

Highfield Primary School

Curriculum Planning:

Topics & mapping

British Values

Topics:

Autumn – The Circle of Life

Spring – Secret Spaces and Curious Collections

Summer – Bright Lights, Big City

Year: 3

2019-20

Autumn term
The Circle of Life

Spring term
Secret Spaces and Curious Collections

Summer term
Bright Lights, Big City

1

2

1

2

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2

Core
Text

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

Jeremy Button

Mutual Respect and Tolerance

Katie and the British Artists/
Katie and the Starry Night

Gregory Cool **Individual Liberty** STEM Positive and negative impact of electricity/technology on our lives

Tales of Wisdom and Wonder/Shepherd's Dream

Mouse, Bird, Snake, Wolf

Science

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

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

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.

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

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

Hist / Geog	<p>H Develop chronological understanding: timelines 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>H Achievements of the earliest civilisations - Ancient Egypt – depth study</p>	<p>H Achievements of the earliest civilisations - Ancient Egypt – depth study Archaeology</p>	<p>H Changes in Britain from the Stone Age to the Iron Age</p> <p>Stone Age Hunter-gatherers Early Farmers</p> <p>Bronze Age Religion Technology Travel</p>	<p>H Changes in Britain from the Stone Age to the Iron Age</p> <p>Iron Age Hill forts Tribal kingdoms Farming Art and Culture</p>	<p>G Name & locate counties & cities of UK, geographical regions, human & physical characteristics & key topographical features and land – use patterns; and understand how some of these aspects have changed over time Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features</p>	<p>G 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>e.g. Japan</i></p>
RE	<p>What is Sikh Diwali? How is it different to Hindu Diwali?</p>	<p>Why is the Torah of importance to Jewish People?</p>	<p>What are the Stories of the Christian Bible and How do they influence Christians?</p>	<p>New Unit: How do Alevis Worship?</p> <p>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p> <p>Whole School Easter Assembly</p>	<p>Visit a place of worship –What can we learn about Alevi beliefs from the Cemevi?</p>	<p>How does the life of the Prophet Muhammed Guide Muslims in their Daily Lives?</p>

2019-20

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1		2		1		
Art & Design	Class artist Kandinsky – abstract art		Class artist Van Gogh – Starry Night Create a background using a wash, use a range of brushes to create different painting effects		Improve mastery of sculpture techniques with a range of materials eg wire sculpture	
D & T		Discover how the pyramid form has played an important role in different historical periods in architecture, eg Ancient Egypt, the entrance to the Louvre, British Museum, shopping centres etc. Class Artist: Escher		Design & make nutritious meals	Design make & evaluate a puppet/ <i>Olympic mascot</i> using textiles for suitability and appearance	
PE	1) Gym <i>Travelling with a change of direction</i> 2) Net/wall	1) Dance 2) Motor skills Indoor athletics/FMS	1) Gym <i>Stretching and curling</i> 2) Invasion games <i>Passing the ball</i> Football	1) Dance 2) Invasion games <i>Creating space</i> <i>BV – The rule of law – ‘Rules of the game’</i> Netball/Handball	1) Athletics <i>Throwing for accuracy/jumping for height</i> 2) Striking and fielding <i>How to strike a ball</i> Cricket	1) Athletics <i>Travelling, throwing or distance and jumping</i> 2) Outdoor ed 3) Striking and fielding Orienteering/Rounders
Computing	Videoining performance Use a variety of software to accomplish goals. E safety – you tube/ uploading videos ? How do we evaluate what we see on the internet? STEM: Where do we see videoing used in everyday life? What careers are their in videoing? Focus: Videoing performance –Use software on a digital device to design and create content for a given goal. Program: Movie maker E safety (thinkuknow.com)		Programming and Debugging <u>E-safety:</u> Using technology safely and respectfully. Are you safe using web cams and sharing photos? <u>STEM:</u> When/How are webcams and photo sharing useful? <u>Focus:</u> Programming commands and debugging. Use logical reasoning to explain how the simple algorithms work and detect and correct errors. <u>Program:</u> Code.org Course c	Programming and Debugging Programming an Animation <u>E-safety:</u> How safe are you? What happens when you are contacted by someone you don’t know? Should you be talking to other gamers you don’t know? <u>STEM:</u> What animations do you know? What famous animators do you know? <u>Focus:</u> Programming an Animation Use sequence, selection and repetition programs Design, write and debug programs <u>Program:</u> Scratch		Collecting and analysing data E-safety: Why are surveys online a safety concern? What happens to the information you share? STEM: What jobs need you to analyse data? What do people use graphs for? Focus: Create a branching database. Enter data and make it into a graph -select and sue programs to analyse, evaluated and present data and information Program: Purple mash or J2e Cross curricular: Science and maths

Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations
MFL	Moi (All about me) I live in London/J'habite a londres	Optional (Linguascope) Colours	Jeux et chansons (Games and songs)	Optional (Linguascope) In the classroom	On fait la fête (Celebrations)	Optional (Linguascope) Where I live The time Celebrations – Bastille Day
PSHE	E-safety Be Proud of Who You Are Week/BV Recognising feelings in others & understanding body language Responding to different viewpoints Resolving conflict Being assertive	BV – Individual Liberties. Rights and responsibilities Resisting pressure from others Taking responsibility for behaviour Learning styles Planning to reach a goal	Review e-safety Differences: male and female Personal Space & Touch Family Differences Gender roles at home and school Feeding the family	Why People Smoke Physical effects of smoking No Smoking Being physically active	Review e-safety Staying safe Our community in the media Organisations which help our community Rubbish and recycling	Celebrating Differences & Tackling Homophobia Ways to pay Lending and borrowing Earning money Jobs Other people's lives around the world
Enrichment opportunities	Petrie Museum	History Day	National Gallery	Place of Worship visit: Alevi Assembly House Pizza making – Pizza Express		Woodcroft Wildspace