Year 3 Curriculum Map

Music

Compose

Develop the lyrics of a song/chant -Develop a song: beat, melody, rhythm, chords -Create melodic and rhythmic accompaniments for tunes using drone and ostinati -Create simple pentatonic melodies -Combine rhythmic patterns -Select, order, combine and control sounds to create abstract effects paying attention to balance and timbre e.g. to enhance a poem or to depict a graphic score -Use digital technologies to compose pieces of music -Use sequence, binary, ternary and rondo form -Explore contrasting moods

Transcribe

Recognise and write symbols for semi breve, minim, crotchet, quaver and semi quaver and say how many beats they represent -Consolidate knowledge of CEGBDF and DFACE on the musical stave -Read and write standard and non -standard symbols to indicate when to play and when to rest -Read and write pitch line notation

Perform

Sing from memory with accurate pitch -Maintain a simple part within a group. Including 2/3 parts and rounds and echo canon and partner songs and ostinato -Perform combined rhythmic patterns, layered rhythms and combined metres -Perform music with a variety of structures -Show control of voice using dynamics, phrasing and expression -Play notes on instruments with care so that they are clear, keeping accurate time e.g. melodic ostinato, drones and pentatonic melodies -Play increasingly complex melodies and chords -Perform with control and awareness of others

Improvise

Improvise melodically to an ostinato accompaniment -Improvise sound to a movie -Improvise rhythmically using untuned percussion

Describe

Use terms to describe music : silence, beat, timbre, dynamics, pitch, rhythm, notation, texture, structure, melody, score, scale, ostinato, accompaniment, leap,step arrangement, metre, pizz, glissando, improvisation, round, verse, chorus, phrase, stave, pitch movement, interval, layering, binary, call and response, acoustic layered, echo, rondo, ternary, score, strong beat, accent, pentatonic, unison. -Evaluate music using musical vocabulary to identify areas of likes, dislikes -Identify structures -Identify changes in pitch -Understand layers of sounds and discuss their effect on mood and feeling -Recognise conversation and call and response in music form -Recognise classification of instruments

Art

Develop ideas

Develop ideas from starting points throughout the curriculum -Collect information, sketches and resources -Adapt and refine ideas as they progress. -Explore ideas in a variety of ways. -Comment on artworks using visual language

Master techniques

Painting -Mix colours effectively -Experiment with creating mood with colour

Collage -Select and arrange materials for a striking effect -Ensure work is precise -Use coiling, overlapping, tessellation, mosaic and montage ***Sculpture*** -Create and combine shapes to create recognisable forms (e.g. shapes made fromnets or solid materials) - Include texture that conveys feelings, expression or movement -Use clay and other mouldable materials -Add materials to provide interesting detail

Drawing -Use different hardnesses of pencils to show line, tone and texture -Sketch lightly (no need to use a rubber to correct mistakes) -Use shading to show light and shadow

Textiles -Shape and stitch materials -Use basic cross stitch and back stitch -Colour fabric -Create weavings -Quilt, pad and gather fabric –

Take inspiration from the greats

Replicate some of the techniques used by notable artists, artisans and designers -Create original pieces that are influenced by studies of others

Values

British values

Democracy -Initiate and take part in take part in group votes -Explain why a vote is a fair way to make group decisions

Rule of law -Suggest ideas for class rules and explain why they should be in place -Show respect for the school rules by always striving to abide by them and encouraging others to do the same -Understand that when people break rules there may be consequences

Individual liberty -Make sensible choices independently and justify these choices -Give ideas and suggestions willingly and reflect on the impact of their choices

Mutual respect -Work collaboratively and communicate fairly -Help others to share ideas by asking questions and showing interest -Show willingness to compromise independently

Tolerance of those of different faiths and beliefs -Describe people/events/things that are important to them and explain why they are important -Ask others about people/events/things that are important to them and show respect to others who have differing opinions to their own -Name and describe more than one religion (see RE objectives)

Spritiual, moral, social & cultural values

Spiritual -Discuss the idea that different societies have different beliefs and that these can be affected by the environments they live in -Consider different religions and how people's faith prepares them for death -Compare laws and rules within different cultural systems -Understand the Green Cross Code ***Moral*** -Think of others, listen well to others' points of view and try to imagine others' points of view -Identify where they have contributed well and will identify areas for development -Explain why is it important to respect different cultures and their traditions and describe ways in which we should be respectful -Show an interest in investigating, and offering reasoned views about,moral and ethical issues concerning China and the Shang Dynasty

Social -Work together showing they can listen to others opinions and negotiate to create a joint end result -Find and share stories in the news about people or animals who have survived in extreme circumstances -Compare rules and laws within our society with those in other cultures

Cultural -Investigate differences in housing, food, and clothing and say why these are influenced by where they live -Compare the hierarchical system on Ancient Egypt with other hierarchical systems e.g. Schools, the government -Explain how we adapt to change in our lives placed on us by new locations -Understand the meaning of identity -Participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning e.g. about China and the Shang Dynasty

Computing

Computer Science

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Sequence, selection and repetition in programs; work with variables and various forms on input and output -Use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs

Information Technology

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 -Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content -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

Digital Literacy

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

History

Investigate and interpret the past

Use evidence to ask questions and find answers to questions about the past -Suggest suitable sources of evidence for historical enquiries -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ -Suggest causes and consequences of some of the main events and changes in history

Build an overview of world history

Give a broad overview of life in Britain from ancient until medieval times -Compare some of the times studied with those of other areas of interest around the world -Describe the social, ethnic, cultural or religious diversity of past society

Understand chronology

Place events, artefacts and historical figures on a time line using dates -Understand the concept of change over time, representing this, along with evidence, on a time line -Use dates and terms to describe events

Communicate historically

Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. -Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Geography

Investigate places

Ask and answer geographical questions about the physical and human characteristics of a location -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features -Use a range of resources to identify the key physical and human features of a location

Investigate patterns

Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas -Describe geographical similarities and differences between countries

Communicate geographically

Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements and land use

Religious Education

Believing

What is God like and how does believing in God influence people's lives? -Explain what faith means and give examples of what they put their faith in -Use religious vocabulary to explain some of the ways in which Christians and followers of other religions describe God, identifying beliefs that are similar in different religions -Suggest the meanings of stories from the Bible about people who met God -Reflect on why there are many ideas about God and express their own understanding of God through words, symbols and the arts -Ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered

What makes some books sacred, what do they tell us and how are they used? -Ask questions and suggest answers about how and why the Bible influences Christians and identify what influences them -Describe how a Bible story is used in church and how it may provide a lesson or inspiration for a Christian child -Identify actions and rituals which show how sacred holy books are to religious believers -Show awareness that some stories and individuals are found in more than one sacred text -Explain the meanings of stories and texts which teach about principles for living from each religion and reflect on ways in which their message may be relevant today

Expressing

Where, how and why do people worship? -Identify and explain symbolic actions in everyday life which express inner feelings -explain the meaning of worship for a believer -ask some thoughtful questions about why worshippers choose to attend a church, mosque, mandir or synagogue and suggest some answers -use religious vocabulary to identify and explain - some symbolic objects, actions and sounds found in a place of worship and say how these help people worship -identify some differences in the way Christians worship in two denominations -describe Lord's Supper etc for Christians; puja for Hindus; Friday prayers for Muslims; or Shabbat evening worship for Jews and say why it matters so much for believers -express own ideas about the value of reflection, thanksgiving, praise, remembrance; - explain why the Lord's Prayer is so important for many Christians; identify ideas and feelings in a prayer and express their own reflections in a prayer or a poem -Identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life

Physical Education

Games

Throw and catch with control and accuracy -Strike a ball and field with control -Choose appropriate tactics to cause problems for the opposition -Follow the rules of the game and play fairly -Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) -Pass to team mates at appropriate times -Lead others and act as a respectful team member

Dance

Plan, perform and repeat sequences -Move in a clear, fluent and expressive manner -Refine movements into sequences -Create dances and movements that convey a definite idea -Change speed and levels within a performance -Develop physical strength and suppleness by practising moves and stretching

Gymnastics

Plan, perform and repeat sequences -Move in a clear, fluent and expressive manner -Refine movements into sequences -Show changes of direction, speed and level during a performance -Travel in a variety of ways, including flight, by transferring weight to generate power in movements -Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape) -Swing and hang from equipment safely (using hands)

Swimming

Swim between 25 and 50 metres unaided -Use more than one stroke and coordinate breathing as appropriate for the stroke being used -Coordinate leg and arm movements -Swim at the surface and below the water

Athletics

Sprint over a short distance up to 60 metres -Run over a longer distance, conserving energy in order to sustain performance -Use a range of throwing techniques (such as under arm, over arm) -Throw with accuracy to hit a target or cover a distance -Jump in a number of ways, using a run up where appropriate -Compete with others and aim to improve personal best performances

Outdoor and adventurous activities

Arrive properly equipped for outdoor and adventurous activity -Understand the need to show accomplishment in managing risks -Show an ability to both lead and form part of a team -Support others and seek support if required when the situation dictates -Show resilience when plans do not work and initiative to try new ways of working -Use maps,

compasses and digital devices to orientate themselves -Remain aware of changing conditions and change plans if necessary

Languages (French)

Spoken Language

Name and describe people, including yourself -Name and describe places -Name and describe objects -Have a short conversation saying 3 to 4 things -Start to speak in sentences

Reading

Read and understand a short passage using familiar language -Explain the main points in a short passage -Read a passage independently -Use a bilingual dictionary, or glossary, to look up new words

Digital Literacy

Write phrases from memory -Write 2 – 3 sentences on a familiar topic -Say what I like / dislike about a familiar topic

Science

Working Scientifically

Ask relevant questions -Set up simple, practical enquiries and comparative and fair tests -Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers -Gather, record, classify and present data in a variety of ways to help in answering questions -Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests -Identify differences, similarities or changes related to simple, scientific ideas and processes -Use straightforward, scientific evidence to answer questions or to support their findings

Biology

To Understand Plants -Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

To Understand Animals and Humans -Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get

nutrition from what they eat -Identify that humans and some animals have skeletons and muscles for support, protection and movement

Chemistry

***To investigate materials (Rocks and Soils*)** -Compare and group together different kinds of rocks on the basis of their simple, physical properties -Relate the simple physical properties of some rocks to their formation (igneous or sedimentary) Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock -Recognise that soils are made from rocks and organic matter

Physics

To understand movement, magnets and forces -Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract 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, depending on which poles are facing

To understand light and seeing -Recognise that they need light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes -Recognise that 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.

Design Technology

Master practical skills

Food -Prepare ingredients hygienically using appropriate utensils -Measure ingredients to the nearest gram accurately -Follow a recipe -Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) ***Materials*** -Cut materials accurately and safely by selecting appropriate tools -Select appropriate joining techniques Electricals and electronics: -Create series and parallel circuits

Computing -Control and monitor models using software designed for this purpose.

Construction -Choose suitable techniques to construct products or to repair items

Mechanics -Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)

Design, make, evaluate and improve

Design with purpose by identifying opportunities to design -Make products by working efficiently (such as by carefully selecting materials) -Refine work and techniques as work progresses, continually evaluating the product design -Use software to design and represent product designs

Take inspiration from design throughout history

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs -Improve upon existing designs, giving reasons for choices -Disassemble products to understand how they work