

Curriculum Plan: September 2014 (**Bold text** Year 3 objectives)

Class: Willow

Subject	Term 1	Term 2	Term 3
Science	<ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• <b>compare and group materials together, according to whether they are solids, liquids or gases</b></li> <li>• <b>identify common appliances that run on electricity</b></li> <li>• <b>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</b></li> <li>• <b>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</b></li> <li>• <b>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</b></li> <li>• <b>recognise some common conductors and insulators, and associate metals with being good conductors.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>)</b></li> <li>• <b>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</b></li> <li>• <b>describe the simple functions of the basic parts of the digestive system in humans</b></li> <li>• <b>identify the different types of teeth in humans and their simple functions</b></li> <li>• <b>identify how sounds are made, associating some of them with something vibrating</b></li> <li>• <b>recognise that vibrations from sounds travel through a medium to the ear</b></li> <li>• <b>find patterns between the pitch of a sound and features of the object that produced it</b></li> <li>• <b>find patterns between the volume of a sound and the strength of the vibrations that produced it</b></li> <li>• <b>recognise that sounds get fainter as the distance from the sound source increases.</b></li> </ul>	<ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>

		•	<ul style="list-style-type: none"> <li>• <b>construct and interpret a variety of food chains, identifying producers, predators and prey.</b></li> <li>• <b>recognise that living things can be grouped in a variety of ways</b></li> <li>• <b>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</b></li> <li>• <b>recognise that environments can change and that this can sometimes pose dangers to living things.</b></li> </ul>
Computing	<ul style="list-style-type: none"> <li>▪ <u>Coding</u></li> <li>▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• <b>use search technologies effectively, appreciate how results are selected and</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> <li>▪ <b>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</b></li> </ul>

	<ul style="list-style-type: none"> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> <li>▪ use <b>sequence, selection, and repetition</b> in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>•</li> </ul>	
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<p>Geography</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• <b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed</b></li> </ul>	<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• <b>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• human geography, including: types of settlement and land use,</li> </ul>	<ul style="list-style-type: none"> <li>▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>▪ <b>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</b></li> </ul>
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	over time	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
History	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Pieter Bruegel the Elder and LS Lowry.</li> <li>significant historical places in their own locality.</li> <li><b>a significant turning point in British history, (industrial revolution? - link to Lowry).</b></li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li><b>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared</b></li> </ul>
Art and Design	<ul style="list-style-type: none"> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li><b>about great artists, architects and designers in history.</b></li> <li><b>to create sketch books to record their observations and use them to</b></li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><b>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</b></li> </ul>

	review and revisit ideas		
P.E.	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>		
R.E	<p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>Cornwall as a place of spiritual inquiry</li> <li>Characteristics of the Church</li> <li>Church structures and organisations</li> <li>The Church's year</li> <li>Worship</li> <li>Description of God</li> <li><b>God and humanity</b></li> <li><b>Beliefs that human beings</b> <ul style="list-style-type: none"> <li>are made in the image and likeness of God</li> <li>became sinful</li> <li>can be redeemed</li> </ul> </li> <li>How these beliefs are expressed in stories and pictures</li> </ul> <p><u>Hinduism</u></p> <p><u>Key beliefs</u></p> <ul style="list-style-type: none"> <li>The universe, and the endless cycle of creation, preservation and</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of God</li> <li>The nature of the Bible</li> <li>Types of writing</li> <li>Uses of the Bible</li> <li>Names of important scriptures, for example</li> <li>Stories about Rama and Krishna</li> <li><b>The foundations of Christian morality</b> <ul style="list-style-type: none"> <li>The two greatest commandments</li> <li>The Ten Commandments</li> <li>The Sermon on the Mount</li> </ul> </li> <li>Key Christian Values (Fruit of the Spirit)           <ul style="list-style-type: none"> <li>Love Joy</li> <li>Peace Patience</li> <li>Kindness Goodness</li> <li>Faithfulness Gentleness</li> <li>Self-control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Hinduism - Family, community and traditions</li> <li>Hindu traditions</li> <li>The Importance of the family</li> </ul> <p><b>Hinduism</b></p> <p>Religious symbols Aum, The Lotus flower, The Swastika, The colour saffron</p> <p>Gurus and disciples The importance of spiritual teachers, eg holy people who visit Great Britain</p> <p>Respect for</p> <ul style="list-style-type: none"> <li>God</li> <li>Other people</li> <li>The cow and all forms of life</li> </ul> <p>Family, community and tradition Hindu traditions Hinduism is originally an Indian religion, encompassing many traditions, sects and movements There are many Hindus living in Great Britain and other parts of the world The importance of close contact with</p>

	<p>destruction</p> <ul style="list-style-type: none"> <li>Reincarnation (the cycle of birth and death)</li> </ul> <p>God</p> <ul style="list-style-type: none"> <li>God is worshipped in diverse forms and/or is believed to be formless.</li> <li>The complementary attributes of deities as male and female</li> <li>The concept of avatar (a deliberate descent of a deity from heaven to earth, or a descent of the supreme being ie Vishnu)</li> </ul> <ul style="list-style-type: none"> <li>Worship <ul style="list-style-type: none"> <li>Puja at home and in the Mandir (temple)</li> <li>The shrine</li> <li>The Arti ceremony</li> <li>The role of divine images in worship</li> <li>Havan</li> </ul> </li> </ul>	<p>Scriptures</p> <p>Names and nature of the sacred texts</p> <p>The Vedas</p> <p>How they are used by adherents to Hinduism</p> <p>Stories</p> <p>Rama's exile and return</p> <p>The childhood of Krishna</p> <p>Stories with a moral, eg those from the Panchatantra or Hitopadesh</p>	<p>families in India</p> <p>The importance of music, dance and drama</p> <p>The importance of the family</p> <p>Love and loyalty between all members of the extended family, eg grandparents often live with their family and are well respected</p> <p>The community and the whole world as a family</p> <p>How Hindu values and rituals are learnt in the home</p> <p>The journey of life</p> <p>The four different stages of life (ashramas) and their associated duties</p> <p>Samskars, e.g. those associated with birth, initiation, marriage and death</p> <p>Yoga, meditation and mantra</p> <p>Festivals/the Hindu calendar</p> <p>Food associated with festivals and worship</p> <p>The importance of pilgrimage in India</p> <p>Stories associated with pilgrimage</p> <p>The development of holy places in Great Britain</p>
Languages			
Music	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		

Design/DT	<ul style="list-style-type: none"><li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li><li>▪ evaluate their ideas and products against design criteria</li><li>▪</li></ul>	<ul style="list-style-type: none"><li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li><li>▪ explore and evaluate a range of existing products</li><li>▪ evaluate their ideas and products against design criteria</li><li>▪ build structures, exploring how they can be made stronger, stiffer and more stable</li><li>▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li><li>▪ use the basic principles of a healthy and varied diet to prepare dishes</li><li>▪ understand where food comes from.</li></ul>	
PSHE			



<p>English</p> <p>*See the Our School section of the school website for more information on these.</p>	<p>Big Write* Accelerated Reader* Read, Write, Inc.* Read, Write, Inc. Get Spelling</p> <p>We use the Talk for Writing structure for all of our writing and where possible link this to the termly topics. We begin by learning a story, or non-fiction text type such as a set of instructions by using a map. Children then are taught to adapt the structure before applying it to their independent writing.</p> <p><u>Non-Fiction</u> Instruction writing. Letter writing.</p> <p><u>Fiction</u> Fairytale writing.</p>	<p>Big Write* Accelerated Reader* Read, Write, Inc.* Read, Write, Inc. Get Spelling</p> <p><u>Non-Fiction</u> Report writing. Writing a recount.</p> <p><u>Fiction</u> Traditional tales - writing a myth.</p>	<p>Big Write* Accelerated Reader* Read, Write, Inc.* Read, Write, Inc. Get Spelling</p> <p><u>Non-Fiction</u> Writing a persuasive letter. Looking at Explanation texts and writing their own explanations.</p> <p><u>Fiction</u> Writing and performing a play.</p> <p>Poetry</p>
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