

## Science – Driver

- Compare and group rocks based on their appearance and physical properties, giving reasons • Ask relevant questions and use different types of scientific enquiries to answer them.
- 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, keys, bar charts, and tables
- Know how soil is made and how fossils are formed
- Know about and explain the difference between sedimentary, metamorphic and igneous rock
- include oral and written explanations, displays or presentations of results and conclusions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings.

## Geography – Supporting the Science driver

- Know the names of and locate at least eight European countries and research 3 facts to remember and recall?

### Human/physical geography

- Can I understand migration around Europe including economic migration?
- Can I explain how migration affects a country?
- Use maps to locate European countries and explore human and physical features of the regions.
- Can I investigate populations of different countries around Europe using charts?

## Computing

- iNetwork unit – Computer Science
- Lesson 1: iMap • To understand what a network is
- Lesson 2: iConnect • To know key parts of a computer network
  - To understand how information is exchanged between devices
- Lesson 3: iNet • To understand that the internet is the physical connections between computers and networks
  - To understand how data travels throughout a network
- Lesson 4: iAddress • To understand that devices on networks have a unique address

## Year 3 Curriculum Map – Spring 2

### What do rocks tell us about the way the earth was formed?

#### Music

- Invent different actions to move in time with the music.
- Identify if it's a male or female voice singing the song.
- Sing with awareness of following the beat.
- Sing with attention to clear diction.
- Identify and understand the differences between crotchets and paired quavers.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.
- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.
- Use simple dynamics.
- Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance

#### PSHE

##### Knowledge

- Know how exercise affects their bodies
  - Know why their hearts and lungs are such important organs
  - Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
  - Know that there are different types of drugs
  - Know that there are things, places and people that can be dangerous
  - Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe
  - Know that their bodies are complex and need taking care of Social and Emotional Skills
  - Able to set themselves a fitness challenge
  - Recognise what it feels like to make a healthy choice • Identify how they feel about drugs
  - Can express how being anxious or scared feels
  - Can take responsibility for keeping themselves and others safe
  - Respect their own bodies and appreciate what they do
- ##### Sun Safety Curriculum
- Can I describe how to stay safe in the sun and why it is important?
  - Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.

#### DT

- know how to strengthen a product by stiffening a given part or reinforce a part of the structure
- use a simple IT program within the design

#### PE

- run at fast, medium and slow speeds; changing speed and direction
- take part in a relay, remembering when to run and what to do
- be aware of space and use it to support team-mates and to cause problems for the opposition
- know and use rules fairly
- adapt sequences to suit different types of apparatus and criteria
- explain how strength and suppleness affect performance
- improvise freely and translate ideas from a stimulus into movement
- share and create phrases with a partner and small group
- remember and repeat dance perform phrases
- follow a map in a familiar context
- use clues to follow a route
- follow a route safely
- compare and contrast gymnastic sequences
- recognise own improvement in ball games
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

##### Swimming

- start to swim aiming for competency, confidence and proficiency over increasing distance
- start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke
- start to show an awareness of safe self-rescue in different water based situations

#### RE

##### Emerging:

- Recognise and identify some differences between religious festivals and other types of celebrations (B2).
- Retell some stories behind festivals (e.g. Christmas and Easter)
- Expected:
  - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).
  - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter) (B2).
  - Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
- Exceeding:
  - Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).
  - Suggest how and why religious festivals are valuable to many people (B2).

#### MFL

- Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.
- Start to understand articles/determiners better in French.
- Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments