

**CURRICULUM MAP
YEAR THREE
AUTUMN TERM 1 2019**



Science

National Curriculum Content:

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:

- Ask relevant questions
- Set up simple, practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations.
- Use results to draw simple conclusions and suggest improvements.
- Use straightforward, scientific evidence to answer questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.

Computing

Theme: Little bits electronics

Content: Pupils will explore how to use circuits and control them through the use of technology. Images and the manipulation/editing of said images in 2D and 3D environments will be explored.

Herts ICT Scheme ref:

- To understand that software is comprised of programmed instructions which enable a computer to carry out specific tasks.
- Investigate tools within image editing software to change such aspects as: brightness, contrast and saturation, red eye removal, cropping, rotating, resizing
- 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.
- Create circuits exploring concepts of latency and completing whole circuit including breaks.

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 – Newspaper 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
- 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.

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**Ancient
Egypt**

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.

PSHE

Theme link: Health and Well-Being.

New ground rules are established building on principles introduced in KS1.

Content:

- Keeping safe
- Helping each other to stay safe
- Alcohol and cigarettes
- Medicines and drugs
- The heart and brain

PSHE Scheme ref:

SCARF Resources Yr 3 Health and Well-Being

Music

Theme link:

An exploration of descriptive sounds following the theme of Ancient Egypt.

Content:

During the sessions pupils will learn a series of songs and will explore composing and creating their own musical pieces by creating their own graphic scores. They will use a range of tuned and un-tuned instruments. The pupils will learn about the harmonic minor scale and how this sounds 'Egyptian' and explore 'Egyptian-inspired' music from different times and places.

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
- 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.

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).



French

Content:

- Key facts about France
- Greetings
- Asking people how they are
- How to introduce themselves
- Numbers to 10
- Colours

R.E.

Theme link: Christianity and Islam

Stories of Key Religious Leaders

Ways of Describing God

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.

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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.



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.