The Best That You Can Be…

Devonshire Primary Academy

Year 3 Curriculum 2019-2020

Autumn 1	Spring 1	Summer 1
Topic: Mighty Metals	**Topic: Scrumdiddlyumptious**	**Topic: Predator**
Skills	Skills	Skills
Sci: Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Compare how things move on different surfaces. Set up simple practical enquiries, comparative and fair tests Identify differences, similarities or changes related to simple scientific ideas and processes: 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. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Identify differences, similarities or changes related to simple scientific ideas and processes. DT: Investigate and analyse a range of existing products 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 tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 complex structures. Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors). Apply their understanding of computing to program, monitor and control their products. Co: Identify how to select information to put into a data table.	Sci: Gather, record, classify and present data in a variety of ways to help in answering questions. 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 differences, similarities or changes related to simple scientific ideas and processes: Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships. Art: Create sketch books to record their observations and use them to review and revisit ideas. - shape, form, model and construct (malleable and rigid materials) DT: Investigate and analyse a range of existing products Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Mu: I can listen to a variety of music from different styles and tradition. I can talk about how a piece of music made me feel I can sing in a round I can sing with a clear sound and tone I can start and finish as a group , band or ensemble I can follow a conductor Geo: Using maps, locate the main countries of Europe inc. Russia. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity	Sci: Gather, record, classify and present data in a variety of ways to help in answering questions. 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 and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Investigate the way in which water is transported within plants. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Gather, record and use data in a variety of ways to answer a simple question. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Co: Use sequence, selection and repetition in programs. Analyse and tackle problems by decomposing into smaller parts Use different approaches to search and retrieve digital information, including the browser address bar and shortcuts. Become discerning in evaluating digital content. Use logical reasoning to explain how a simple algorithm works. PE: Recognise good performances in themselves and others and use what they have learned to improve their own work Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games Use simple rules fairly and extend them to devise their own games Identify that playing extended games improves their stamina Geo: Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Art: Experiment with the potential of various pencils shape, form, model and construct (malleable and rigid materials)

Charles Babbage – inventor of the computer. PE: Throw and catch with control when under limited pressure to keep possession and score goals Art: relief and impressed printing shape, form, model and construct (malleable and rigid materials) RE: Judaism To explore the leadership of Moses and the events of the Exodus – see separate scheme of learning. E Safety: I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can recognise I need to be careful before I share anything about myself or others online. I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). I can explain some risks of communicating online with others I don't know well. I know who I should ask if I am not sure if I should put something online. I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak). I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can describe rules about how to behave online and how I follow them.	including trade links, and the distribution of natural resources including energy, food, minerals and water Hi: Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Co: Recognise which information is suitable for their topic. PSHE: Take part in discussions (for example, talking about topics of school, local, National and European, Common Wealth and global concern, such as where our food and raw materials for industry come from. RE: Hinduism To explore difficult questions and paths to solve them - see separate scheme of learning. E Safety: I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can explain how the internet can be used to sell and buy things.	Plan and develop understanding of different adhesives and methods of construction use smaller eyed needles and finer threads DT: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately RE: Islam To examine the origins and leadership of Islam them - see separate scheme of learning. .E Safety I can describe how connected devices can collect and share my information with others. I can describe ways people who have similar likes and interests can get together online. I can search for information about myself online.
<u>Cultural Capital</u>	<u>Cultural Capital</u> Wash up Set a table Make a healthy meal from scratch	<u>Cultural Capital</u> Go bird watching Find some frogspawn Sea Life Centre

Enrichment Week PSHCE: Transition week/week 1 and ongoing - Know that there are different roles and responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other. Face new challenges positively by collecting information, looking for help, making responsible choices and taking action. Develop relationships through work and play, taking part in groups where children have particular needs. Know school rules about health and safety, basic emergency aid procedures and where to get help. Feel positive about themselves, by introducing personal diaries, profiles or portfolios of achievement. Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable. Geography: UK and contrasting locality in Europe (chn to choose from given countries) Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains and compare with UK. Identify capital cities of Europe. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Learn the eight points of a compass, two figure grid references (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom. Understand geographical similarities and differences through comparing the human and physical geography of a region of the UK with a region in Europe. Co: Design a questionnaire to collect information.	Enrichment Week Sci: 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. Find patterns in the way that the size of shadows change. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings	
Visits Park Walk around the local area (fieldwork)	Visits Tesco - Farm to Fork	Visits Zoo

Autumn 2	Spring 2	Summer2
Topic: Tribal Tales	**Topic: Gods and Mortals**	**Topic: Tremors**
Skills Hi: Learn about changes in Britain from the Stone Age to the Iron Age. Geo: Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Sci: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 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. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Ask relevant questions and use different types of scientific enquiries to answer them: 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. Art: make patterns on a range of surfaces shape, form, model and construct (malleable and rigid materials) PSHE: Think about the lives of people living in other places and times, and people with different values and customs. RE: Christianity-God	Skills Hist: Learn about Ancient Greece. A study of Greek life and achievements and their influence on the western world Geo: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Describe and understand key aspects of Physical geography including: Rivers and the water cycle (excluding transpiration) brief introduction to Volcanoes and earthquakes linking to Science: rock types. DT: 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Art: Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces Colour mixing - make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing Find out about great artists, architects and designers in history. PE: Throw a variety of objects, changing their action for accuracy and distance Make up and repeat a short sequence of linked jumps (triple jump) Recognise that strength and flexibility are important parts of fitness. Explore a range of actions and movements to create simple motifs and compose simple dances Recognise and describe dances involving simultaneous and complimentary movements Respond imaginatively to different stimuli using dance language and creative movements Extend their effort in their dances and perform with a good level of fluency Work independently, with a partner or in a small group Participate in warm up and cool down activities Learn, practice and perform dance phrases with physical control,	Skills Geo: Describe and understand key aspects of Physical geography including: Rivers and the water cycle (excluding transpiration) brief introduction to Volcanoes and earthquakes linking to Science: rock types. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, two figure grid references (maths co-ordinates), some basic symbols Sci: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Set up simple practical enquiries, comparative and fair tests Identify differences, similarities or changes related to simple scientific ideas and processes Recognise that soils are made from rocks and organic matter Mu: I can play a recorder /glock using the notes B, A and G I can improvise using instruments with 3 notes I can start and finish as a group , band or ensemble I can show the difference between pitch and tempo I can compose using graphic notation I can follow a conductor Art: design using ICT shape, form, model and construct (malleable and rigid materials) pattern in the environment more complex symmetry DT: 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 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 Hi: Learn about the roman empire and its impact on Britain. PSHE: Talk and write about their opinions and explain their views, on issues that affect themselves and society. Think about the lives of people living in other places and times, and

To explore evidence of God's presence and humankind's response - see separate scheme of learning E Safety I can explain what bullying is and can describe how people may bully others. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain how my and other people's feelings can be hurt by what is said or written online.	expression and an awareness of other performers Know and describe the effects of different exercise activities on the body and how to improve stamina Begin to understand the importance of warming up Recognise when their body is warmer or cooler and when their heart beats faster and slower Co: Use software or search engines effectively. Identify and select appropriate information using straightforward lines of enquiry. Use different approaches to search and retrieve digital information, including the browser address bar and shortcuts. Use sequence, selection and repetition in programs. Demonstrate a knowledge of computer systems and hardware by describing input and output devices used in everyday life. PSHE: Resolve differences by looking at alternatives, making decisions and explaining choices. RE: Christianity Jesus To explore on the opportunity for salvation them - see separate scheme of learning. E Safety: I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be. I can explain the difference between a 'belief', an 'opinion' and a 'fact'.	people with different values and customs. Co: Identify and select appropriate information using straightforward lines of enquiry. RE: Christianity Church To explore the example of the disciples and other Christians in daily life them - see separate scheme of learning. .
<u>Cultural Capital</u> 19th- 25th November- Road Safety Week The children must be taught how to cross the road safely. **They must:** ✓ Always use the Green Cross Code ✓ Wait at the kerb by the crossing so that drivers know they want to cross ✓ At a signal crossing, press the button and wait for the green man to light up and never walk out while the red man is showing, even if the cars have stopped or other people are	<u>Cultural Capital</u>	<u>Cultural Capital</u> Hunt for fossils Theatre - Holes Go pond dipping

crossing ✓ Always walk over the actual black and white stripes of a crossing - many accidents happen around crossings ✓ Never cross the road while using their mobile phone or while listening to music on headphones ✓ Stay alert at all times, remember cyclists and motorcyclists use the roads as well as drivers Make perfume		
<u>Enrichment Week</u> Hi: Conduct a local history study (Blackpool or Castlerigg). Art: Weaving tie dying, batik relief and impressed printing recording textures/patterns mono-printing colour mixing through overlapping colour prints		
<u>Visits</u> Castlerigg Stone Circle/Blackpool Tower	<u>Visits</u> Liverpool Museum-Ancient Greek exhibition	<u>Visits</u> Cleveleys beach to collect pebbles/rocks

DT, Geography, Art, Science, History, PE, RE, PSHE, Computing, Music