

Science

National Curriculum ref:

Autumn 2: Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- 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.

Milestone ref:

- **Plus Milestones for 'Thinking Scientifically'.**
- **Notice that some forces need contact between two objects, but magnetic forces can act at a distance.**
- **Compare how things move on different surfaces.**
- **Predict whether two magnets will attract or repel each other, depending on which poles are facing.**
- **Observe how magnets attract or repel each other and**
- **attract some materials and not others.**
- **Describe magnets as having two poles.**
- **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.**
- **Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.**

CURRICULUM MAP
YEAR THREE
AUNTUMN TERM 2ND HALF

Chocolate

Computing

Theme: Bringing Images to Life

Content:

Children develop understanding of the ways that digital images can be edited and transformed. They develop understanding of animation, using digital tools to create their own animation. They use programming software to produce programmed animations, using sequence, repeat and selection.

Herts ICT Scheme ref:

- To understand the importance of planning an animation project.
- Use a storyboard or other approach to plan a simple animation around a theme or idea and create the animation
- To understand that a precise sequence of steps is required to animate an object. Work in pairs away from the computer to develop an algorithm (a very precise set of instructions) to animate an object/character.
- To know that an algorithm can be used to support us in writing a related computer program. Use their algorithms and an onscreen programming language (for example Scratch) to create a program to animate the movement of an object or a character onscreen.

English

Theme link: Links to chocolate

Through our units of persuasion and instruction we will focus our writing around the theme of chocolate e.g. writing instructions for making chocolates, persuading people to purchase a chocolate bar.

Content:

- Take One Book Week – text to be decided
- Narrative – Traditional Stories / Fairy tales alternative versions.
- Non-fiction Instructional Writing

National Curriculum ref:

- 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 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Geography

Theme link: Chocolate we will investigate where chocolate originated from geographically.

Content: An understanding of where Mexico is in relation to the world. Investigate the physical and human features of a contrasting country. We will explore what makes Mexico a good holiday destination.

Milestone ref:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- Use a range of resources to identify the key physical and human features of a location.
- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.

French

Content:

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

CURRICULUM MAP YEAR THREE AUTUMN TERM 2ND HALF

Chocolate

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.

Music

Theme link:

Through the unit of work pupils will explore rhythmic patterns. We will use the Music Express scheme for Year Three.

Content:

During the unit children will explore different rhythmic patterns and perform these using both untuned and tuned instruments. Children will develop and perform a ostinatos and explore layering different patterns to create a class piece. They will explore using their voices and bodies to create different beats.

Milestone ref:

- Play notes on an instrument with care so that they are clear.
- Show control of voice.
- Understand layers of sounds and discuss their effect on mood and feelings.
- Sing from memory with accurate pitch.
- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes

ART

Theme link:

Exploring the unusual inventions in art through artist such as Leonardo Di Vinci, Rube Goldberg and Heath Robinson. Take inspiration from these designers to design their own chocolate machine for Wonka's Chocolate Factory.

Content:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design drawing techniques with a range of materials [for example, pencil, charcoal, pen]
- about great artists, architects and designers in history.

Milestone ref:

- "Develop ideas from starting points throughout the curriculum."
- Collect information, sketches and resources.
- Comment on artworks using visual language.
- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.
- "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 AUNTUMN TERM 2ND HALF

Chocolate

PSCHE 2

Theme link:

Out and About

This unit of work begins with two SEAL themed lessons which focus on interacting with other people to enable the children to become better communicators. Then it progresses to tackle aspects of safety that may occur when the children are out and about: personal safety; road safety; fire safety and firework safety.

Content:

- SEAL Getting On and Falling Out
- I know how to take turns when talking
- SEAL Getting On and Falling Out
- I can see things from another point of view
- Recognising Risky Situations
- Personal Safety
- Road Safety
- Fire Safety
- Firework Safety

PSCHE Scheme ref: Learn 4 Life Year 3

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.

Milestone ref:

- Plan, perform and repeat sequences.
- 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

P.E.- Tennis Focus

Content:

Focusing on developing hand and eye co-ordination and building on playing a simple game of Tennis.

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.