Chn learn how the internet can be used positively for leisure, school and work. - Chn will learn strategies to recognise whether something they see online is accurate. - Learn how to make safe reliable choices from search results. **Money and work** - Chn will learn about different jobs and skills. - Learn about job stereotypes and about setting personal goals.

Sum 1	Plants	Spring 2 Dinosaurs	DT – cooking	Computing	Charanga – Bringing us together	Gymnastics / position and direction		RESPECT	French
	-Identify and describe different part of flowering plants. -Explore requirements a healthy for plant's life and growth. -Water transportation. -Life cycle of a flowering plant including seed dispersal.	**Art** -Use pictures of dinosaurs to help sketch and sculpt our own dinosaurs. **Vikings** History -Day visit to Jorvik. (Not this year due to COVID). -Analysing pictures to find out who the Vikings were and how they lived. -Look at individual artefacts and discuss what we can learn from them. -Look at how and why Vikings invaded Britain and how they settled. -Find out about Alfred the Great and how his decisions affected the UK.	-Honey, oat and cinnamon cakes linked to Viking topic.	Branching Databases - Sorting objects using just 'yes' or 'no' questions. - To complete a branching database using 2Question. - To create a branching database of their choice.	-Learning to words to the song and using the words/ messages in the song to create choreography to perform while listening. -Chn play using notes C, G and A. -Split chn into 3 groups and work of variations of one group playing the instrument using notes C,G,A,.	- Recap symmetrical and asymmetrical balances. - Focus on direct and position and putting together sequences. **Cricket** Running, jumping, throwing and catching skills. -Practising overarm bowling techniques and field techniques.	**What do Christians believe about a good life?** -Learning about the bible and the teachings in the old testament. -Look at different stories in detail from the old testament -Noah's Ark -Feeding the five thousand -Parable of the good Samaritan -Parable of the prodigal son -Story of Zaccheus -Looking at how Jesus healed others.	Health and wellbeing Focus on physical and fitness, healthy eating and mental wellbeing. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	**Comment t'appelles-tu? (What is your name?)** Children will be introduced to French culture and their alphabet. They will learn French greetings, such as 'hello' and be able to ask and answer the questions 'What is your name?' and 'How are you?'. They will also begin to apply the rules about masculine and feminine adjectives in French to describe how they are feeling.

| Sum 2 | **Rocks and soils**

-Compare and groups rocks based on their appearance and properties.
-Look at how fossils are formed.
-Recognise that soils are made from organic matter. | **Mayans**
History
Geography

~~-Trip to the Industrial museum in Halifax. NOT 2021 –Cv19~~

-Locating Mayan civilization and finding out about how they lived.
-Comparing Mayan life with Viking life and noticing that they were in the same time period.
-Chn recreate fresco artwork as seen in Bonampak. | | **Computing: Simulations**

Find out what a simulation is and understand the purpose of simulations.

Explore a simulation; make choices and discuss their effects. | **Charanga – Reflect, Rewind and Replay**

-Consolidating the learning that has occurred during the year.
-Revisiting the songs and musical activities.
-Listen and Appraise Classical music
-Continue to embed the foundations of the interrelated dimensions of music instruments
- ~~Singing~~
- Play instruments within the song
- Improvisation ~~using voices and~~ instruments
- Composition
- Share and perform the learning that has taken place | **Outdoor: Athletics**

Jumping, throwing and catching skills focusing on positional skills and movement combinations

Pupils will understand the different components of a circuit (Core strength, cardio and lower body strength) and develop a range of routines.

Indoor: Circuits

A range of timed cardiovascular activities designed to improve stamina for physical activities | **Creation Stories**

-The Jewish creation story and what it tells us.
-How creation stories allow us to think about our world.
-Comparing creation stories from different faiths.
-How do creation stories help us understand our responsibilities to look after the world?
-Why are creation stories important and relevant today? | **RESPECT Keeping safe:**
Children will learn:
• how to identify typical hazards at home and in school
• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
• about fire safety at home including the need for smoke alarms
• the importance of following safety rules from parents and other adults
• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety | **French**

Comment t'appelles-tu? (What is your name?) Continued
Children will be introduced to French culture and their alphabet. They will learn French greetings, such as 'hello' and be able to ask and answer the questions 'What is your name?' and 'How are you?'. They will also begin to apply the rules about masculine and feminine adjectives in French to describe how they are feeling. |