# Year 3 Curriculum 2019-2020

<table>
<tr><th>Subject</th><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td rowspan="2">ART<br>Autumn<br>1 painting in the style of Monet for display – Photos taken and uploaded onto Target Tracker.<br>1 print for Christmas wrapping paper – printed on paper, photos uploaded to Target Tracker.<br>Spring<br>1 collage – curriculum folder.<br>1 textile – photo and uploaded to Target tracker.<br>Summer<br>1 3D outdoor sculpture recorded using digital media, photo uploaded to Target tracker.<br>1 digital media image- printed and put in folder.<br>All drawing evidence in sketchbooks with some written commentaries.<br>1 self portrait each half term</td><td>Painting - Monet<br>I can talk about and identify complementary colours, colour as tone, warm and cold colours<br>Printing<br>I can create printing blocks using relief or impressed techniques</td><td>Collage- Marc Chagall<br>I can make collages by folding, crumpling and tearing materials<br>Textiles<br>I can add detail to my work using different types of stitch, including cross stitch</td><td>3d Andy Goldsworthy<br>I can compare and recreate form of natural and manmade objects<br>Use papier mache to create a simple 3D object<br>Digital media<br>I can record and collect visual information using digital cameras and video recorders<br>I can use a graphics package to create images and effects with;<br>Lines by controlling the brush tool with increased precision<br>I can create shapes by making selections to cut, duplicate and repeat<br>I can experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</td></tr>
<tr><td colspan="3">Drawing<br>I can use shading, using different media<br>I can experiment with ways in which surface detail can be added to drawings.<br>I can use sketchbooks to collect and record visual information from different sources.<br>I can draw for a sustained period of time at an appropriate level.<br>I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas<br>I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work<br>I can say what I like or dislike about my work<br>I can talk about some great artists, architects and designers in history and describe their work.</td></tr>
<tr><td>COMPUTING<br>Autumn term-<br>Create an E-safety poster using Microsoft publisher.<br>.<br><br>Spring term<br><br>2code (chimp exercises) on purplemash<br><br>Summer Term<br><br>Electronic book using ‘2create a story- My story section’ in purple mash save work in own purplemash folders.</td><td><u>E-safety</u><br>TT: Use technology safely and respectfully and responsibly and keeping g personal information private.<br><br>- Use technology safely and responsibly; recognise acceptable/unacceptable behaviour.<br>(see long term plan for detailed objectives and resources)<br><u>Digital Literacy</u><br>TT: With support select and use a variety of software to accomplish goals.<br><br>(see long term plan for detailed objectives and resources)<br><br><u>Keyboarding skills</u><br>Use 2type to practice speed typing home row, bottom row and top row</td><td><u>E-safety day (February)</u><br>TT: Understand computer networks enable the sharing of data and information<br>(see long term plan for detailed objectives and resources)<br><br><u>Computer science</u><br><u>TT:</u> Design, write and debug programs that control or simulate virtual events.<br>-Use logical reasoning to explain how some simple algorithms work.<br><br>(see long term plan for detailed objectives and resources)</td><td><u>Information Technology</u><br>TT: understand that the internet is a large network of computers and that information is shared between computers.<br>-Use simple search technologies and recognise that some sources are more reliable than others.<br>(see long term plan for detailed objectives and resources)<br><br><u>Digital Literacy</u><br>TT: -Recognise familiar forms of input and output devices e.g mouse, keyboard, monitor, printer, microphone and how they are used.<br>(see long term plan for detailed objectives and resources)</td></tr>
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# DESIGN TECHNOLOGY

**Autumn-** 1 3D structure – photo frame – planning booklets in curriculum folder.
**Spring**
1 Savoury food dish – Learning books written work about seasonality
Assembly on healthy diet
**Summer**
Theme Park rides – explore mechanisms, plan and build. Photos uploaded to target tracker.

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**Structures**
I can select from a wider range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing accurately
I can investigate and analyse a range of existing products

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**Food**
I can understand and apply the basic principles of a healthy and varied diet to prepare dishes
I can prepare and cook a variety of predominately savoury dishes using a range of cooking techniques
I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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**Mechanisms**
I can understand and use mechanical systems in my products eg gears, pulleys cams levers and linkages

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Evidence of design process in curriculum folder.
1 written explanation of the mechanism in planning process.

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I can research and plan the design of innovative, functional and appealing products that are fit for purpose
I can generate, develop, model and design through discussion, annotated sketches and computer aided design
I can select from and use a wider range of materials including construction materials, textiles and ingredients.
I can evaluate my ideas and products against my design criteria and consider the views of others to improve my work

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# FRENCH

Observations by teacher and specialist teacher
La Petit Noel sang at Christmas
Video in summer term of children asking and answering questions
Display matching written words to pictures

</td><td>All about me</td><td>Games and Songs</td><td>Celebrations</td></tr>
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I can recognise and respond to words and phrases I hear.
I can understand simple instructions, such as ‘stand up’.
I can join in with parts of a song or story.
I can ask and answer simple questions about personal information.
I can use a familiar sentence and change one or two words to make a new sentence.
I can speak clearly to an audience using good pronunciation.
I can match written words and phrases to words or symbols.
I can read some familiar words aloud.
I can learn and remember new words from my reading.
I can remember how to write some words on my own.
I can use some simple adjectives to describe a picture or object.
I know the order of words in sentences

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# ENGLISH

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Stories with familiar settings
Picture Book
Poetry – Clerihews
Non-chronological reports
Discussion texts

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Myths and Legends
Poetry – Limericks
Picture Book
Instructions
Information Text

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Playscripts
A mystery story (and adv)
Explanation Text
A biography
An auto-biography

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# GEOGRAPHY

**Spring**
I non-chronological report on …… after trip in learning books.
1 sketch whilst on the trip and use of digital media – in curriculum folder.
**Summer**
Map work in books
1 map/plan in

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**A region of the UK**
I can ask and answer geographical questions e.g.
Describe the landscape
Why is it like this?
How have people affected what it looks like?
I can understand and use geographical terms such as meander, floodplain, location, industry, settlement water cycle
I can make more detailed fieldwork sketches/diagrams
I can use field work instruments eg camera, rain gauge

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I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures
I can understand that different people hold different views about an issue
I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office
I can use and interpret maps, globes, atlases and digital mapping to find countries and key features

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<tr><td rowspan="2">curriculum folder<br>Information text/poster about weather in the UK- Learning books.<br>Observations using atlases and globe-<br>Photos uploaded to Target tracker.</td><td></td><td>I can understand why there are similarities and differences between places<br>I can show some sense of how places relate to each other</td><td>I can use four figure grid references<br>I can use the 8 points of a compass<br>I can make plans and maps using symbols and keys<br>I can point to where counties are within the UK and their key topographical features<br>I can name and locate the cities of the UK</td></tr>
<tr><td colspan="3">I can communicate findings in appropriate ways<br>I can explain about weather conditions/patterns around the UK and parts of Europe</td></tr>
<tr><td rowspan="2">HISTORY<br><br>Autumn<br>1 non-chronological report on Ancient Egypt in learning books. Display and assembly<br><br>Spring<br>1 poster – curriculum folder. Timeline highlighting changes from Stone Age to Iron Age – display, photo uploaded to target tracker.</td><td>Ancient Egypt</td><td>Changes in Britain from the Stone Age to the Iron Age</td><td></td></tr>
<tr><td colspan="3">I can use an increasing range of common words and phrases relating to the passing of time.<br>I can describe memories of key events in his/her life using historical vocabulary</td></tr>
<tr><td>MATHS</td><td colspan="3">Number/Calculation<br>Learn 3, 4 & 8x tables<br>Secure place value to 100<br>Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits<br>Written column addition & subtraction<br>Solve number problems, including multiplication & simple division and missing number problems<br>Use commutativity to help calculations<br><br>Geometry & Measures<br>Measure & calculate with metric measures<br>Measure simple perimeter<br>Add/subtract using money in context<br>Use Roman numerals up to XII; tell time<br>Calculate using simple time problems<br>Draw 2-d / Make 3-d shapes<br>Identify and use right angles<br>Identify horizontal, vertical, perpendicular and parallel lines<br><br>Fractions & decimals<br>Use & count in tenths<br>Recognise, find & write fractions<br>Recognise some equivalent fractions<br>Add/subtract fractions up to <1<br>Order fractions with common denominator<br><br>Data<br>Interpret bar charts & pictograms</td></tr>
<tr><td>MUSIC<br>Singing in KS2 Carol service<br>Videos of musical performances in class</td><td colspan="3">I can play and perform in solo and ensemble contexts<br>I can improvise and compose music for a range of purposes<br>I can listen with attention to detail and recall sounds with increasing aural memory<br>I can use and understand staff and other musical notation<br>I can demonstrate a developing understanding of musical history.</td></tr>
<tr><td rowspan="2">PE<br><br>Video of dance/gymnastics in small groups- photos on all staff.<br><br>Assessments carried out by Premier Sport- online.<br><br>Golden mile records</td><td>Games(Agility, Balance, Co-ordination)<br>Gymnastics</td><td>Dance<br>Games(Invasion / applying multi-skills)</td><td>Athletics<br>Games(net / striking)</td></tr>
<tr><td colspan="3">I can run, jump, throw and catch in isolation and in combination.<br>I can play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders, tag rugby, tennis)<br>I can show my flexibility, strength, technique, control and balance (e.g. from athletics and gymnastics Key Steps 2).<br>I can perform dances using a range of movement patterns.<br>I can run for 4 minutes without stopping.</td></tr>
<tr><td>PSHE<br>(Personal, Social, Health Education)<br><br>Circle time record sheets and annotated planning.</td><td>New beginnings<br>Getting on and falling out<br>Say no to bullying</td><td>Going for goals<br>Good to be me</td><td>Relationships<br>Changes</td></tr>
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<tr><td>RE<br>Observations in discussion work – learning books and curriculum folders.</td><td>I know where, how and why people worship</td><td>I can talk about how and why a Christian follows Jesus</td><td>I know how and why believers show commitment to their religion during their lives</td></tr>
<tr><td rowspan="2">SCIENCE<br>Autumn<br>Labelled skeletons in books – with written purpose – learning book.<br>Spring<br>Experimenting with magnets – photographs uploaded to target tracker.<br>Grouping of materials<br>Light pictures/diagrams showing shadows and reflections – science books<br>Safety in the sun poster – curriculum folder.<br>Summer<br>Labelled plants diagrams in books<br>1 explanation on the life cycle of a plant – in science books.<br><br>Minimum 1 practical and 1 written investigation each term. Science books.</td><td>Animals, inc humans<br>I can 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.<br>I can explain why humans and some other animals have skeletons and muscles.</td><td>Forces and Magnets<br>I can compare how things move on different surfaces.<br>I can see that some forces need contact between two objects but magnetic forces can act at a distance.<br>I can observe how magnets attract or repel each other and attract some materials and not others.<br>I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.<br>I can describe magnets as having two poles.<br>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.<br>Light<br>I can explain that I need light in order to see things and that dark is the absence of light.<br>I can show that light is reflected from surfaces.<br>I can explain that light from the sun can be dangerous and that there are ways to protect eyes.<br>I can show how shadows are formed when the light from a light source is blocked by a solid object.<br>I can show that there are patterns in the way that the size of shadows change.</td><td>Plants<br>I can explain what different parts of flowering plants do.<br>I can explore the requirements of plants for life and growth and how they vary from plant to plant.<br>I can investigate the way in which water is transported within plants.<br>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br>Rocks<br>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br>I can recognise that soils are made from rocks and organic matter.</td></tr>
<tr><td colspan="3">I can ask questions and use different types of scientific enquiries to answer them.<br>I can set up simple practical enquiries, comparative and fair tests.<br>I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>I can gather, record, classify and present data in a variety of ways to help with answering questions.<br>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.<br>I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.<br>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</td></tr>
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| | I can explain differences, similarities or changes related to simple scientific ideas and processes.<br>I can use straightforward scientific evidence to answer questions or to support my findings. |