

Highfield Primary School

Curriculum Planning:

Topics & mapping

British Values

Topics:

Autumn – A Kaleidoscope of Colours

Spring – Windows and Doors

Summer – Marvellous Movies

Year: 3

2020-21

| 2020-21 | | | | | | |
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| Autumn term A Kaleidoscope of Colours | | | Spring term Windows and Doors | | Summer term Marvellous Movies | |
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| Core Text | Jack's Fantastic Voyage | Jeremy Button Mutual Respect and Tolerance | Katie and the British Artists/ Katie and the Starry Night | Gregory Cool Individual Liberty <i>STEM Positive and negative impact of electricity/technology on our lives</i> | Tales of Wisdom and Wonder/Shepherd's Dream | Firework Maker's Daughter |
| 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 | 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 | 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. |

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| Hist / Geog | <p>H Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century) Changes in Britain from the Stone Age to the Iron Age How did people find food and live together before farming? Stone Age Hunter-gatherers Early Farmers Bronze Age Religion Technology Travel 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.</p> | <p>H Use a timeline within a specific time in history to set out the order things may have happened Cradles of Civilisation – First big settlements and cities in the Middle East. Mesopotamia – the land between two rivers. (+ Reference to the Shang Dynasty and Indus Valley). Multiculturalism: The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction. Review importance of rivers for early settlement and civilisations. Begin study of Ancient Egypt and the River Nile.</p> | <p>H Achievements of the earliest civilisations - Ancient Egypt – depth study Archaeology – How do we find out about the past? Create an archaeological dig/explore the profession</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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features Coastal processes (erosion, transportation & deposition) and landforms. Jurassic coast, including significance of its rocks and fossils.</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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features Contrast the Jurassic coast to other coastal habitats in the Indian Ocean – coastal erosion in the Bay of Bengal.</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? BV – Tolerance and acceptance of the beliefs of others. Comparing faiths. 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> |

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| Art & Design | Recognise when art is from different historical periods and different cultures. Prehistoric art. Learn how prehistoric artists created painting materials. Use a range of brushes to create different effects in painting. Q. Why do people create art? Identify techniques used by different artists. Artist Kandinsky – abstract art- using shapes & colours to express feelings. | | Artist Van Gogh – Starry Night Create a background using a wash, use a range of brushes to create different painting effects Show facial expressions in my art. Use sketches to produce a final piece of art. Use different grades of pencil to shade and to show different textures and tones. Create a background using a wash | | Artist – Escher Tessellation. Combine two- and three-dimensional images. Incorporated three-dimensional objects such as spheres, tetrahedrons, cylinders and cubes into artwork. Improve mastery of sculpture techniques with a range of materials |
| | | Design using sketches & diagrams, make & evaluate a puppet. Follow a step-by-step plan, choosing the right equipment and materials. | | Explain how a particular form has played an important role in design in different historical periods – the pyramid from Egypt to the Louvre (to the Toblerone) Design & make nutritious meals. | Textiles. Use learning from mathematics to help design and make products that work. Understand that materials have both functional properties and aesthetic qualities. Design a product & make it attractive. Choose a textile for its suitability & appearance. Use a single fabric shape to make a 3D textiles product |
| | 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 |

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| Computing | <p>Videoing 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</p> <p>E safety (thinkuknow.com)</p> | <p>Use IT to create art which includes my own work and that of others. Use digital images and combine with other media in my art.</p> | <p>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</p> | <p>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</p> | | <p>Collecting and analysing data E-safety: Why are surveys online a safety concern? What happens to the information you share?</p> <p>STEM: What jobs need you to analyse data? What do people use graphs for?</p> <p>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</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> | <p>Use and understand staff and other musical notations</p> |
| MFL | <p>Moi (All about me) I live in London/J'habite a londres</p> | <p>Optional (Linguascope) Colours</p> | <p>Jeux et chansons (Games and songs)</p> | <p>Optional (Linguascope) In the classroom</p> | <p>On fait la fête (Celebrations)</p> | <p>Optional (Linguascope) Where I live The time Celebrations – Bastille Day</p> |
| PSHE | <p>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</p> | <p>BV – Individual Liberties. Rights and responsibilities Resisting pressure from others Taking responsibility for behaviour Learning styles Planning to reach a goal</p> | <p>Review e-safety Differences: male and female Personal Space & Touch Family Differences Gender roles at home and school Feeding the family</p> | <p>Why People Smoke Physical effects of smoking No Smoking Being physically active</p> | <p>Review e-safety Staying safe Our community in the media Organisations which help our community Rubbish and recycling</p> | <p>Celebrating Differences & Tackling Homophobia Ways to pay Lending and borrowing Earning money Jobs Other people's lives around the world</p> |
| Enric hmen | | <p>History Day</p> | | | | <p>Woodcroft Wildspace</p> |