

Year 3 Curriculum Outline Plan



Music, French, PE, and Computing are discreet subjects – objectives are listed at the end of the Curriculum plan.

Art and DT can be linked to topics, but objectives have also been added at the end of the plan.

From 2014 /15 children should enter KS2 with a better knowledge of Healthy Eating and countries of the world, we will need to liaise across the phase to ensure progression.

Term	Topics Brief outline	2014 Curriculum objectives. <i>Pupils should be taught about:</i>	Resources Trip and Visitors.	English and Maths Links.
<i>Throughout the year.</i>	Celebration of British National Days. <ul style="list-style-type: none"> St George's Day – April 23rd St Patrick's Day – March 17th St Andrew's Day – November 30th St David's Day – March 1st Celebration / information day in all classes North. Starting or finishing with an assembly. Year 3 are going to join KS1 for these celebrations	Geography <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, PSHCE Links Be a good citizen		
<i>Throughout the year.</i>	Cultural Celebrations. Celebration / information day in all classes North. Starting or finishing with an assembly. <ul style="list-style-type: none"> Sikh – Vaisakhi or Divali Hindu – Holi or Diwali Muslim – Eid Ul Fitr or Eid Ul Adha Chinese New Year. Year 3 are going to join KS1 for these celebrations – or they may also be done at KS2. See separate document for RE long term plan.	Geography RE Links PSHCE Links Be a good citizen		
<i>Throughout the year.</i>	Whole School involvement in Charity Days. <ul style="list-style-type: none"> Children in Need Sports Relief / Red Nose Day 	Geography PSHCE Be a good citizen		
	World Book Day - Thurs March 5 th 2015 World Maths Day – Thur March 12 th 2015 Year 2 & 3 will work together on these days.	English Maths PSHCE		

Throughout the year.	<p>Working Scientifically</p> <p>Weekly science lesson. Science scheme to support.</p> <p>Topics also extend the Science learning. Plants need to be planned across the weekly sessions.</p> <p>Magnets and forces will link with Stone Age / Iron Age, but will also need exploring in these sessions.</p> <p>From Human Science element – not in topic.</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Working scientifically.</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 		
Autumn 1 7 weeks	<p>BEE BRILLIANT</p> <p>SEAL – New Beginnings. Establishing routine. Learning Hive</p> <p>Where have you been?</p> <p>Short topic to help assess the children's knowledge of the world and the countries that they have an interest</p>	<p>SEAL – New Beginnings</p> <ul style="list-style-type: none"> GEOGRAPHY locate the world's countries, using maps to focus on Europe (including the location of 	<p>Bradford. National Museum of Film and Photograph (Recount - Diary)</p>	<p>Guided Reading linked to Traditional Stories & Poems</p> <p>Week 1 Welcome/ All About Me/ Introduce</p>

	<p>or connection with.</p> <p>Who speaks French? Paris. Introduction to French language and short study on the capital of France.</p> <p>Light and Dark</p>	<p>Russia) and North and South America,</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>MFL / Geography.</p> <ul style="list-style-type: none"> SCIENCE 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 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. 		<p><u>Recount Diaries</u></p> <p>Week 2-4 <u>Traditional Stories / Other Cultures:</u> Stories of Charles Perrault * Sleeping Beauty * Cinderella * Beauty and the Beast * Little Red Riding Hood * Puss in Boots</p> <p>Week 5-6 <u>Poetic Techniques & Performance:</u> Pie Corbett Poetry Tool Kit</p> <p>Week 7 Formal Assessment Week</p>
<p>Autumn 2</p> <p>7 weeks</p> <p>(NEW TOPIC)</p>	<p>Stone Age – Iron age.</p> <p>Science - Rocks.</p>	<p>HISTORY Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p>SCIENCE</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are 	<p>Magna – Forces (Recount - Diary)</p>	<p><u>Guided Reading linked to Explanations & Stig of the Dump</u></p> <p>Start Reading “Stig of the Dump”</p> <p>Week 1-3 <u>Explanations:</u> Create a new invention for Stig</p>

		<p>formed when things that have lived are trapped within rock</p> <ul style="list-style-type: none"> recognise that soils are made from rocks and organic matter. 		<p>Week 4-6 <u>Stories with Familia Settings:</u> Stig of the Dump by Clive King</p> <p>Week 7 Christmas / Informa Assessment Week</p>
<p>Spring 1</p> <p>6 weeks</p>	<p>Ancient Egypt</p> <p>Science - continuing Rocks and Soils</p>	<p>HISTORY</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. 	<p>Leeds City Museum (Recount - Diary)</p>	<p>Guided Reading linked to Instructions & Play Scripts</p> <p>Week 1-3 Instructions: Making a mummy</p> <p>Week 4-5 Shape Poetry: Poetry Tool Kit</p> <p>Week 6 Mid-Year Assessments</p>
<p>Spring 2</p> <p>6 weeks</p>	<p>The World and it's Climates</p> <p>Science - forces and magnets</p>	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (MATHS LINKS) <p>SCIENCE</p> <ul style="list-style-type: none"> compare how things move on different surfaces 		<p>Guided Reading linked to Reports & Mystery Stories</p> <p>Week 1-3 Mystery Stories: Harris Burdick</p> <p>Week 4-6 Non-Chronological Reports / Research & Note-taking: Leaflets about climates around the world</p> <p>Week 6 Informal Assessment week</p>

		<ul style="list-style-type: none"> 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 <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <ul style="list-style-type: none"> 		
Summer 1 5 weeks	<p>Author Study – Francesca Simon.</p> <p>Designing a game / toy for Horrid Henry.</p> <ul style="list-style-type: none"> Computing - apply their understanding of computing to program, monitor and control their products. 	<p>ENGLISH – AUTHOR STUDY</p> <ul style="list-style-type: none"> DT. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more 		<p>Guided Reading linked to Author Study</p> <p>Week 1-4 Author Study: Francesca Simon - Horrid Henry Class text – Horrid Henry’s Underpants</p> <p>Week 4-5 Year 3 Optional SATs</p> <p>Assessment piece - Newspaper report about Francesca Simon</p>

		<p>complex structures</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		
Summer 2 7 weeks	<p>Food and Nutrition</p> <p>Year 2 do a similar topic – transition activities. (Year 2 Where does your food come from) Year 2 / 3 Picnic.</p>	<p>SCIENCE</p> <ul style="list-style-type: none"> 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 <p>DT – COOKING & NUTRITION</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Harlow Carr - incredible edibles</p> <p>(Recount - Diary)</p> <p>Inviting parents in to talk about cuisine from different countries.</p> <p>Link to Tea Party with Year 2.</p> <p>Supermarket comparison – Pakeeza (Leeds Road) Asda.</p>	<p>Guided Reading linked to Poetry & Persuasion</p> <p>Week 1-2 Nonsense Poetry: Poetry Tool Kit / Limericks / Performance</p> <p>Week 3-5 Persuasion: Advertisements / George's Marvelous Medicine</p> <p>Week 6-7 Recount: Memories of Year. Use Recount Diaries – picnic recount.</p>

Below are the objectives for Art, DT, Music, French, Computing and PE. These objectives are for the whole of KS2.

French, Music and PE will be taught as separate subjects.

Computing will be taught as a separate subject, while ICT will be taught across the curriculum.

Skills such as digital presentation, use of the Internet for research, blogging, photography and videoing will be integrated into all subject areas.

	<p>ART – KS2 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. Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. <p>COMPUTING - KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>DT - KS2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, 	<p>MFL – FRENCH KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
--	--	---	---

		buzzers and motors] <ul style="list-style-type: none"> ▪ apply their understanding of computing to program, monitor and control their products. Cooking and nutrition <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	
	PE – KS2 Pupils should be taught to: <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		MUSIC – KS2 Pupils should be taught to: <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.