

**CURRICULUM MAP
YEAR THREE
AUTUMN TERM 1st HALF 2017**

**Ancient
Egypt**

Computing

Theme: Bringing Images to Life

Content: Pupils will explore how to edit and enhance digital images in a variety of contexts. They will revise their understanding of e-safety and explore ways to keep safe online. They will then explore and create their own short animations.

Herts ICT Scheme ref:

- To know that some digital images may not be appropriate and understand what to do if such materials are accessed.
- To understand the school's e-Safety rules and to know what to do in the event of an incident at home or school.
- To understand that software is comprised of programmed instructions which enable a computer to carry out specific tasks and that digital image software on a computer allows us to edit and/or enhance digital images.
- Investigate tools within image editing software to change such aspects as: brightness, contrast and saturation, red eye removal, cropping, rotating, resizing
- To understand the need to seek consent before capturing and/or using the images of others.
- Capture images and edit/enhance/alter them so that they meet an agreed criterion
- To understand that digital images can be changed and edited and that this can have an impact on how we think and feel.
- As class edit different still digital images, reviewing how the changes alter the impact of the images on us.
- To understand that the appearance of movement can be created in inanimate objects using stop-motion animation (repeatedly copying the previous image but including a slight change). Create a paper flipbook which animates a simple drawn object.

Science

National Curriculum ref:

Autumn 1: 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
- 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.

Milestone ref:

- Plus Milestones for 'Thinking Scientifically'.
- Recognise that they need light in order to see things and that dark is the absence of light.
- 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.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Notice that light is reflected from surfaces.

English

Theme link: During our report writing unit we will explore the genres of writing through out theme of Ancient Egypt.

Content:

Poetry – Limericks
Narrative – Fables
Non-fiction - Report Writing
Poetry – vocabulary building

National Curriculum ref:

- Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
- organising paragraphs around a theme in narratives, creating settings, characters and plot
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

History / Geography

Theme Link

An investigation into the life of Ancient Egyptians.

National Curriculum ref:

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Milestone ref:

- Use maps, atlases, globes and digital/computer mapping to
- locate countries and describe features
- Use evidence to ask questions and find answers to questions about the past.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Place events, artefacts and historical figures on a time line using dates.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- Suggest suitable sources of evidence for historical enquiries.
- Understand the concept of change over time, representing this, along with evidence, on a time line.

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Music

Theme link:

An exploration of descriptive sounds following the Music Express scheme for Year Three.

Content:

During the sessions pupils will learn a series of songs and will explore composing and creating their own musical pieces. They will use a range of tuned and un-tuned instruments .

Milestone ref:

- Sing from memory with accurate pitch
- Sing in tune
- Maintain a simple part within a group
- Choose, order, combine and control sounds to create an effect
- Use digital technologies to compose pieces of music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Compose and perform

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Design and Technology

Theme link:

Designing and making a shaduf using different mechanisms.

Designing and making a chocolate product to sell.

Content:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Milestone ref:

- Choose suitable techniques to construct products or to repair items.
- Strengthen materials using suitable techniques.
- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

PSCHE 1

Theme link: Our Happy School

Our Happy School focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.

Content:

- Drafting ground rules for PSHE
- Knowing why ground rules are needed – our rights and responsibilities towards others
- Likes and dislikes – finding out about each other (respecting each other's views)
- Making decisions
- Forming and maintaining relationships – being able to work with different people
- Revisiting the ground rules and publishing them

PSCHE Scheme ref:

Learn 4 Life Year 3

R.E.

Theme link: Christianity and Islam

Stories of Key Religious Leaders

Ways of Describing God

Christmas

Content:

- To describe the key aspects of religions and traditions that influence the beliefs and values of others;
- To use key religious vocabulary in communicating their knowledge and understanding;
- To identify and begin to describe the similarities and differences within and between religions

Herts RE Scheme ref:

- Present the key teachings and beliefs of a religion.
- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Describe how some of the values held by communities or individuals affect behaviour and actions.

P.E.- Cricket Focus

Content:

Striking and fielding activities building up to playing a group game of cricket.

Milestone ref:

- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

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P.E. Dance

Theme link:

Egyptian dancing

Content:

Perform dances using a range of movement patterns
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Milestone ref:

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Change speed and levels within a performance.

French

Content:

- Greetings
- Saying Goodbye
- Asking people how they are?
- What is your name?
- Alphabet
- Christmas