

Computing

Theme Link: Communication

Skills:

Explore how computing is used to communicate in different ways. They will also learn how to use and manipulate sound through the use of software.

- Pupils will also learn how to stay safe online
- To review electronic communications used at home/school. Explore style, language and format considering how these meet the audience and purpose.
- To understand that electronic communications require connections between devices to enable the sending and receiving of data in various forms.
- To use a safe online environment to communicate, using appropriate language and style. Use email for messages. Add attachments, maintain contacts.
- To collaborate using a safe and appropriate online environment, using language/style appropriate for the purpose and audience.
- To consider how sound can be recorded and manipulated to communicate meaning and/or atmosphere
- To understand that sound-editing software can be used to capture, import and manipulate sounds.
- To understand how software can be used to organise and modify sounds. Produce a sound recording.
- Use appropriate file-naming conventions and understandable folder structure to save, organise and retrieve their work.
- To take an active role in using electronic communication safely and responsibly.
- To be aware that many online games include chat facilities; use with care, protect identity; only talk to those they know.
- To understand the need to seek consent before capturing and/or using sounds created by others.
- To understand the school's e-Safety rules and to know what to do in the event of an incident at home or school

CURRICULUM MAP YEAR THREE SPRING TERM 2020

Mother Nature

Science

National Curriculum ref:

Spring: Plants

- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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

Skills:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Plus Milestones for 'Thinking Scientifically'.

English

Theme link: Through our English we will link to the theme of, 'Mother Nature' by writing explanations about various weather conditions. During our poetry vocabulary session we will look at poems that link to the weather.

Content:

- Traditional Tales
- Explanations
- Recount
- Poetry – vocabulary building
- Poetry – Haiku, Tanka, kennings

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: Andy Goldsworthy and Georgia O'Keeffe

National Curriculum ref:

- Sculpture and painting
- About great artists, architects and designers in history. Andy Goldsworthy and Georgia O'Keeffe
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - Paint

Skills:

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Add materials to provide interesting detail.
- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

CURRICULUM MAP YEAR THREE SPRING TERM 2020

Mother Nature

Music

Theme link:

Our musical focus will be on composition and the theme of the unit is, 'weather and seasons' which links in well to our, 'Mother Nature' topic.

Content: During our music sessions children will develop their ability to recognise how sounds and instruments can be used expressively and combined to create music in response to the weather. An introduction to music of the Baroque with specific reference to the genre of the solo concerto and the concept of programme music. In the second half of the term we will focus on learning songs and performing for the Year 3 and 4 production.

Skills:

- Sing from memory with accurate pitch.
- Sing in tune.
- Understand how sounds can be used descriptively.
- Evaluate music using vocabulary to investigate how composers have used dynamics to compose storms
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- 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.

Geography

Theme link:

Pupils will learn about the extreme earth and how natural disasters happen and why.

National Curriculum ref:

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Geographical skills and fieldwork
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Skills:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

PSCHE 1

Me and my relationships

- Rules
- Losing a loved one
- Tangram team challenge
- Looking after our special people
- How can we solve a problem?
- Dares: Safety and feeling comfortable
- Considering others opinions
- Friendships

Valuing Difference

- Different family and friends
- Community
- Respect and challenge
- Our friends and neighbours
- Let's celebrate our difference
- Bullying and prejudice

SCARF scheme

French

Content:

- Colours
- Numbers 1-12
- How old are you?
- Months of the year
- Numbers 13-31
- Easter

Skills:

- Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.
- 1st person singular of high frequency verbs.

CURRICULUM MAP YEAR THREE SPRING TERM 2020

Mother Nature

R.E.

Theme link: Events in the Life of Jesus

Content: EASTER

- Stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today
- Examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.

Learning outcomes:

- (2) Sources of wisdom
- (5) Identity and belonging
- (7) Human responsibility and values

Skills:

- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Give some reasons why religious figures may have acted as they did.
- Ask questions that have no universally agreed answers.

P.E.- Games

Theme link:

Games

Content:

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.

Skills:

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- 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: Gymnastics

Theme link: Gymnastic routines.

Content:

Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Skills:

- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
- Swing and hang from equipment safely (using hands).