

Key:		Science	History	Geography	DT	ICT/Computing	Music	Art
Y3	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B		
	<p><b>Sounds exciting!</b> (making sounds &amp; how we hear them)</p> <p><b>Funnybones</b> (skeletons, muscles &amp; nutrition)</p> <p><b>The First Britons</b> (Stone Age to Iron Age Britain) <i>Rollright Stones visit</i></p> <p><b>Farming the Earth</b> (earth's natural resources)</p> <p><b>Pizza P'zazz</b> (making pizzas)</p>	<p><b>Plants alive!</b> (functions of parts of a plant)</p> <p><b>Violent Volcanoes</b> (incl. <b>rocks</b> &amp; a study of a region in another European country)</p> <p><b>Pop-up books</b></p>	<p><b>Light fantastic!</b> (reflections &amp; shadows)</p> <p><b>Feel the force!</b> (forces incl. magnetism)</p> <p><b>Surviving the Blitz</b> (local History topic) <i>Experience day @ school</i></p> <p><b>Make do and mend</b> (recycling fabric/sewing)</p>	<p><b>Sounds exciting!</b> (making sounds &amp; how we hear them)</p> <p><b>The First Britons</b> (Stone Age to Iron Age Britain) <i>Rollright Stones visit</i></p> <p><b>Violent Volcanoes</b> (incl. <b>rocks</b> &amp; a study of a region in another European country)</p> <p><b>Pizza P'zazz</b> (making pizzas)</p>	<p><b>Plants alive!</b> (functions of parts of a plant)</p> <p><b>Funnybones</b> (skeletons, muscles &amp; nutrition)</p> <p><b>Exciting Egyptians</b> <i>Experience day @ school</i></p> <p><b>Egyptian sledges</b> (mechanisms: reinforcing structures)</p>	<p><b>Light fantastic!</b> (reflections &amp; shadows)</p> <p><b>Feel the force!</b> (forces incl. magnetism)</p> <p><b>BT and beyond!</b> (local Geography incl. settlements &amp; services) <i>Local fieldwork trip</i></p> <p>- to include <b>UK Geography:</b> Counties &amp; major cities</p> <p><b>Pop-up books</b></p>		

<p>Y3</p>	<p>ICT/Computing: Programming</p>	<p>ICT/Computing: Use of ICT</p>	<p>ICT/Computing: Online Safety</p>
	<p><b>Scratch</b>            Animated conversation (e.g. knock knock jokes)            Using &amp; combining programming blocks e.g.</p> <ul style="list-style-type: none"> <li>- move</li> <li>- say</li> <li>- think</li> <li>- broadcast message</li> <li>- receive message</li> </ul> <p>Drawing own sprites and/or backdrops using Scratch editor.</p> <p><b>Textease Turtle</b>            Typing commands on screen, including</p> <ul style="list-style-type: none"> <li>- forward x</li> <li>- backward x</li> <li>- right 90</li> <li>- left 90</li> <li>- clean</li> <li>- home</li> <li>- repeat</li> <li>- end</li> </ul> <p>Writing programs to draw right-angled shapes of different sizes.            (Filling the turtle's trail with colour.)</p>	<p>As in Y2, plus:</p> <p><u>Text:</u>            Cutting, copying &amp; pasting text.            Creating &amp; positioning a text box.            Inserting &amp; formatting images.</p> <p><u>Multimedia:</u>            Using digital devices to record video clips.            Uploading video clips on to a computer.            Video editing e.g. title &amp; credits; importing still photos; slow motion replays.            Recording an audio commentary &amp; adding audio to the video clip.</p> <p><u>Data handling:</u> Creating an (online) survey (Google Forms or similar).            Collecting, analysing &amp; presenting data (MSExcel or similar).</p> <p><u>Websites:</u>            Understanding how to search effectively.</p> <p><u>Email:</u> Reading, sending and replying to emails.</p> <p><u>Understanding parts of a computer &amp; how computer networks work</u></p>	<ul style="list-style-type: none"> <li>• I can explain what is meant by the term 'identity'.</li> <li>• I can explain how I can represent myself in different ways online</li> <li>• I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</li> <li>• I can describe ways people who have similar likes and interests can get together online.</li> <li>• I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</li> <li>• I can explain some risks of communicating online with others I don't know well.</li> <li>• I can explain why I should be careful who I trust online and what information I can trust them with.</li> <li>• I can explain how my and other people's feelings can be hurt by what is said or written online.</li> <li>• I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</li> <li>• I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</li> <li>• I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.</li> <li>• I can search for information about myself online.</li> <li>• I can recognise I need to be careful before I share anything about myself or others online.</li> <li>• I know who I should ask if I am not sure if I should put something online.</li> <li>• I can explain what bullying is and can describe how people may bully others.</li> <li>• I can describe rules about how to behave online and how I follow them.</li> <li>• I can use key phrases in search engines.</li> <li>• I can explain what autocomplete is and how to choose the best suggestion</li> <li>• I can explain how the internet can be used to sell and buy things.</li> <li>• I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</li> <li>• I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</li> <li>• I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</li> <li>• I understand and can give reasons why passwords are important.</li> <li>• I can describe simple strategies for creating and keeping passwords private.</li> <li>• I can describe how connected devices can collect and share my information with others.</li> <li>• I can explain why copying someone else's work from the internet without permission can cause problems.</li> <li>• I can give examples of what those problems might be.</li> </ul>

Key: Science History Geography DT ICT/Computing Music Art

**Singing:**

*Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.*

Class songs e.g. from Year 3 Music Express; topic-related songs; songs for school assemblies; songs for KS2 end-of-year musical. Introduction to part singing.

**Playing musical instruments; reading & notating music.**

*Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.*

Use of a range of classroom percussion instruments to play solo or as an ensemble, or to accompany singing.

Increased use of tuned percussion instruments.

Whole class instrumental tuition (provided by CMS).

*Pupils should be taught to use and understand staff and other musical notations.*

Introduction to conventional rhythm notation.

**Composing:**

*Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.*

Opportunities to create and compose music on their own and with others, moving from short invented rhythms or musical phrases to longer pieces of music & musical accompaniments. Compositions may be notated and recorded using ICT, enabling playback, evaluation & improvement.

**Listening & appraising:**

*Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. They should have opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.*

Opportunities to listen to live music (e.g. other children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.

Y3

Y3

**Fine Art Skills** 'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials. They should use sketch books to record their observations and use them to review and revisit ideas '

**In Year 3** this means:

Cross-hatching to show 3D

Background washes with the foreground detailed & bright

Pencil grade experiments

Knowing art media differences

Improving composition by having a focus which is a different size or a bright colour

Creating depth by shading dark opposite light source and showing a flat shadow on the ground opposite light source

Knowing some watercolour techniques

Knowing how to mix a shades chart (add black) and a tints chart (add white)

**Media:** 'Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to improve their mastery of art and design techniques with a range of materials'

**In Year 3** this may include:

Lettering design

Engraved relief printing

Making felt

Paper sculpture

Clay coil pot

Simple animation

**Themes in Year 3** may include:-

Still life

Landscapes

Illustration of a feeling/mood

**History of Art** 'Pupils should be taught about great artists, architects and designers in history.'

**In Year 3** this may include:

Still life painters

Abstract artists

Ancient + medieval paintings

Sculptors