

CURRICULUM MAP  
YEAR THREE  
SUMMER 2<sup>nd</sup> HALF TERM  
2017

Kings and  
Queens

## 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

## Science

**National Curriculum ref:**

### Summer 2: Animals Including Humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Milestone ref:**

- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- **Plus Milestones for 'Thinking Scientifically'.**

## English

**Theme link:** Study and perform a historical play, building up to create their own play scripts in this style.

**Content**

- Writing and Performing a play
- Vocabulary building – Poetry
- Take One Poet week – Poetry Appreciation

**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.

## PSCHE

### **Theme link:**

### **Ready, Steady, Go**

This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.

### **Content:**

- Deal with change.
- Know who we can trust.
- Stay safe out on the street and in water.
- Know about how to get help.
- Understand some key rules about e safety.
- Keep ourselves safe.

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# Kings and Queens

### ART, DESIGN AND TECHNOLOGY

**Theme link:** Textiles, clay, painting tabards

**Content:** Children will create Tudor roses using fabric. Design, create and paint clay tiles of a Tudor rose. Design and create a coat of arms for a Tudor tabard.

### **Milestone ref:**

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.
- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.

## History

### **Theme Link**

We will explore the changing throne during the Tudor times specifically. We will explore the lives and culture of the Tudors period.

### **National Curriculum ref:**

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### **Milestone ref:**

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Place events, artefacts and historical figures on a time line using dates.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

## **Music**

**Theme link:** We will be learning, singing and performing songs around the theme of the Tudors in preparation for our visit to Hatfield House.

### **Content:**

The children will develop their understanding of beat, metre and rhythm. They will combine melodic and rhythmic patterns, and use staff notation as part of a final performance.

### **Milestone 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.

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## **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

### **Milestone 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.

### **Milestone 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.

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## Kings and Queens

### 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

### **Milestone 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.