

Romsey Abbey Primary School Year 3 Curriculum (2020)

Year 3	Can words change the world?		Why should I shout it from the mountain tops?		What do you want me to do about it?	
Visit	Hillier's Trench History Stone Age to Iron Age Visitor to bring in technology of working with metals (silver most likely or Farrier – Kathleen Beaman)		Orienteering at Testwood Lakes parental transport Spring 1 – Tuesday 6 th February Internet Safety Day		Fishbourne Roman Villa	
English Focus Texts	<p>Autumn 1: Learning Journey 1 Text: <i>Stone Age Boy</i> by Satoshi Kitamura Outcome: Narrative Guided Reading Texts Non-fiction stone age books such as <i>Stone Age Tablet</i> by Andrew Langley and <i>The Secrets of Stonehenge</i> by Mick Manning and Brita Granström. Learning Journey 2 Text: <i>The Dark</i> by Lemony Snicket Outcome: Newspaper Report Guided Reading Texts <i>Dinkin Dings and the Frightening Things</i> by Guy Bass</p> <p>Autumn 2 Learning Journey 1 Text: <i>George's Marvellous Medicine</i> by Roald Dahl Outcome: Narrative Guided Reading Texts As above Learning Journey 2 Text: <i>Winter's Child</i> by Angela McAllister Outcome: Letter Guided Reading Texts <i>The Abominables</i> by Iva Ibbotson?</p>		<p>Spring 1: Learning Journey 1 Text: <i>Pebble in my Pocket</i> by Meredith Hooper Outcome: Explanation Text Guided Reading Texts <i>Round the World in 80 Days</i> by Usborne Learning Journey 2: Text: <i>The Secret of Black Rock</i> by Joe Todd Stanton Outcome: Whole School Writing Week 8 – 12 Jan Little Red Riding Hood</p> <p>Spring 2: Learning Journey 1: Text: <i>King of the Cloud Forests</i> by Michael Morpurgo Outcome: Diary Guided Reading Texts <i>Pebble in my Pocket</i> by Meredith Hooper / <i>Circle</i> Learning Journey 2: Text: <i>Jack and the Baked Bean Stalk</i> by Colin Stimpson Outcome: Play script Guided Reading Texts <i>Jack and the bean stalk</i> by Usborne</p>		<p>Summer 1 Learning Journey 1 Text: <i>Its starts with a seed</i> by Laura Knowles/ Jenny Webber Outcome: Guided Reading Texts: <i>The Owl Tree</i> by Jenny Nimmo Learning Journey 2 - Text: <i>The Waterhorse</i> by Dick King Smith Outcome: Recount Guided Reading Texts As Above Summer 2: Learning Journey 1 Text: <i>Escape from Pompeii</i> by Christina Balit Outcome: Portal Stories Guided Reading Texts <i>Romans on the Rampage</i> by Jeremy Strong or <i>Empire's End</i> by Leila Rasheed? <i>Fatal Fire – Terry Deary?</i> Learning Journey 2 - Text: <i>Gladiator Boy</i> by David Grimstone Guided Reading Texts As Above Whole School Writing Week David and Goliath</p>	
Drama and Performance			Jack and the Beanstalk			
Maths	We follow the White Rose Planning Model. See separate document for information.					
PSHE	Being Me in my World	Celebrating Difference The theme for Anti-Bullying Week 2020 is: United Against Bullying. Monday 16th - Friday 20th November and will start with Odd Socks Day to mark the first day of Anti-Bullying Week.	Dreams and Goals	Healthy Me	Relationships	Changing Me
Habit of Mind	Curiosity	Empathy and Reflection	Resilience	Self-Management	Collaboration	Creativity
RE UC units Hinduism and Christianity	Concept: Creation Context: What do Christians learn from the Creation story?	Concept Incarnation Context: What is the Trinity?	Concept Remembering Context Festival of Holi	Concept Salvation Context: Why do Christians call the day Jesus died Good Friday?	Concept People of God Context: What is it like to follow God?	Concept Symbol Context Trees

Assessment Focus	Explain and Evaluate Evaluate what might be important in the Creation story for Christians living today and for people who are not Christians	Enquire Offer suggestions about what texts about baptism and Trinity might mean	Evaluate and Explain Evaluate the importance of remembering by describing how Hindus value the celebrations and devotions paid to Vishnu	Evaluate and Apply Explain links between the Gospels and how Christians today mark and celebrate the Easter events	Explain and Apply Make links between the story of Noah and how we live today (in school and wider world)	Contextualise Explain how the symbol of a tree is used in Christianity
Science Longitudinal Study	<p><u>Animals (How does removing the ivy affect the feeding relationships in the woodland?)</u></p> <ol style="list-style-type: none"> 1. Identify all organisms in the woodland 2. What are the feeding relationships between the organisms? 3. Make predictions 4. Test ideas 5. Rope off the ivy area and control it <p>Idea 1: In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten. If the population of one organism in the chain or web is affected it has a knock on effect to all the others.</p> <p>Idea 2: Environmental change (the seasons, human activity, climate change) affects different organisms differently and therefore different habitats differently because all organisms in a habitat are interdependent.</p>					
Science Learning Objectives HIAS Key Ideas in bold. Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments. Additional Guidance on Key Ideas	<p>Science - <u>Making electrical circuits work</u>: (6 sessions)</p> <p>Chapter 1: Properties of solids, liquids and gases. Materials can be divided into solids liquids and gases. Solids hold their shape unless forced to change. · Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. · Gases move everywhere and are not held in containers by gravity.</p> <p>Chapter 2: Changing state. · Heating causes solids to melt into liquids and liquids to evaporate to gases.· Cooling causes gases to condense to liquids and liquids to freeze to solids.</p> <p>Chapter 3: Melting, freezing, boiling and condensation temperatures. Different substance change state at different temperatures but the temperatures at which given substances change state are always the same.</p> <p>Chapter 4 What happens at the melting temperature? · The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid.· The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. · Liquids evaporate slowly, even below their boiling temperatures.</p> <p>Light (6 sessions) Chapter 1: Light and sight: We can only see things when there is light and the light had to come from somewhere. All light originally comes from a light source Chapter 2: What light does when it hits materials: When light hits an object it can do a number of things: ·</p>	<p>Science <u>Solids, liquids and gases (8 sessions)</u> - Continue Light if not completed.</p> <p>Chapter 1: Properties of solids, liquids and gases. Materials can be divided into solids liquids and gases. · Solids hold their shape unless forced to change. ·· Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. · Gases move everywhere and are not held in containers by gravity.</p> <p>Chapter 2: Changing state. · Heating causes solids to melt into liquids and liquids to evaporate to gases. ·· Cooling causes gases to condense to liquids and liquids to freeze to solids.</p> <p>Chapter 3: Melting, freezing, boiling and condensation temperatures. Different substance change state at different temperatures but the temperatures at which given substances change state are always the same.</p> <p>Chapter 4 What happens at the melting temperature? · The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid. · The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. ·· Liquids evaporate slowly, even below their boiling temperatures.</p>	<p>Complete Solids, Liquids and Gasses if not complete.</p> <p>Science - <u>How plants make their food (7 sessions)</u></p> <p>Chapter 1: Plants don't eat. Plants don't eat and so have to make their own food to provide them with energy and material to grow.</p> <p>The model of how plants grow Plants turn water from the ground and carbon dioxide from the air into sugar, which is used for energy and making new material to grow.</p>			

document in /teachers	If the object is transparent it will go through it and we will be able to see through it. · If the object is opaque it will block the light and no light will get through. · If the object is perfectly reflective light will bounce back off it and we will see reflections of objects. · If the material is translucent it will allow light through but we won't be able to see through it.		
History	How did life change between the Neolithic, Bronze and Iron Ages? (Hampshire services enquiry pack)		The Roman Empire and its impact on Britain (Hampshire Services enquiry pack)
Learning Objectives	<p>I know about changes in Britain from the Stone Age to the Iron Age.</p> <p>I know about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge of the types of resources peoples from the different ages could access.</p> <p>Knowledge of the skills people in the different ages developed to allow them to survive and thrive.</p> <p>What the main technological and agricultural developments were across the periods.</p> <p>Knowledge of changing religious practices or burial practices.</p>		<p>Briefly examine how Roman control expanded across Europe.</p> <p>Examine why the Romans decided to invade Britain, first, unsuccessfully in 55/54 BCE and then successfully in 43 CE.</p> <p>Explore aspects of 'Romanisation' and its impact here. Explore what changed and what aspects of life stayed the same under the Romans and for a period after they left (change and continuity).</p> <p>Explore what happened in Britain as the Empire started to collapse and the Roman legions left.</p> <p>Explore what happened to the Empire after the Romans left Britain.</p> <p>Explore aspects of the long term impact of the Roman Empire and their significance.</p>
Geography	Study how human Geography has changed over time (link to history topic)	Mountains, Earthquakes and Volcanoes	Study how human Geography has changed over time (link to history topic)
Learning Objectives	<p>Ask, research and explain the following questions: Why did the stone age civilization and the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Relate land use and trade to settlements.</p>	<p>Human and physical geography I can describe and understand key aspects of: mountains/ volcanoes and earthquakes.</p> <ul style="list-style-type: none"> - Locate places in the world where volcanoes occur. - Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. - Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. - Ask and answer questions about the effects of volcanoes. - Discuss how volcanoes affect human life e.g. settlements and spatial variation. <p>Locational knowledge</p> <ul style="list-style-type: none"> - I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic 	<p>Locational knowledge</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and understand how some of these aspects have changed over time.</p> <p>Ask, research and explain the following questions: Why did the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Relate land use and trade to settlements.</p> <p>Human and physical geography</p> <p>I can describe and understand key aspects of physical geography, including: biomes and vegetation belts</p> <p>Understand the term 'biome'.</p> <p>Use knowledge of this term to make suggestions for places in the world which may be biomes.</p>

		<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> - Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. <p>Critically study photographs – do they think these were taken close to the Equator or further away.</p> <ul style="list-style-type: none"> - Use photographic evidence to raise questions about the climate and living conditions there. - Make assumptions based on images/ videos/ Google Earth searches about life there and the animals which may survive in those conditions. - Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences. - Identify the different hemispheres on a map. - Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. - Locate and label different countries/continents in the Northern and Southern hemisphere. - Use maps to identify longitude and latitude. 	
Art and Design	<p>Stone age cave drawings (use during hook to text driver/topic)</p> <p>Sculptural animals inspired by Roahl Dahl (Access to art exemplar planning)</p>	<p>Landscape inspired art</p> <ul style="list-style-type: none"> - Abstract landscapes Antarctica art, Nerys Levey, Debbie Hide - Mountain art, Robert Delaunay <p>Hokusai inspired mountains, linked to Picasso.</p>	<p>Mosaics – comparison between romans and Candace Behouth, William morris (art newsletter)</p> <p>roman Gods/patterns- mono-printing and relief/impressed printing. Create different elements and collage to make a final piece.</p>
Learning Objectives	<p>Drawing - experiment with potential of various pencils, close observation, accurate drawings of people</p> <p>Form – shape, form, model and construct (malleable and rigid materials), plan and develop, understanding of different adhesives and methods of construction, aesthetics</p>	<p>Drawing – initial sketches as preparation for painting, draw both negative and positive shapes</p> <p>Colour/ Painting – colour mixing, make colour wheels, introduce different types of brushes, techniques – apply colours using dotting, scratching, splashing.</p>	<p>Pattern – design, symmetry, make patterns on a range of surfaces</p> <p>Printing – relief and impressed printing, monoprinting, colour mixing through overlapping colour prints.</p>
Design and Technology	<p>Design an illuminated item to get rid of the dark. Lemony Snicket Link. How will you ensure you structure is secure?</p>		<p>Escape from Pompeii. Design and make a boat for Tranio and Livia to escape Pompeii in. Think carefully about the materials you will use to ensure your boat is fit for purpose.</p>
Learning Objectives	<p>Generate: Generate ideas and recognise that designs have to meet a range of different needs.</p> <p>Design: Make realistic plans to achieve aims.</p> <ul style="list-style-type: none"> - Think ahead about the order of work; choose appropriate tools, equipment, materials, components and techniques. 		<p>Generate: Generate ideas and recognise that designs have to meet a range of different needs.</p> <p>Design: Make realistic plans to achieve aims.</p> <ul style="list-style-type: none"> - Recognise quality depends on how something is made and if it meets its intended use. <p>Make: Describe the qualities of materials and say why it will be the most suitable choice.</p>

	<ul style="list-style-type: none"> - Clarify ideas using labelled sketches and models to communicate details of the design. <p>Make: Make a product that uses both electrical and mechanical components.</p> <ul style="list-style-type: none"> - Apply mechanisms to create movement. - Use simple circuits to illuminate. - Combine a number of components well in my product. - Apply texture or design to the product. - Ensure the product is finished well. - Shape the product carefully using appropriate techniques and tools. <p>Evaluate:</p> <ul style="list-style-type: none"> - Reflect on work in relation to intended use and identify improvements needed. - Evaluate products and suggest improvements. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Understand and use electrical systems in their products (For example circuits incorporating bulbs) 		<ul style="list-style-type: none"> - Carry out appropriate tests first. - Come up with solutions to problems as they happen. - Select the most appropriate tools and techniques to make the product. - Join materials to make products using both permanent and temporary fixings. - Combine materials to add strength and visual appeal. <p>Evaluate:</p> <ul style="list-style-type: none"> - Reflect on work in relation to intended use and identify improvements needed. - Evaluate products and suggest improvements. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Understand and use mechanical systems in their products (for example, gears, pulleys, cams levers and linkages)
Music	<p>Aural and Rhythm games: Harvest Christmas Carol Service: Singing</p> <p>Learn unison whole class Harvest recorder piece to perform at the Harvest festival service – B,A,G - using crotchets, minims, and semibreves</p> <p>Looking at the earliest forms of instruments played by humans and the materials available for those instruments</p> <p>Class percussion composition inspired by the stone age – improvisation – layering of sounds – structure</p> <p>Listen to Saint Saen’s Fossils from Carnival of the Animals and learn about Saint Saen</p> <p>Christmas Songs</p> <p>Choral Poetry</p> <p>Performance Opportunity</p> <p>Harvest</p> <p>Christmas Carol Service</p>	<p>Aural and Rhythm Games Jack and the beanstalk Musical Production</p> <p>Jack and the beanstalk evening performance to families and friends. Learn the 8 songs for the musical and put the drama together.</p> <p>Aural and Rhythm Games</p> <p>Composing a ‘Mountain Music’ percussion piece using a graphic score</p> <p>Singing – The Mountain Song – relate to crotchets, minims, quavers, and semibreves</p> <p>Volcano Rock – use of dynamics and characterisation when singing</p> <p>Writing Music – Musical Maths – crotchets, minims, dotted minims and semibreves, treble clef, bass clef – writing simple rhythms in 4 time</p> <p>Listen to In the Hall of the Mountain King by Grieg – look at the orchestra and how Grieg uses the different instruments, tempi, dynamics and articulation to illustrate the story. Understand about Grieg’s life in Norway</p> <p>Create a class dance to illustrate the music</p>	<p>Looking at Roman Musical Instruments and thinking about the instruments that we have today that are similar</p>
Learning Objectives	<p>Play and perform in a both a recorder ensemble and singing for Harvest and Christmas - playing with increasing accuracy, fluency, control and expression.</p> <p>Understand articulation – playing staccato and legato.</p>	<p>Play and perform in solo and ensemble context, using voices and instruments musically, with increasing accuracy, fluency, control and expression.</p>	<p>Sing and perform the Mountain song and Volcano Rock increasing accuracy, fluency, control and expression, being aware of different levels of dynamics.</p> <p>Compose a short piece of music using a graphic score</p>

	<p>Understand the difference between unison and singing in harmony.</p> <p>Use dynamics, use the correct musical terms when talking about dynamics.</p> <p>Read simple rhythmic patterns using, crotchets, minims, quavers, dotted minims and semibreves.</p> <p>Read B, A, G, on the musical stave.</p> <p>Play B, A, G, on the recorder.</p> <p>Listen to simple musical patterns of 1, 2 and 3 different pitched notes and aurally recall them on the recorder increasing aural memory.</p> <p>Listen with concentration and understanding to Saint-Saens' Carnival of the Animals - Fossils and learn about a great composer – Saint Saen</p> <p>Developing an understanding of how early humans created music</p> <p>Improvise and compose a class piece of music based on the stone age</p>		Listen with attention to detail and recall sounds with increasing aural memory		Appreciate high quality music when watching and listening to an orchestra performing Hall of the Mountain King and learn about a great composer - Grieg	Using musical notation , treble clef and bass clef to do musical maths and write musical rhythms in 4 time.	Developing an understanding of how instruments developed throughout history	Listen with attention to detail and recall sounds with increasing aural memory
Computing		Information Technology – Presentation – Could you Survive the Stone Age?	Information Technology – Using iPad art package to draw Hokusai artwork.	Digital Literacy – link to Healthy Me - Jigsaw Piece 4	Digital Literacy – link to Relationships - Jigsaw Piece 3	Computer Science – Animate a plant dissection in Scratch.		
Learning Objectives		Use search technologies effectively Collect information Design and create content Present information	Use a variety of software to accomplish given goals		Use technology responsibly Identify a range of ways to report concerns about contact	Write programs that accomplish specific goals Use sequence in programs Work with various forms of input Work with various forms of output		
PE	Gymnastics Athletics	Dance (Christmas) Athletics Invasion games Swimming	Gymnastics Invasion games Net/wall games	Dance (Easter) Net/wall games Strike/field games	Net/wall games Strike/field games Invasion games Athletics	Net/wall games Strike/field games Invasion games Athletics		
Learning Objectives	Perform actions and movement with control, coordination and variety with a clear start and finish. Choose and plan sequences of contrasting actions Adapt sequences to suit different types of apparatus and group work; explain how strength, suppleness, balance, coordination affect performance. Identify different muscle groups used in different moves and actions; suggest warm up activities.	Improve freely, translating ideas from a stimulus into movement. Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control. Understand the importance of activity to their health and wellbeing.	As per Autumn 1 but collaboratively. Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills. Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the	Improve freely, translating ideas from a stimulus into movement. Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control. Understand the importance of activity to their health and wellbeing.	As previous. To use the transferable skills in all 4 areas.			

	<p>Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved. Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities.</p> <p>Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups.</p> <p>Compare and contrast performances using appropriate language, through self and peer assessment.</p>	<p>Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment. Send and receive with control to keep possession and score goals.</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>Explain why it is important to warm up and cool down. Say when a player has moved to help others; apply this knowledge to their own play.</p>	<p>point of the game; keep rules effectively and fairly. Recognize how net games make the body work. Talk about how net games make the body work.</p>	<p>Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going.</p> <p>Explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies. Describe what they and others do that is successful; suggest what needs practicing.</p>	
French					