

Woodfield Community Primary School - Curriculum Document

**YEAR 3**

NC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Humanities History/Geography</b>	Victorians A study of local history taking account of a period of history that shaped the locality.  A local history		Human:  European country, holiday destination and famous cities. (climate zones)	Physical; Volcanoes, earthquakes	Stone Age to the iron age Including hunter gatherers early farming, bronze age and iron age	Ancient Greece A study of Greek life and achievements and their influence on the western world
<b>Science</b>	Light	Forces and magnets	Animals including humans		Rocks	Plants
<b>Computing</b>	<i>Rising Stars Computing</i> We are programmers	<i>Rising Stars Computing</i> We are bug fixers	<i>Rising Stars Computing</i> We are presenters	<i>Rising Stars Computing</i> We are vloggers	<i>Rising Stars Computing</i> We are communicators	<i>Rising Stars Computing</i> We are opinion pollsters
	E-Safety					
<b>P.E.</b>	Competitive Games	Competitive Games	Gymnastics	Orienteering Problem Solving	Athletics	Greek dancing

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Art and Design	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>
	<p>Children should be taught:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To create a sketchbook to record their observations and use them to review and revisit ideas</li> <li>• To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. For example, pencil, charcoal, paint, clay.</li> <li>• About great artists, architects and designers in history <i>(2 per academic year – looking closely at whom the children have already studied in previous years – from class attainment document)</i></li> </ul>					
Design and Technology	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>	<i>Activity to be decided by teacher to link to other curriculum areas</i>
	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul>					

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	<p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>▪ apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>					
<b>R.E.</b>	Creation and Thanksgiving	What is the good news in the story of Christmas?	How do people express their spiritual ideas through the arts?	New beginnings – hope from despair	How do we show we care?	Why do some people go on pilgrimage or spiritual journeys?
<b>Music</b>	Three little birds	Ho ! ho ! ho !	Glockenspiel stage 2	Benjamin Britten- There was a monkey	Let your spirit fly	Reflect, rewind and replay
<b>PSHCE</b>	Me and my relationships	Keeping myself safe	My healthy lifestyle	Me and my future	Becoming an active citizen	Moving on

