



The Learning Challenge



Curriculum

2024-2025

Year 3



Class: Nightingale



Summer Term Curriculum Map Year 3

	Summer 1 Extreme Earth Volcanoes and Earthquakes
English	<ul style="list-style-type: none"> • Explanation texts • Adventure stories
	<ul style="list-style-type: none"> • Haiku Poems
Maths WTEM	<ul style="list-style-type: none"> • Money • Measure Time • Properties of shape • Statistics • Consolidate multiplication and division • Consolidation of fractions <p><i>Ongoing fluency, reasoning and problem solving</i></p>

Science	<p>Plants</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Animals including humans</p> <ul style="list-style-type: none"> • explain the importance of a nutritionally balanced diet • describe how nutrients, water and oxygen are transported within animals and humans • identify that animals, including humans, cannot make their own food: they get nutrition from what they eat • describe and explain the skeletal system of a human • describe and explain the muscular system of a human 	<p>Animals including humans</p> <ul style="list-style-type: none"> • explain the importance of a nutritionally balanced diet • describe how nutrients, water and oxygen are transported within animals and humans • identify that animals, including humans, cannot make their own food: they get nutrition from what they eat • describe and explain the skeletal system of a human • describe and explain the muscular system of a human
History	<p>Historical enquiry</p> <ul style="list-style-type: none"> • use their 'information finding' skills in writing to help them write about historical information • through research identify similarities and differences between given periods in history • describe events from the past using dates when things happened • describe events and periods using the words: ancient and century • use a timeline within a specific time in history to set out the order things may have happened • use their mathematical knowledge to work out how long-ago events would have happened <p>the lost city Ancient city of Pompeii</p> <ul style="list-style-type: none"> • Discussed the main events of the Ancient City of Pompeii • Describes how some of the past events/people affect life today. • Describe aspects of past events have influence life today 	

Geography	<p>Geography, Volcanoes and Earthquakes</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> locate and name some of the world's most famous volcanoes and earthquakes <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe key aspects of natural disasters and how they happen (e.g. volcanoes, earthquakes and floods) <p>Physical geographical features</p> <p>Describe how volcanoes are created:</p> <ul style="list-style-type: none"> name the layers that make up the earth understand the structure of a volcano and categorise volcanoes as extinct, dormant or active understand how and why earthquakes happen begin to understand the idea of plate tectonics <p>Human geographical features</p> <ul style="list-style-type: none"> explain how a locality has changed over time with reference to human features describe how volcanoes, earthquakes have an impact on people's lives and the environment <p>Geographical enquiry</p> <ul style="list-style-type: none"> To use atlases and maps to identify the key features of a volcano <p>Mapping</p> <ul style="list-style-type: none"> use maps, junior atlases, globes, digital/computer mapping to locate countries and describe features studies
Computing	<div> <div> <p><u>Databases – Purple Mash units 3.3 and 3.6</u></p> <p>Spreadsheets (Unit 3.3)</p> <ul style="list-style-type: none"> To add and edit data in a table layout, exploring how spreadsheets can create graphs from data To introduce the 'more than', 'less than', 'equals' and 'spin' tools To introduce the Advanced mode of 2Calculate To learning about describing cells using their addresses <p>Branching databases (Unit 3.6)</p> <ul style="list-style-type: none"> To sort objects using just Yes/No questions To complete a branching database using 2Question To create a branching database </div> <div> <p>Coding – Purple Mash Unit 3.1</p> <ul style="list-style-type: none"> To understand what a flowchart is and how they are used in computer programming To understand that there are different types of timers, and to select the right type for a purpose To understand how to use the repeat command To use coding knowledge to create a range of programs, and to understand the importance of nesting To design and create an interactive scene </div> </div>

Design & Technology	<p>Mouldable Materials/ Stiff and Flexible Materials: Artist study: Giacometti/ Antony Gormley/ Elisabeth Frink. Design and create a freestanding sculpture. Begin with drawings and sketches, planning ideas. Create maquettes first to test structure and form.</p> <p>Mouldable materials</p> <ul style="list-style-type: none"> • Select the most appropriate materials • Use a range of techniques to shape and mould • Use finishing techniques paint, glaze
Art	<p>Drawing and Painting: Colour wheel, creating a wash, natural wonders – Artist Georgina O'keeffe</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand what the artists is trying to express in their work • Explore work from other periods of time • Make notes in their sketch books about techniques used by artists <p>Painting</p> <ul style="list-style-type: none"> • Predict with accuracy the colours that they mix • Know where each colour (primary and secondary) sits on the colour wheel • Create a background using a wash • Use a range of brushes to create different effects. <p>Drawing</p> <ul style="list-style-type: none"> • Use their sketches to produce a final piece of work

Charanga Scheme Bringing us together (Disco)**Listen & Appraise**

- Discuss how a song makes them feel
- Listen carefully and respectfully to other people's thoughts about the music

Dimensions of music

- To know the difference between a musical question and answer

Singing

- To sing with awareness of being 'in tune'
- To have an awareness of the pulse internally when singing

Playing

- Play the part in time with the steady pulse
- Listen to and follow musical instructions from a leader

Improvisation

- Using voices and instruments, listen and copy back, then improvise own answers using one or two notes

Composition

- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- Combine sounds to create specific moods or feelings

Performance

- To understand the need to play clear notes with confidence when performing
- Introduce and understand the differences between crotchets and paired quavers.

Charanga Scheme Reflect, rewind and replay (Classical)**Listen & Appraise**

- Recognise the work of at least one famous composer

Dimensions of music

- Practise listening to rhythms and clapping them back, creating rhythms for others to copy (perhaps leading the class), listening and singing back, listening and playing back without, and then with, notation

Singing

- Begin to enjoy exploring singing solo
- To sing with awareness of being 'in tune'
- To have an awareness of the pulse internally when singing

Playing

- Play the part in time with the steady pulse
- Listen to and follow musical instructions from a leader

Improvisation

- Using voices and instruments, listen and copy back, then improvise own answers using one or two notes

Composition

- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- Use repeated patterns within their composed pieces
- Combine sounds to create specific moods or feelings

Performance

- To understand the need to play clear notes with confidence when performing
- Introduce and understand the differences between crotchets and paired quavers.

PE	<p>Rounder's skills</p> <ul style="list-style-type: none"> • To hold a bat correctly • Bowl a ball correctly using the correct action • Throw a ball under and over arm with some accuracy and consistence • Catch a ball at different heights and lengths • select and use the most appropriate skills, actions or ideas • move and use actions with co-ordination and control <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. • Core skills (balance, control) <p>Athletic Skills</p> <ul style="list-style-type: none"> • run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance • Choose and use throw to reach target • Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master movements (running, jumping, throwing and catching in isolation and combination) • Core skills (balance, strength, control) 	<p>Athletics Skills (linked to sports Day)</p> <ul style="list-style-type: none"> • run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance • Choose and use throw to reach target • Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master movements (running, jumping, throwing and catching in isolation and combination) • Core skills (balance, strength, control) <p>Cricket Skills</p> <ul style="list-style-type: none"> • To hold a bat correctly • To bowl a ball correctly using the correct action. • Throw a ball under and over arm with some accuracy and consistency • Catch a ball at different heights and lengths • Select and use the most appropriate skills, actions or ideas • Move and use actions with co-ordination and control • To concentrate for longer periods of time. <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. • Core skills (balance, control)
PE	<p>What difference does being a Muslim make to daily life? Muslim</p>	

Relationships

- explain how my life is influenced positively by people I know and also by people from other countries
- explain why my choices might affect my family, friendships and people around the world who I don't know

Changing me

- explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
- recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings