

Computing

Theme: Keeping Informed

Content: Pupils will work on collecting, presenting and sorting data. They will use a series of different databases to retrieve and add data to.

Herts ICT Scheme ref:

- To know the difference between data and information. Understand that technology helps us to process data into information.
- To understand dataloggers and sensors can show and record environmental changes. Relate to concept of inputs and outputs.
- To understand digital tools can support investigational work
- To understand branching databases sort and classify objects. Evaluate questions. Show selection is used in these databases.
- Develop high level questioning based on characteristics of objects. Design, create, test and improve a branching database.
- To understand databases are structured into files, records and fields to support organisation and searching. Understand that using electronic databases can improve efficiency in finding answers to questions. Explore a database; add a record.
- To know database records can be sorted and results displayed as a graph. Explore questions which could/could not be answered
- To understand that using electronic databases can improve efficiency in information searching. Use search tools and compare.
- To understand that database fields contain different types of information which aid data entry and effective querying.
- To understand need for accuracy when creating databases. Create records in a database and interrogate it, presenting findings.
- To review and evaluate their work; check for accuracy and correct.
- Use appropriate file-naming conventions and understandable folder structure to save, organise and retrieve their work.
- To understand the need to keep electronic and other data secure

CURRICULUM MAP YEAR THREE SUMMER 1ST TERM 2019

The Stone Age

Science

National Curriculum ref:

Summer 1: Rocks

- 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 formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Skills ref:

- **Compare and group together different kinds of rocks on the basis of their simple, physical properties.**
- **Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).**
- **Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.**
- **Plus skills for 'Thinking Scientifically'.**

English

Theme link:

Content: We will read a range of adventure stories and focus on learning around, 'Stig of the Dump' by Clive King to link to our Stone Age theme.

Content

- **Adventure stories**
- **Take One book week – Non-fiction focus**

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.

ART

Theme link: Cave Paintings and printing.
Aboriginal art.

Content:

Children will explore cave painting techniques and printing.

Skills ref:

- Collect information, sketches and resources.
- Explore ideas in a variety of ways.
- Use different hardnesses of pencils to show line, tone and texture.
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.
- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

CURRICULUM MAP YEAR THREE SUMMER 1ST HALF TERM 2018



PSHE

Theme link:

Healthy Bodies, Healthy Minds

This unit explores the management of feelings including those related to change, surprise and being worried. Children learn about a balanced diet and how to plan healthy meals as well as considering the effects and benefits of exercise.

Content:

- Good to be me.
- Key elements of a balanced diet.
- Planning a healthy meal.
- Reasons why people exercise.
- Identifying own feelings.
- Identifying feelings of others.

History

Theme Link

Pupils will explore the life and culture of people living during the Stone Age. We will appreciate the achievements during the time period and ordering key events chronologically.

National Curriculum ref:

Changes in Britain from the Stone Age to the Iron Age.

Skills ref:

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Suggest causes and consequences of some of the main events and changes in history.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Music

Theme link: We will be following the scheme of work for Year Three from the Music Express Scheme

Content:

The origins of pitch notations are introduced as the children make hand signals and compose three note melodies. They learn basic dance steps and prepare a performance.

Later in the term the children will learn to make music, inspired by technology and computing. They explore and compose sounds for earcons, emotions, mobile phone ringtones, computer games and apps.

Skills ref:

- Perform with control and awareness of others.
- Devise non-standard symbols to indicate when to play and rest.
- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

CURRICULUM MAP
YEAR THREE
SUMMER 1ST HALF TERM 2018

The Stone
Age

RE

Theme link:

**Rules and How They Influence Actions
Special Places, Sacred Spaces**

Content:

- about religious codes of conduct and rules of living, considering the effect of these on daily life
- about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance
- examples of the ways in which personal and religious beliefs may influence their behaviour and that of others

Skills ref:

- Identify religious artefacts and explain how and why they are used.
- Describe religious buildings and explain how they are used.
- Explain some of the religious practices of both clerics and individuals.
- Identify religious symbolism in literature and the arts.

P.E.- Athletics

Theme link:

Athletics

Content:

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Skills ref:

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

CURRICULUM MAP YEAR THREE SUMMER 1ST HALF TERM 2018

The Stone Age

French

Content:

- When is your birthday ?
- Days of the week
- What is today's date?
- Do you have a pet?
- Brothers and sisters?
- Holidays

P.E.- Swimming

Theme link:

Swimming

Content:

Swim competently, confidently and proficiently over a distance of at least 25 metres
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
Perform safe self-rescue in different water-based situations

Skills ref:

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.