

Highfield Primary School

Curriculum Planning:

Topics & mapping

British Values

Topics:

Autumn – Movers and Shakers (Respect)

Spring – Our World, Our Future (Co-operation)

Summer – Healthy Mind, Healthy Me (Kindness)

Year: 3

2021-22						
Autumn term Movers and Shakers			Spring term Our World, Our Future		Summer term Healthy Mind, Healthy Me	
Events	<ul style="list-style-type: none"> Heroes Day Children In Need (13th November) Remembrance Day (11th November) Anti-bullying week (22nd-26th November) Christmas Jumper Day (10th December) 		<ul style="list-style-type: none"> STEM week Mental Health Awareness Week Trashion Show Women's International Day (8th March) Safer Internet Day (9th February) World Book Day (3rd March) Autism awareness week 		<ul style="list-style-type: none"> Queen's Platinum Jubilee. Whole school musical Sports Day International Day 	
Term	1	2	1	2	1	2
Core Text	Jack's Fantastic Voyage (Fiction) My shadow (Poetry) Robert Louis Stevenson.	Jemmy Button (Fiction) <i>Mutual Respect and Tolerance</i> Baboon on the Moon (Film Clip) Carribean Dozen- Grace Nichols/ John Agard (Black History)	Katie and the British Artists/ Katie and the Starry Night (Fiction) There's a Pebble in my Pocket (Non-fiction)	Gregory Cool (Fiction) <i>Individual Liberty STEM</i> <i>Positive and negative impact of electricity/technology on our lives</i>	Tales of Wisdom and Wonder/The Shepherd's Dream (Fiction) Lost in Egypt (Non-fiction) The Firework Maker's Daughter (Fiction)	The Firework Maker's Daughter (Fiction)
Science	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	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	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

	Data loggers	magnet, and identify some magnetic materials Describe magnets as having two poles; predict whether two magnets will attract or repel each other				
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>G 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. Contrast the Jurassic coast to other coastal habitats in the Indian Ocean – coastal erosion in the Bay of Bengal.</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</p>
RE	What is Sikh Diwali? How is it different to Hindu Diwali?	Why is the Torah of importance to Jewish People?	What are the Stories of the Christian Bible and How do they influence Christians?	<p>New Unit: How do Alevis Worship?</p> <p><i>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</i></p> <p>Whole School Easter Assembly</p>	<p>Visit a place of worship –What can we learn about Alevi beliefs from the Cemevi?</p>	How does the life of the Prophet Muhammed Guide Muslims in their Daily Lives?

2021-22						
Autumn term Movers and Shakers		Spring term Our World, Our Future			Summer term Healthy Mind, Healthy Me	
1		2	1	2	1	2
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. Create a background using a wash		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.	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		
D & T		Design using sketches & diagrams, make & evaluate a puppet. Follow a step-by-step plan, choosing the right equipment and materials. Use a shape to make a 3D textile product. Choose a textile for its suitability and appearance			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 shape to make a 3D product. 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.
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> BV – The rule of law – ‘Rules of the game’ 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 (orienteering)
Computing	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. STEM: Where do we see videoing used in everyday life? What careers are there in videoing?	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?	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.	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?	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: Videoing performance –Use software on a digital device to design and create content for a given goal. Program: Movie maker. E safety (thinkuknow.com)	E safety (thinkuknow.com)	Use logical reasoning to explain how the simple algorithms work and detect and correct errors. <u>Program:</u> Code.org Course c	<u>Focus:</u> Programming an Animation Use sequence, selection and repetition programs Design, write and debug programs <u>Program:</u> Scratch	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	On fait la fête (Celebrations)	Optional (Linguascope) In the classroom	Jeux et chansons (Games and songs)	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				Place of worship visit- Alevism	History Day-Egyptians Museum Visit	Woodcroft Wildspace