2017-2018 AWGS Year 3– enquiry based curriculum map

Main Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans How do living things get their food? Which food do animals need in order to survive? What is special about the human skeleton? What is the function of muscles?		Forces and magnets How does the type of surface on the table affect the speed of the tub travelling on it? What are magnets used for?	Light Where can shadows be found? What affects size and darkness of shadows?	Rocks Where are the rocks in the world? Which are the rocks near our school? How are rocks formed? How are fossils made? What is soil made from?	Plants How does the number of roots affect the amount of water that is absorbed? Does the length of roots change over time?
History	Where was the Roman Empire and what was its impact on Britain?		Anglo-Saxons (HT) Invaders and Settlers:			
Geography	Geographical skills links to Roman Empire.		Geographical skills links to the Anglo-Saxons.		Mountains	
Music	Music express: Environment: focus on composition; children explore songs and poems about places. Children create accompaniments and sound pictures to reflect sounds in their local environment. Building: focus on beat; the sights and sounds of a building site provide the inspiration for exploring and creating rhythms. Children play games, sing and compose music to build into a performance. Sounds: focus on exploring sounds. How are sounds produced and classified? Children explore timbre and structure through musical conversations in music from around the world. Poetry: focus on performance. Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performance.		Music Express China: children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year Time: children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance. In the past: the origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance Communication: children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps		Music Express Human Body: skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance. Singing French: un, deux, trois and away we go to e enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing game Ancient Worlds: explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati Food and drink: a feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time	
RE	**Creation/Fall**: What do Christians learn from the creation story? Examine Genesis 1,2 and 3 and describe what Christians believe about God and creation, whilst exploring their own views. **Incarnation/God:** What is the trinity? Exploring the Christian belief that god is Trinity: Father, Son and Holy Spirit and what impact this belief has on Christians.		People of God: What can we learn from the story of Noah? Make links between the promises in the story of Noah and how we live in school and the wider world. Christian Concepts Unpacked –Salvation		Discovery RE: Theme: Sharing and community Q: Do Sikhs think it is important to share? Religion: Sikhism Discovery RE: Theme: Prayer and worship Q: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	
:PSHEC	**Our Happy School** focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.	**Out and about** focuses on children interacting with other people, enabling them to become better communicators. It progresses to tackle aspects of safety that may	**Looking forward** focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.	**My friends and family** builds on the work in Year 2. Focusing on relationships with friends and family. It also begins to focus on more sensitive issues such as personal hygiene.	**Healthy bodies, Healthy minds** explores the management of feelings including those related to change, surprise and being worried. Children learn about a balanced diet and	**Ready, Steady, Go** explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.

		occur when the children are out and about: personal safety; road safety; fire safety and firework safety.			how to plan healthy meals as well as considering the effects and benefits of exercise.	
DT	Pizzas		Sewing and weaving linked to topic. Make & use Anglo-Saxon natural dyes Picture frames		Moving Monsters	
Art	Roman art: Shields, mosaics including Christmas cards & calendar. Big Draw. Assembly prep, linked to worship		Design and make a clay Anglo-Saxon Amulet Design and colour creatures and Illuminated letters Use natural dyes.		*Mountain Views: Develop your analysis of art, improve sketching skills and learn how to make a collagraph print. Learn about artists who choose to paint mountain landscapes and in particular, the Japanese artist Hakusai. Create own prints of Mount Snowden.*	
PE	Gymnastics: **stretching, curling and arching**: ch will travel and jump fluently, holding balanced positions demonstrating a variety of stretched and curled shapes. Ch will receive and transfer body weight safely in different situations and create a sequence with a partner. Ch will identify how the overall performance of a sequence can be improved. Gymnastics: **Symmetry and asymmetry**: to understand and identify symmeyry and asymmetry. To move and balance showing planned shapes and variations in speed and level. To indivualially and in pairs analyse and say whay they ike a sequence. Adapt and transfer learned skills on to apparatus. Outdoor PE: **Ball skills**: throwing, catching, rolling and bowling: developing skills that can be applied in a range of invasion/team games. Ch will consolidate and improve their skills, improve their ability to select and apply simple tactics, work cooperatively in small groups and recognise how small group activity can be improved. **Roman Marching**		Dance: **Who am I**? Respond imaginatively to simple stimulus, demonstrate movements which reflect dance ideas, create dance phrases and observe and critique peers. **The language of dance**: Use simple movement patterns, remember & repeat dance phrases, work in unison with a partner and demo an understanding of descriptive words when talking about dance. **Creative games making**. To make up and play small sided games. Working cooperatively and creatively in a group to achieve a given objective using a limited choice of equipment. Plan and adjust rules and strategies to make the game fairer, safer, and more challenging. Watch others games and recognise ehere they could be improved. Dance: **The explorers and the hornpipe**. Perform basic dance actions with control and fluency. Perform with a sense of phrasing, rhythmically and musically. Use simple movement patterns to structure dance phrases on their own and in a small group. Evaluate other performances. **Hockey**: To develop accuracy and control whilst learning basic hockey skills. Recognise differences between attack and defence. Begin to use and select a range of passes. Use space and begin to think about travelling speed. Develop individual and team skills. Begin to consider tactics and evaluate success.		**Athletics**: Engaging in a variety of pulse-raising, running and avoiding games to develop nibble footwork, transference of body weight and special awareness. Developing techniques of sprinting style, throwing for accuracy, sprinting and changing pace, jumping-take offs and landings, relay and simple shuttle take-over, and throwing for distance **Athletics**: Develop techniques of sprinting, use of arms and legs. Throwing for accuracy, jumping for distance. Running, jumping and throwing comparisons. Longer distance and endurance. Working together in groups to engage in relays, challenges and problem solving activities. **Striking & fielding games**: Develop throwing and catching eg underarm, overarm, high/low and fast/slow. Develop fielding and striking skills. Introduction to rounders to encourage skill development, consolidation and improvement. **Rounders**: new unit - to be planned	
Computing **Data (maths linked)** • To choose, print and annotate appropriate graphs, to answer simple questions e.g. bar charts, or pie charts and interpret data	**Database (maths linked)** • Collect information by designing and using a simple questionnaire to record numbers, text and choices. • As a class, design what information needs to go on record cards • Create record cards to store collected information • Use a database to	**Messaging** • In online discussion: start new threads and contribute to others relevant to the topic; consider relevance of contributions • Begin to experience other forms of online discussion, such as blogs, wikis, quizzes, surveys and video conferencing	**Programming Unit 1 : Scratch – Animation** • Navigate the Scratch programming environment. • Create a background and sprite for animation • Change background after a specific time. • Add inputs to control their sprite. • Change position of sprite on screen.	**Digital Imagery (Geog link and science opportunities)** • To use still and video cameras, independently • To take photographs with a digital microscope • To evaluate quality of footage taken • To understand the need to frame shots and keep the camera still • To download still images and video • to sequence still images and video and use simple	**Programming Unit 2: Logo** • Write a simple program in Logo to produce a line drawing. • Use more advanced Logo programming, including pen up, pen down etc. • Write a program to reproduce a defined problem, e.g. geometric	**Music and Sound (Geog link and science opportunities)** • use ICT to select and record sounds in multimedia software • use music software to organise and reorganise sounds • locate, record, save and retrieve sounds • To begin to layer sounds using music composition software,

	generate bar charts and graphs to answer questions • Answer questions by searching and sorting the database			• editing techniques to create a presentation • create a simple animation either by using stop-motion techniques with a webcam, or by using animation software	shape/pattern.	Audacity or Podium • Add sounds from different sources
E-Safety is on-going and requires bespoke lessons as well as regular reference **Online Research** Use child-friendly search engines independently to find information through key words. Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them. **Communication & Collaboration** Use a range of online communication tools, such as email, forums and polls. Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). Be able to discern when an email should or should not be opened. **E-Awareness** Develop awareness of relevant e-Safety issues, such as cyber bullying. Children understand and abide by the school's 'Being SMART Online' Rules and know that it contains rules that exist in order to keep children safe online. Understand what personal information should be kept private. Know that passwords keep information secure and that they should be kept private			**Multimedia and publishing skills to be developed all year:** • Evaluate a range of printed and electronic texts, appropriate to task e.g newspaper, poster, webpage, Photostory, and recognise key features of layout and design • Select and import graphics from digital cameras, graphics packages and the Internet • if multimedia, select suitable sounds (including recording with a microphone) and visual effects • organise and present information for a specific audience • Through peer assessment and self evaluation, evaluate design and make suitable improvements • Recognise the difference and the advantages and disadvantages between electronic media and printed media and select key features when designing publications		**When word processing in Yr 3 children should be taught to:** • use font sizes and effects appropriately to fit purpose of text • recognise key features of layout and design such as text boxes, columns, borders, WordArt • develop further basic drafting and editing skills • cut, copy and paste between applications • use spell checker • delete, insert and replace text using mouse or arrow keys begin to use more than two fingers to enter text	