

## Year 3 Curriculum Map – Autumn 1

### What makes the Earth angry?

#### Driver – Geography

- Know what causes an earthquake
- Label the different parts of a volcano
- Know the names of and locate at least six cities in England.
- Locate and name at least eight countries around the world

#### Science

- Know about and describe how objects move on different surfaces
- Know how a simple pulley works and use it to lift an object
- Know how some forces require contact and some do not, giving examples
- Know about and explain how magnets attract **only Iron, Nickel, Cobalt and stainless steel (alloy) not all metals** and repel. Predict whether magnets will attract or repel and give a reason

#### Computing

- To recognise when something encountered online does not feel right
- To identify some of the risks of sharing publicly online
- To understand some measures that can be taken to stay safe
- To raise awareness about appropriate and inappropriate content for online sharing
- To understand potential consequences of sharing without consent
- To understand some of the ways we can protect ourselves online against manipulation
- To understand the ways the internet can make young people feel about themselves
- To understand the need for strong passwords
- To identify several different forms advertising can take online
- To understand that a program is a sequence of statements written in a programming language (Scratch)
- To program an animation that executes a sequence of statements
- To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees

#### Music

- Steady beat
- Metre 4/4 Rhythmic and melodic patterns
- Recognising and/or reading simple notation and tonic sol-fa
- Tonal centre is G major
- The first three notes of the G major scale are used (G, A, B)
- Minims, crotchets and quavers
- Talk about the song together
- Explore its musical style through the style indicators of Country music and its performers
- Embed a deeper understanding of the musical concepts related to the song
- Find an understanding and/or connection to the song or music
- Learn to sing the song as part of an ensemble/choir
- Follow a leader/conductor
- Understand the meaning of the song
- Demonstrate and maintain correct posture and breath control
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- To play and perform an instrument part by ear from standard notation and as part of the song being learnt.
- Children will practise improvising using the notes: C C, D, E C, D, E, G, A
- To create a simple melody using the Music Notepad whilst also developing creativity and being able to draw on wider influences from songs played and learnt
- To strengthen the learning that has taken place in a unit by composing melodies in similar styles
- Internalise a steady beat
- Use the metre 4/4
- Notate simple rhythmic and melodic patterns
- Key signature is C major Tonal centre is C major
- The first three notes of the C major scale are used (C, D, E) or the pentatonic scale (C, D, E, G, A)
- Share a performance of the learning that has taken place in class

#### PSHE

- Understand that they are important
- Know what a personal goal is
- Understanding what a challenge is
- Know why rules are needed and how these relate to choices and consequences
- Know that actions can affect others' feelings
- Know that others may hold different views
- Know that the school has a shared set of values
- Recognise self-worth
- Identify personal strengths
- Be able to set a personal goal
- Recognise feelings of happiness, sadness, worry and fear in themselves and others
- Make other people feel valued
- Develop compassion and empathy for others
- Be able to work collaboratively

#### 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 know where I am with my learning and I have begun to challenge myself.

#### MFL

- Locate France, Paris, and a few key cities on a map.
- Understand the Francophone world better.
- Ask somebody how they are feeling and what their name is.
- Say how we are feeling and our names.
- Count to 10.
- Read, write, say, and recall ten different colours.

#### RE

- What does it mean to be a Christian or Britain today?
- Can I describe 2 things that Christians do to show their Faith? Making connections to a Christian belief?
- Can I describe how one Hymn or song shows a specific Christian belief?
- Can I describe 2 things that might be hard or a challenge about being a Christian?

#### Art

- prove that a design meets a set criteria
- design a product and make sure that it looks attractive choose a material for both its suitability and its appearance
- follow a step-by-step plan, choosing the right equipment and materials
- select the most appropriate tools and techniques for a given task
- make a product which uses both electrical and mechanical components
- work accurately to measure, make cuts and make holes
- explain how to improve a finished model
- know why a model has, or has not, been successful