



Perdiswell Primary School Curriculum Map

Year 3

	Autumn	Spring		Summer	
Theme	Stone Age to Iron Age	Inside out	Chocolate	Tudors	Seaside/uk
WOW ideas	A day in the life of a stone age boy/girl				
Possible Trips	Bishops wood Outdoor day		Cadbury World	Commandary	Weston
	<p><u>History</u> Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. Uses evidence to describe past: Houses and settlements Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses People's beliefs and attitudes Things of importance to people Differences between lives of rich and poor Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline.</p>	<p><u>Science</u> Explain the function of the skeleton. Explain how the muscles help the skeleton move. Identify the main food groups. Tell you why we need a nutritious diet.</p> <p><u>DT</u> Can they choose the right ingredients for a product? •Can they use equipment safely? •Can they make sure that their product looks attractive? •Can they describe how their combined ingredients come</p>	<p><u>Geography</u> Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four</p>	<p><u>History</u> Looks at 2 versions of same event and identifies differences in the accounts. Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes. Uses printed sources, the internet, pictures, photos, music, artefacts, historic</p>	<p><u>Geography</u> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through studying the human and physical</p>

	<p><u>Science</u> Compare and group different kinds of rocks based on their: Appearance. Physical properties. Describe how fossils are formed. Explain what soil is made from. Ask questions and conduct experiments to answer them. Set up a fair practical experiment. Record what I have found out using scientific vocabulary. Write what I have found out in a report. Use the results I have found to draw conclusions. Use the evidence from my own and other people's experiments to support what I have found.</p> <p><u>Computing</u> • be aware that work can be saved in different places. • be aware of folders and, with support, create and name new folders • print work using the drop down menu • use Print Preview • make changes to their work (edit) • select items and use cut, copy and paste as necessary • have experience of a range of ICT</p>	<p>together? • Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</p> <p><u>Computing</u> • plan, write, evaluate, and edit a sequence of instructions to a move a programmable robot. • be aware that Logo is a computer language • be aware that Logo is a computer language • plan, write, evaluate, and edit a simple Logo procedure for a specific purpose (a set of Logo instructions that can be saved, retrieved, and edited) use the Repeat command eg to create simple shapes/</p>	<p>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. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Science</u> Tell you how things move on different surfaces. Describe magnetic force. Describe how magnets attract and repel each other. Tell you some materials that are magnetic. Tell you some materials that are not</p>	<p>buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p> <p><u>Science</u> Explain that dark is the absence of light. Tell you why the sun is dangerous to the eyes. Tell you how shadows are formed. Tell you about reflected light. Tell you why shadows are sometimes long and sometimes short.</p> <p><u>DT</u> Can they join</p>	<p>geography of a region of the UK.</p> <p><u>Science</u> Tell you what the roots of a plant do. Tell you what the stem or trunk of a plant does. Tell you what the leaves of a plant do. Tell you what the flowers of a plant do. Tell you why different plants need different amounts of water, light and heat to grow and stay healthy. Tell you how water is transported inside plants. Tell you about the lifecycle of a flowering plant. Take accurate measurements using: Thermometers. Data loggers. Rulers.</p>
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	<p>equipment and software</p> <ul style="list-style-type: none"> • describe their work and how they have used ICT • annotate their work samples using prompts <p>use appropriate ICT vocabulary</p> <ul style="list-style-type: none"> • select text and change the font style, size and colour • select text and use Bold and Underline icons • import graphics and add text • print using the menu • use print preview. 		<p>magnetic.</p> <p>Group together materials based on if they are magnetic or not.</p> <p>Tell you about the poles of a magnet. Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing.</p> <p>Present what I have found to the class.</p> <p><u>DT</u></p> <p>Do they select the most appropriate tools and techniques to use for a given task?</p> <ul style="list-style-type: none"> • Can they make a product which uses both electrical and mechanical components? • Can they use a simple circuit? • Can they use a number of components 	<p>textiles of different types in different ways?</p> <ul style="list-style-type: none"> • Can they choose textiles both for their appearance and also qualities? <p>Do they use the most appropriate materials?</p> <ul style="list-style-type: none"> • Can they work accurately to make cuts and holes? • Can they join materials? <p><u>Computing</u></p> <ul style="list-style-type: none"> • continue to use cassette recorders / dictaphones independently to record and playback sounds eg own voice, others voices • with support, be able to record sound on the computer and be able to use the sound files in other applications • use music software to plan, create and 	<p>Tell you what is different, what has stayed the same and what has changed in an experiment.</p> <p><u>DT</u></p> <p>Do they select the most appropriate materials?</p> <ul style="list-style-type: none"> • Can they use a range of techniques to shape and mould? • Do they use finishing techniques? <p><u>Computing</u></p> <ul style="list-style-type: none"> • use a storyboard to edit a sequence of digital pictures or video eg change sequence, add transitions, effects, and sound with support, be able to create a simple presentation or digital film eg to show year 2 pupils what KS2 is like. • collect and enter data into a prepared
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	<p><u>DANCE</u></p> <ul style="list-style-type: none"> •Do they improvise freely, translating ideas from a stimulus into movement? •Do they share and create phrases that communicate ideas with a partner and in small groups? •Can they repeat, remember and perform these phrases in a dance? •Do they use dynamic, rhythmic and expressive qualities clearly and with control? •Do they understand the importance of warming-up and cooling-down? 	<p><u>Health and Fitness</u></p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they explain how their work is similar and different from that of others and 	<p><u>Games</u></p> <p>Can they throw and catch with control when under limited pressure?</p> <ul style="list-style-type: none"> •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? 	<p><u>Outdoor Ed</u></p> <ul style="list-style-type: none"> •Can they follow a map in a familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route safely? <p><u>Games</u></p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> •Can they run at fast, medium and slow speeds, changing speed and direction? •Can they link running and jumping activities with some fluency, control and consistency? •Can they make up and repeat a short

	<ul style="list-style-type: none"> •Do they recognise and talk about the movements used and the expressive qualities of dance? •Can they suggest improvements to their own and other people's dances? <p><u>GYM</u></p> <ul style="list-style-type: none"> •Can they use a greater number of their own ideas for movement in response to a task? •Can they adapt sequences to suit different types of apparatus and their partner's ability? •Can they explain how strength and suppleness affect performances? •Can they compare and contrast gymnastic sequences, commenting on similarities and differences? <p><u>Music</u> Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in song clearly (diction). Maintain a simple part within an ensemble. Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics,</p>	<p>how it can be improved.</p> <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? <p><u>Art</u> Draw for a sustained period of time at an appropriate level. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u></p>	<ul style="list-style-type: none"> •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <p><u>Music</u> Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure). Use sound to create abstract effects (including using ICT). Play with a sound-</p>	<ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <p><u>Music</u> Describe different purposes of music in history/ other cultures.</p> <p><u>Art</u> Work on a range of scales e.g. thin brush on small picture etc.</p>	<p>sequence of linked jumps?</p> <ul style="list-style-type: none"> •Can they take part in a relay activity, remembering when to run and what to do? •Do they throw a variety of objects, changing their action for accuracy and distance? <p><u>Music</u> Compose and perform melodies using two or three notes. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Use silence for effect and know</p>
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	<p>tempo, texture, structure. Improvise (including call and response) within a group using 1 or 2 notes.</p> <p><u>Art</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in a drawing. Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays Use papier mache to create a simple 3D object. Use a variety of techniques, e.g.</p>	<p>then-symbol approach. Effectively choose, order, combine and control sounds (texture/ structure). Play notes on instruments clearly and including steps/leaps in pitch. Use musical dimensions together to compose music.</p> <p><u>Art</u> <u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create</p>	<p>Create different effects and textures with paint according to what they need for the task. Henri Rousseau. Use complementary colours</p>	<p>symbol for a rest (duration).</p> <p><u>Art</u> Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary</p>
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	Create surface patterns and textures in a malleable material	printing.	images for a particular purpose		Use a variety of techniques, e.g. dyeing and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining
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