

# Highfield Primary School

## Curriculum Planning:

### Topics & mapping

British Values

Topics:

Autumn – Step Back in Time

Spring – Active Planet

Summer – Sensational Sculpture

Year: 3

2018-19

Autumn term  
Step Back in Time

Spring term  
Active Planet

Summer term  
Sensational Sculpture

1

2

1

2

1

2

Core

Jack's Fantastic Voyage (*c.f. Egyptian journeys to the afterlife/tomb exploration stories*)

Katie and the British Artists

The Pebble in my Pocket

Gregory Cool **Individual Liberty**

Jeremy Button

**Mutual Respect and Tolerance**

Mouse, Bird, Snake, Wolf

Science

**Forces and Magnets**  
Compare how things move on different surfaces  
Magnetic forces can act at a distance  
Observe how magnets attract or repel each other and 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

**Light**  
Recognise need light in order to see things; that dark is the absence of light  
Light is reflected from surfaces  
Light from the sun can be dangerous; there are ways to protect their eyes  
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  
Data loggers

**Rocks**  
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  
Explore different kinds of rocks and soils, including those in the local environment.

**Rocks**  
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.

**Plants**  
Identify and describe the functions of different parts of flowering plants  
Explore requirements of plants for life and growth  
Investigate the way in which water is transported within plants  
Explore the part that flowers play in the life cycle of flowering plants

**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

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| Hist / Geog | <p><b>H</b> Develop chronological understanding: timelines<br/>Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century) Use a timeline within a specific time in history to set out the order things may have happened</p> <p><b>H</b> Achievements of the earliest civilisations - Ancient Egypt – depth study</p> | <p><b>H</b> Achievements of the earliest civilisations - Ancient Egypt – depth study<br/>Archaeology</p> <p>History Day</p> | <p><b>G</b> Name &amp; locate counties &amp; cities of UK, geographical regions, human &amp; physical characteristics &amp; key topographical features and land –use patterns; and understand how some of these aspects have changed over time<br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <i>eg Tierra del Fuego</i></p> | <p><b>G</b> Name &amp; locate counties &amp; cities of UK, geographical regions, human &amp; physical characteristics &amp; key topographical features and land –use patterns; and understand how some of these aspects have changed over time<br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <i>eg Tierra del Fuego</i></p> | <p><b>H</b> Changes in Britain from the Stone Age to the Iron Age</p> | <p><b>H</b> Changes in Britain from the Stone Age to the Iron Age</p> |
| RE          | <p>Unit A1 Hindu and Sikh<br/>Divali</p>   | <p>Unit C2 The Torah &amp; Stories of Jewish People</p>   | <p>Unit A2 The Bible and Christian Stories</p>   | <p>Visiting a place of worship <b>BV</b> – <b>Tolerance and acceptance of the beliefs of others.</b><br/><b>Comparing faiths.</b><br/>Y3 Easter Assembly</p>   | <p>Unit B1 Living as a Muslim</p>                                     | <p>Unit B1 Living as a Muslim</p>                                     |

2018-19

| Autumn term<br>Step Back in Time |   | Spring term<br>Active Planet   |  | Summer term<br>Sensational Sculpture   |  |
|----------------------------------|---|--|--|--|--|
| 1                                |   | 2  |  | 1  |  |
| Art & Design                     | <p><b>Each term:</b><br/>Use sketch books to record their observations<br/>Improve mastery of drawing, painting and sculpture techniques with a range of materials<br/>Learn about great artists, architects and designers in history. <i>Egyptian Art Hieroglyphs, sculpture Design and make a fridge magnet</i></p> | <p><i>Turner – how to paint light</i></p>  | <p><i>Kandinsky – abstract art</i></p>   | <p><i>Make fossils</i></p>   | <p><i>Explore plant-based motifs in Islamic art</i><br/>Improve mastery of drawing, painting and <b>sculpture</b> techniques with a range of materials</p>     |
| D & T                            | <p>Each term:<br/>Design, make, evaluate + technical knowledge<br/><i>Use children's ideas to invent something e.g. a new type of light</i></p>   | <p>Technical knowledge -<br/><i>Construct a model pyramid for Highfield c.f. Maths – discover how the pyramid form still plays an important role in modern architecture, eg in shopping centres, the entrance to the Louvre Museum, Paris. Escher - architecture</i></p> |  | <p>Design &amp; make nutritious meals</p>  | <p>Design make &amp; evaluate an Islamic tile for a particular place in their home</p>   |
| PE                               | <p><b>1) Gym</b><br/><i>Travelling with a change of direction</i><br/><b>2) Net/wall</b></p>  | <p><b>1) Dance</b><br/><b>2) Motor skills</b><br/>Indoor athletics/FMS</p>   | <p><b>1) Gym</b><br/><i>Stretching and curling</i><br/><b>2) Invasion games</b><br/><i>Passing the ball</i><br/>Football</p>                                 | <p><b>1) Dance</b><br/><b>2) Invasion games</b><br/><i>Creating space</i><br/><b>BV – The rule of law – ‘Rules of the game’</b><br/>Netball/Handball</p> | <p><b>1) Athletics</b><br/><i>Throwing for accuracy/jumping for height</i><br/><b>2) Striking and fielding</b><br/><i>How to strike a ball</i><br/>Cricket</p> |
| Computin                         | <p>Videoining performance<br/>E safety (thinkuknow.com)</p>   | <p>Explore computer networks, including the internet</p>   | <p>Communicating Safely on the internet – email and video conferencing<br/>E safety (thinkuknow.com)</p>   | <p>Collecting and analysing data</p>   | <p>Programming an Animation<br/>E safety (thinkuknow.com)</p>  |
| Music                            | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>   | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>   | <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> | <p>Develop an understanding of the history of music.</p>   | <p>Listen with attention to detail and recall sounds with increasing aural memory</p>  |
| MFL                              | <p>Moi (All about me)<br/>I live in London/J’habite a londres</p>   | <p>Optional (Linguascope)<br/>Colours</p>  | <p>Jeux et chansons (Games and songs)</p>  | <p>Optional (Linguascope)<br/>In the classroom</p>   | <p>On fait la fête (Celebrations)<br/>Optional (Linguascope)<br/>Where I live<br/>The time<br/>Celebrations – Bastille Day</p>                                 |

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| PSHE  | <p>E-safety</p> <p>Be Proud of Who You Are Week/BV</p> <p>Recognising feelings in others &amp; understanding body language</p> <p>Responding to different viewpoints</p> <p>Resolving conflict</p> <p>Being assertive</p> | <p>BV – Individual Liberties. Rights and responsibilities</p> <p>Resisting pressure from others</p> <p>Taking responsibility for behaviour</p> <p>Learning styles</p> <p>Planning to reach a goal</p> | <p>Review e-safety</p> <p>Differences: male and female</p> <p>Personal Space &amp; Touch</p> <p>Family Differences</p> <p>Gender roles at home and school</p> <p>Feeding the family</p> | <p>Why People Smoke</p> <p>Physical effects of smoking</p> <p>No Smoking</p> <p>Being physically active</p> | <p>Review e-safety</p> <p>Staying safe</p> <p>Our community in the media</p> <p>Organisations which help our community</p> <p>Rubbish and recycling</p> | <p>Celebrating Differences &amp; Tackling Homophobia</p> <p>Ways to pay</p> <p>Lending and borrowing</p> <p>Earning money</p> <p>Jobs</p> <p>Other people’s lives around the world</p> |
| Trips | <p>Petrie Museum/British Museum</p>   | <p>National Gallery</p>   |   | <p>Place of Worship visit: Alevi Assembly House</p>   | <p>Woodcroft Wildspace</p>  | <p>Perry Green</p>   |