

YEAR 3 CURRICULUM SUMMER TERM

‘EUROVISION’





Longhill Primary School Year 3 Autumn Curriculum

Theme – Eurovision

Driving the Theme:

Geography

As geographers we will study both the UK and Europe- with a strong focus on Europe.

Programmes of Study

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including Russia), concentrating on their environment regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the UK.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, arctic and Antarctic Circle, the prime/ Greenwich Meridian and time zones (including day and night) (Introduced where possible from year 3, built upon each year to provide a sound understanding)

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country.

Human and Physical Geography

- Describe and understand key aspects of : physical geography including climate zones, biomes briefly discussed to expose terminology)

Geography Skills and Fieldwork

- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

We will be finding out about some of the most exciting and beautiful places and countries and capitals of our home continent, Europe. Briefly identify and acknowledge the specific biomes within each region of the Europe that is considered.

We will look at Human Features e.g. Shard in London, Eiffel Tower and Physical features e.g. The Matterhorn, The Northern Lights.

We will discover some of Europe's flags and emblems and some significant people and events.

We will find out about the vast range of foods and culture around Europe.

We will look at the varying weather and climate, including the differences between Northern and Southern Europe.

We will compare and contrast the UK and parts of Europe.

Introduce, where possible, the language linked to location on a map. E.g. latitude, longitude, Tropic of Cancer, Tropic of Capricorn and Equator. Southern and Northern Hemisphere should also be acknowledged.

History – linked to Geography

Chronological Events

Order events over a larger timescale, e.g. when the buildings across Europe were built.

Historical Enquiry

Thinking about significant people; children will pose their own questions to gain an understanding of the topic.

Longitudinal Learning

Children will research significant people throughout European history.

Writing	Reading	SPaG
<p>Discussion</p> <p>Narrative</p> <p>Poetry</p> <p>Recap on Instructional / Procedural and Diary</p>	<p>One whole class SPIES session per week which covers:</p> <p>S: Sets out the objective for the lesson.</p> <p>P: Probe the text. This focuses on content domain 2a and picks out useful vocabulary and language that will help the children to better understand the text and develop their own vocabulary knowledge.</p> <p>I: Investigate further. This focuses on content domain 2b where children answer retrieval questions.</p> <p>E: Extend the learning. This focuses on content domain 2d where children develop their inference skills.</p> <p>S: Search for meaning. This section changes to cover the remaining content domains.</p> <p><u>Mini Missions:</u></p> <p>There are two further reading lessons in the week. The first is a taught 'Mini Mission' that focuses on further developing the inference skills of the children as this has been identified as an area to improve. The second 'Mini Mission' is an independent activity that focuses on 2b. Children answer a range of retrieval questions presented in a variety of ways. (Find and copy, tick, number, etc.)</p>	<p>Formation of nouns using a range of prefixes.</p> <p>Use of the forms a or an</p> <p>Words families based on common words.</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Use of the present perfect form of verbs.</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Headings and sub headings to aid presentation.</p>

	<u>TEXT</u> Where my Wellies take me. Mona Lisa	
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Science

Working Scientifically

In years 3 and 4 pupils should be

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and taking accurate measurement using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

Summer 1

Plants

- To know the functions of different parts of flowering plants.
- To know the requirements of plants, the life and growth and how they vary from plant to plant.
- To know the way in which water is transported in plants.
- To know the part that flowers play in the lifecycle of plants.

Summer 2

Rocks

- To know the different kinds of rocks on the basis of their appearance and simple physical properties.
- To know how fossils are formed when things that have lived are trapped within rock.
- To know that soils are made from rocks and organic matter.

Conscious Connections/CP

Do all plants need the same amount of water/soil/light? Compare the requirements of sage to the requirements of an iris.

Can you change the colour of celery? – GD science by CQ.

Categorise fossils in different ways e.g. body fossils/trace fossils.

Art	Music
<p><u>Summer 1</u></p> <p><u>Printing</u></p> <p>Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials</p> <p>Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure</p> <p>Can take rubbings from texture to understand and inform their own texture prints</p> <p>Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks</p> <p>Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</p> <p><u>Sculpture</u></p> <p>Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</p> <p>Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</p> <p>Can respond to sculptures and craft artists to help them adapt and make their own work</p> <p>Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials</p> <p>Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • 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. <p><u>Charanga</u></p> <p>Bringing us together</p> <p>Reflect, Rewind and Replay</p> <p><u>Continuous Provision</u></p> <p>Transitions – Use music for transitions throughout between activities.</p> <p>Story telling – Keep a range of musical instruments to hand that pupils use to create a soundtrack to their favourite stories or poems.</p> <p>Warm ups – E. g. PE</p> <p>Calm Sessions – E.g. after break times.</p> <p><u>Longitudinal Learning</u></p> <p><u>Composer Challenge</u></p>

	<p>In this ongoing challenge, pupils choose a significant classical composer to research.</p> <p>Pupils describe the style of music using musical terminology and give an overview of the life and style of the composer.</p>
Modern Foreign Languages <ol style="list-style-type: none"> 1. J'ai un frere – Family members 2. Beaucoup de bonbons – Numbers 11-20 3. Un bonbon rouge – Colours, more commands 	

Design and Technology

Model Making

To measure and mark wood to a required length.

To cut soft wood using a saw and vice.

Drill a hole in a soft wood.

To understand mechanical systems and why these might be used eg. cams, gears, pulleys, levers and linkages.

To create a mechanical system such as a lever and linkage .

Designing

Understanding contexts, users and purposes

- work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- describe the purpose of their products
- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work
- In early KS2 pupils should also:
 - gather information about the needs and wants of particular individuals and groups
 - develop their own design criteria and use these to inform their ideas

Generating, developing, modelling and communicating ideas

- share and clarify ideas through discussion
- model their ideas using prototypes and pattern pieces
- use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
- use computer-aided design to develop and communicate their ideas

In early KS2 pupils should also:

- generate realistic ideas, focusing on the needs of the user
- make design decisions that take account of the availability of resources

Making

Planning

- select tools and equipment suitable for the task
- explain their choice of tools and equipment in relation to the skills and techniques they will be using
- select materials and components suitable for the task
- explain their choice of materials and components according to functional properties and aesthetic qualities

In early KS2 pupils should also:

- order the main stages of making

Practical skills and techniques

- follow procedures for safety and hygiene
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In early KS2 pupils should also:

- measure, mark out, cut and shape materials and components with some accuracy
- assemble, join and combine materials and components with some accuracy
- apply a range of finishing techniques, including those from art and design, with some accuracy

Evaluating

Own Ideas and Products

- identify the strengths and areas for development in their ideas and products
- consider the views of others, including intended users, to improve their work

In early KS2 pupils should also:

- refer to their design criteria as they design and make
- use their design criteria to evaluate their completed products

Exisiting Products

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

In early KS2 pupils should also investigate and analyse: • who designed and made the products

- where products were designed and made
- when products were designed and made
- whether products can be recycled or reused

Key Events and individuals

- about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products

<p>PE</p> <p><u>The PE HUB</u></p> <p><u>Summer 1</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force <p><u>Table Tennis</u></p> <p><u>Summer 2</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force <p><u>Fitness</u></p>	<p>RE</p> <p>Discover RE</p> <p><u>Summer 1</u></p> <p><u>Theme</u> Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and everything?</p> <p>Religion: Hinduism</p> <p><u>Summer 2</u></p> <p><u>Theme</u> Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges be special to a non-Hindu?</p> <p>Religion: Hinduism</p>	<p>PSHCE- Jigsaw</p> <p><u>Relationships</u></p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can identify and put into practice some of the skills of friendship eg Taking turns, being a good listener.</p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family.</p> <p><u>Changing Me</u></p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the other's uterus.</p> <p>I understand what a baby needs to live and grow.</p>
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Computer Science

Mr Andrews Online Curriculum: A New Country (Augmented Reality) (<https://mrandrewsonline.co.uk/new-country/>)

Information Technology

- Use the camera accurately to create a short clip for editing.
- Plan videos content by using scripts.
- Combine animated characters and voice recordings for particular effects.
- Edit digital content to improve it, according to feedback.
- Plan a movie with scripts that have a beginning, middle and end and combines text, music, and images.

Digital Literacy

- Explain why copying someone else's work from the internet without permission can cause problems and give examples of what those problems might be.
- When searching on the internet for content to use, explain why you need to consider who owns it and whether you have the right to reuse it and give some simple examples.