

Year 3 Autumn Term Curriculum Overview: Active Planet



The Big Idea...

How are you affected by the power of nature? Did you know that the surface of the Earth is constantly moving? Where would the piece of land you are standing on now have been 1 million years ago?

Children will explore the power of Mother Nature in this topic, which focuses on volcanoes and earthquakes. The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that have an effect on communities in wide areas.

Children will learn about famous volcanoes and the effects they have had on people, as well as some of the reasons behind eruptions and earthquakes. They will extend their knowledge of the world's continents and oceans and the seasonal weather patterns of the UK and other countries. When looking at how communities are affected by these natural events, children will learn about the ways in which people survive and the social groups and institutions that help them.

As part of this topic, children will also explore different types of buildings and which are more suitable for building in areas prone to effects of the actions of the planet. In Science, they will be looking at different types of rocks and soils as well as how fossils form.

Termly Global Goals for Sustainable Development focus:



Key Questions:

How are you affected by the power of nature? How have humans affected nature?

Did you know that the surface of the Earth is constantly moving? Where would the piece of land you are standing on now have been 1 million years ago?

What happens when a piece of the Earth's crust moves? How does this affect people?

Is the effect of an earthquake on your life the same wherever in the world you live? Or how wealthy you are?

Who helps you if you are affected by a natural disaster?

What do you need to think of when designing a building in an earthquake zone, or near to a volcano?

Global Goals for Sustainable Development previously studied:



Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Volcano and Earthquake by DK

Volcanoes by Stephanie Turnbull

Are Humans Damaging the Atmosphere? By Catherine Chambers

Mirror by Jeannie Baker

Firebird by Saviour Pirotta

Dragons – Truth, Myths and Legends by David Passes

Arthur and the Golden Rope by Joe Todd Stanton

Flood by Alvaro F. Villa

Key Experiences:

Building a simple seismograph.
Take part in a volcanic eruption/earthquake drill.
Building an earthquake-proof structure.

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Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T)	IT and Computing (I) Assessment objectives underlined and in bold.
<p>S3.1Explain their experience and observation of phenomena using key scientific vocabulary</p> <p>S3.2Create comparative and fair tests by identifying one or more control variables within an investigation</p> <p>S3.3Respond to given questions and develop their own to create simple practical enquiries, comparative and fair tests</p> <p>S3.4Recognise obvious risks when prompted</p> <p>S3.5Make accurate measurements using standard units, using a range of measuring equipment, including thermometers and data loggers</p> <p>S3.6Gather, record, classify and present data in a variety of ways to help in answering their key question</p> <p>S3.7Record findings using key scientific language to answer their own investigation. (Use all of the following over the course of the year: drawings, labelled diagrams, bar charts, keys, children's photographs and tables.)</p> <p>S3.8Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, identifying similarities, differences or changes.</p> <p>S3.9Use results to draw simple conclusions and suggest improvements and new questions for setting up further tests</p> <p>S3.10Identify straightforward patterns in observations or in data presented in various formats, including tables, pie and bar charts, labelled diagrams, keys etc.</p> <p>S3.11Use straightforward scientific evidence to answer questions or to support their findings</p> <p>S3.12Describe what they have observed in experiments or investigations, linking cause and effect</p> <p>S3.13Explain the purpose of a variety of scientific or technological developments</p>	<p>S3.21Know about the forces of attraction and repulsion between magnetic poles and use this knowledge to predict whether magnets will attract or repel each other</p> <p>S3.22Know that magnets are an example of a force that attracts some metals</p> <p>S3.23Understand how some forces need contact between two objects and how some forces can act at a distance</p> <p>S3.24Identify materials which can be attracted to a magnet and use this to identify metals in everyday objects</p> <p>S3.38Based on testing, explore different properties shared by materials, including attraction to a magnet, and floating or sinking</p> <p>S3.39Compare and group together a variety of everyday materials based on these properties</p> <p>S3.40Compare and group together different kinds of rocks on the basis of their simple physical properties</p> <p>S3.41Relate the simple physical properties of some rocks to their formation (igneous or sedimentary)</p> <p>S3.42Understand that soils are made of rocks and organic matter</p> <p>S3.43Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock</p> <p>S3.44Know how to separate solid particles of different sizes by sieving</p> <p>T3.1Investigate and deconstruct a range of products to inspire their thoughts and designs</p> <p>T3.2<u>Record their planning using a culmination of ICT, 2D illustrations and 3D prototypes to meet a specific design brief</u></p> <p>T3.3<u>Use a range of tools, materials and techniques (including measuring, marking out, cutting, joining and shaping) as modelled and explored with increasing skill and accuracy</u></p> <p>T3.4Identify, evaluate and implement changes to</p>	<p>Research and Communication (E-safety)</p> <p>I3.15<u>Understand some of the risks of online activity</u></p> <p>I3.16Understand the difference between a strong and a weak password, and understand the need for passwords</p> <p>I3.17Explain why some websites and games have age restrictions</p> <p>Multimedia Authoring</p> <p>I3.5Know how to add slide transitions and animation effects to a presentation</p> <p>I3.6Be able to add a voiceover/music to a sequence of photos</p> <p>I3.7<u>Be able to create an activity for somebody to play, including a time limit</u></p> <p>I3.8Be able to add an instruction screen and sounds</p>

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	improve their design T3.6 Identify materials that have properties that fit a design brief T3.7 Design a product that is using a property of a material (e.g. a tent for a family displaced because of an earthquake)	
Faith and Belief (F) <i>Assessment objectives underlined and in bold.</i> F3.1 Be able to retell a miracle story and reflect on its meaning F3.2 Be able to reflect on religious symbolism in Christianity, Hinduism and Sikhism F3.8 Be able to argue coherently for and against the truth of miracles F3.4 Be able to explain how beliefs affect ways of life	Communications and Oracy: (Objectives ongoing throughout the year) O3.1 Listen with sustained concentration to all speakers, following up the points of others, showing whether they agree or disagree in group and whole class discussions O3.2 Continue to establish and expect 'Talk for Maths' principles within the class O3.3 Explain or give reasons to support their views and choices O3.4 Develop an enquiring mind, asking questions readily to extend their thinking. O3.5 Using an audible voice, confidently describe and reflect upon feelings, experiences and relationships O3.6 Explain and discuss their understanding of topics, describing relevant points. O3.7 Explain processes or present information, ensuring relevant details are included and sequenced, as well as exploring how to end effectively O3.8 Appreciate different viewpoints O3.9 Be able to use their sense personal indignation to speak up for others O3.10 Compose and rehearse sentences orally (warm up a sentence), so children can progressively build up a rich and varied language	Creative Arts (A) <i>Assessment objectives underlined and in bold.</i> A3.1 Examine the work of a range of artists (e.g. photographers, illustrators, printmakers) from different times, cultures and disciplines A3.2 Use a sketchbook to record and collect my observations, thoughts and materials, and use it to review and revisit ideas A3.3 Evaluate and interpret artwork, in order to adapt and improve the quality of my own work A3.4 Use art as a means of self-expression A3.5 Visit a local art gallery or exhibition and work with artists in and beyond the classroom A3.8 Practice and experiment in order to create a piece of work for a specific audience and purpose (Techniques: colour and pattern. Processes: printing)
Physical health and Well being (PS) <i>Assessment objectives underlined and in bold.</i> For further support with vocabulary and resources, please see 'Jigsaw PSHE'.	Humanities (G or H) <i>Assessment objectives underlined and in bold.</i> G3.1 Be able to make simple maps and plans of familiar locations using a key/symbols G3.2 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features G3.3 Be able to describe and understand key physical and human aspects (rainforests, deserts,	Global Learning (GL) <i>Assessment objectives underlined and in bold.</i> GL3.1 Be able to show interest and concern for others in the wider world GL3.4 Know about some of the causes of similarities and differences between people, valuing others as equal GL3.5 Be able to empathise with and respond to the needs of others GL3.7 Be able to use their sense of personal

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<p><u>it</u></p> <p>Relationships PS3.9Identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener PS3.10<u>Understand how my needs and rights are shared by children around the world and can identify how our lives may be different</u></p> <p>Celebrating Difference PS3.3Understand that everybody's family is different and important to them (including adoption, same-sex parents and one-parent families) PS3.4<u>Recognise that some words are used in hurtful ways and can problem-solve this kind of bullying situation with others (including bullying because of race, religion, sexual orientation or gender identification)</u></p>	<p>mountains, vegetation belts/settlements, land use) G3.4Understand that the quality of the environment can be sustained and improved G3.5Understand how a local environmental issue can have consequences on the surrounding area G3.6Know how particular localities and human activities and natural processes have impacted on each other G3.7Know the different forms of electricity generation and the pros and cons in the production of electricity in respect of the environment G3.8<u>Be able to use secondary sources (e.g. globes and atlases) to obtain geographical information, including the location of the world's countries</u> G3.9<u>Be able to compare North Devon with a country on another continent</u></p>	<p>indignation to speak up for others and participate in positive action GL3.8Know the implications of being rich or poor GL3.9<u>Know some of the ways human activity has affected the planet</u></p>
<p>Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.</p> <p>Assessment objectives underlined and in bold.</p> <p>PL3.1Be able to use common greetings in French to introduce themselves PL3.2Be able to respond to a variety of classroom and other commands in French e.g. in PE PL3.3<u>Be able to describe objects in French using adjectives such as colour and adverbs to describe actions</u> PL3.4Be able to recognise the French alphabet PL3.5Be able to listen to and join in with traditional and modern songs and finger rhymes in French PL3.6<u>Know simple facts about France and Paris including their locations in relation to the UK</u> PL3.7Know the names of simple classroom objects in French PL3.8Know the days of the week and time connectives: today, yesterday, tomorrow in French PL3.9Know and use the French numbers to 20 PL3.10Understand that other countries also speak French and the reasons for this PL3.11Understand the reasons for, and impact of learning a language PL3.12<u>Understand that French includes masculine and feminine nouns</u> PL3.13Understand the social conventions (politeness) used in France especially when greeting</p>		
<p>P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.</p> <p>Assessment objectives underlined and in bold.</p>		

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Indoor P.E

PE3.1 Know how to describe and evaluate some of the compositional features of dance and gym activities performed with a partner and in a group

PE3.2 Be able to improvise freely on their own and with a partner, translating ideas from a stimulus into movement

PE3.3 Recognise unison and canon and suggest improvements

PE3.4 Be able to explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel

PE3.5 Understand how to lift, move and place equipment safely and recognise and avoid risks when handling and placing apparatus

PE3.6 Be able to devise and perform a dance or gymnastic sequence, showing a clear beginning, middle and end

PE3.7 Know and explain the rules and routines that keep them safe near water

PE3.8 Be able to begin to swim short distances of between 5 and 20 metres, using aids and later without them

Both Indoor and Outdoor P.E

PE3.9 Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel

Outdoor P.E

PE3.10 Know how to recognise players who play well in games and give some reasons why

PE3.11 Be able to improve their ability to choose and use simple tactics and strategies

PE3.12 Be able to run continuously for about one minute and, when required, show the difference between running at speed and jogging

PE3.13 Be able to demonstrate a range of throwing actions using a variety of games equipment and be able to demonstrate the five basic jumps on their own

PE3.14 Be able to use different techniques, speeds and effort to meet challenges set for running, jumping and throwing

PE3.15 Know where they are on a plan or diagram and how to recognise symbols and pictures and relate them to a diagram

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

M3.1 Sing with confidence using a wider vocal range

M3.2 Demonstrate the ability to recognise the use of structure and expressive elements

M3.3 Recognise rhythmic patterns

M3.4 Perform a repeated pattern to a steady pulse

M3.5 Perform in different ways, exploring the way the performers are a musical resource

M3.6 Identify ways sounds are used to accompany a song

M3.7 Analyse and comment on how sounds are used to create different moods

M3.8 Recognise several notes on a stave and begin to write and play music from written notation

Year 3 Spring Term Curriculum Overview: Explorers and Adventurers (Romans)



The Big Idea...

Is exploration always a good thing? When were the Romans not the Romans? Who were the Dumnonii? How do we know about the Roman world? Come and find out as we explore the Roman world...

The Roman Empire had great influence over a huge part of the world. In this topic, children will explore and investigate the impact exploration had, with Roman exploration at the heart of their learning. They will find out who Romans were and where they came from, as well as exploring the rights and wrongs of exploration from a variety of points of view, including British resistance by key figures such as Boudicca.

The way historians have evaluated and used sources to find out about Roman Britain will be key to pupils' learning in Humanities, and they will find out about geographical terms and use them to express their findings about Roman Devon. They will look at how the geographical features affect the lives of people exploring there and vice versa.

Termly Global Goals for Sustainable Development focus:



Key Questions:

- Is exploration always a good thing?
- When were the Romans not from Italy?
- How much of the world did the Romans rule over?
- How are the Romans and the Egyptians linked?
- Who were the Dumnonii? Who was Boudicca?

Global Goals for Sustainable Development previously studied:

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	<p>How do we know about the Roman world? What legacy did the Romans leave in Devon and in other areas and countries?</p>
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Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Classic Starts Roman Myths – Eric Freeberg
 Roman Britain - Ruth Brocklehurst
 Roman Invasion (My Story) - Jim Edridge
 The Miraculous Journey of Edward Tulane – Kate DiCamillo
 The Lost Book of Adventure – The Unknown Adventurer
 Romans – Collins Fascinating Facts
 Arthur and the Golden Rope – Joe Todd Stanton
 Beyond the Stars Twelve Tales of Adventure, Magic and Wonder - compiled by Sarah Webb
 Little Evie and the Wild Wood – Jackie Morris
 Leon and the Place Between – Angela McAllister
 A River – Marc Martin

Key Experiences:

- Red Coat tour of Roman Exeter
- Museum of Barnstaple and North Devon

Working Scientifically (S) <u>(Objectives ongoing throughout the year)</u>	Science and Technology (S/T)	IT and Computing (I) <u>Assessment objectives underlined and in bold.</u>
<p>S3.1Explain their experience and observation of phenomena using key scientific vocabulary S3.2Create comparative and fair tests by identifying one or more control variables within an investigation S3.3Respond to given questions and develop their own to create simple practical enquiries, comparative and fair tests S3.4Recognise obvious risks when prompted S3.5Make accurate measurements using standard units, using a range of measuring equipment, including thermometers and data loggers S3.6Gather, record, classify and present data in a variety of ways to help in answering their key question S3.7Record findings using key scientific language to answer their own investigation. (Use all of the following over the course of the year: drawings, labelled diagrams, bar charts, keys, children's photographs and tables.) S3.8Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, identifying similarities,</p>	<p>S3.25Understand that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat S3.26Describe in simple terms, the ways in which nutrients, water and oxygen are transported within animals, including humans S3.27Identify that humans and some animals have skeletons and muscles for support, protection and movement S3.28Know that male and female humans and other animals can produce healthy offspring S3.29Understand the roles of drugs and medicines in keeping us well S3.30Know about the effects of a healthy or unhealthy diet on the human body S3.31Identify and describe the functions of different parts of plants: roots, stem/trunk, leaves and flowers S3.32Know that the root anchors the plant and that water and nutrients are taken in through the root and transported through the stem to other parts of the</p>	<p><u>Research and Communication</u> I3.12Be able to find facts by navigating websites I3.13Know how to compare websites to check facts I3.14Understand why an app/website is useful</p> <p><u>Text and Graphics</u> I3.1Be able to type words quickly I3.2<u>Be able to change the text style and put a border around a block of text/image</u> I3.3Be able to combine, rotate and resize words and photos into a collage</p>

Roundswell Community Primary Academy

<p>differences or changes.</p> <p>S3.9 Use results to draw simple conclusions and suggest improvements and new questions for setting up further tests</p> <p>S3.10 Identify straightforward patterns in observations or in data presented in various formats, including tables, pie and bar charts, labelled diagrams, keys etc.</p> <p>S3.11 Use straightforward scientific evidence to answer questions or to support their findings</p> <p>S3.12 Describe what they have observed in experiments or investigations, linking cause and effect</p> <p>S3.13 Explain the purpose of a variety of scientific or technological developments</p>	<p>plant</p> <p>S3.33 Know that pollen pollinates the ovule of a flower to form seeds which are dispersed in different ways</p> <p>S3.34 Know that plants need light to produce food for growth and the importance of the leaf to this process</p> <p>S3.35 Describe the ways in which nutrients, water and oxygen are transported within plants</p> <p>S3.36 Identify the requirements of plants for life and growth (air, light, water, nutrients from soil and space) and how they vary from plant to plant</p> <p>S3.37 Classify plants according to various features including size and shape of leaves, flowers etc.</p> <p>T3.8 <u>Weigh and combine ingredients to follow a simple recipe using techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</u> (e.g. Roman bread _____ or a recipe prepared from plants studied in Science)</p> <p>T3.9 Manipulate standard recipes to explore texture and flavour</p>	
<p>Faith and Belief (F)</p> <p>Assessment objectives underlined and in bold.</p> <p>F3.6 Be able to describe the significance of the River Ganges for Hindus</p> <p>F3.5 Be able to show some understanding of the Hindu belief that there is one God with many aspects</p> <p>F3.3 <u>Be able to explain how Sikhs and Hindus express their commitment to God</u></p> <p>F3.4 <u>Be able to explain how beliefs affect ways of life</u></p>	<p>Communications and Oracy:</p> <p>(Objectives ongoing throughout the year)</p> <p>O3.1 Listen with sustained concentration to all speakers, following up the points of others, showing whether they agree or disagree in group and whole class discussions</p> <p>O3.2 Continue to establish and expect 'Talk for Maths' principles within the class</p> <p>O3.3 Explain or give reasons to support their views and choices</p> <p>O3.4 Develop an enquiring mind, asking questions readily to extend their thinking.</p> <p>O3.5 Using an audible voice, confidently describe and reflect upon feelings, experiences and relationships</p> <p>O3.6 Explain and discuss their understanding of topics, describing relevant points.</p> <p>O3.7 Explain processes or present information, ensuring relevant details are included and sequenced, as well as exploring how to end effectively</p> <p>O3.8 Appreciate different viewpoints</p> <p>O3.9 Be able to use their sense personal indignation</p>	<p>Creative Arts (A)</p> <p>Assessment objectives underlined and in bold.</p> <p>A3.1 Examine the work of a range of artists (e.g. photographers, illustrators, printmakers) from different times, cultures and disciplines</p> <p>A3.2 Use a sketchbook to record and collect my observations, thoughts and materials, and use it to review and revisit ideas</p> <p>A3.3 Evaluate and interpret artwork, in order to adapt and improve the quality of my own work</p> <p>A3.4 Use art as a means of self-expression</p> <p>A3.5 Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p>A3.7 <u>Develop my skills in mastering techniques. (Techniques: tone and line. Processes: drawing)</u></p>

Roundswell Community Primary Academy

	<p>to speak up for others</p> <p>O3.10 Compose and rehearse sentences orally (warm up a sentence), so children can progressively build up a rich and varied language</p>	
<p>Physical health and Well being (PS) <u>Assessment objectives underlined and in bold.</u></p> <p>For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p>Dreams and Goals</p> <p>PS3.5Tell you about a person who has faced difficult challenges (e.g. through disadvantage or disability) and achieved success</p> <p>PS3.6<u>Recognise obstacles which might hinder my achievement and can take steps to overcome them</u></p> <p>Healthy Me</p> <p>PS3.7<u>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</u></p> <p>PS3.8Understand how complex my body is and respect and appreciate what it does for me</p>	<p>Humanities (G or H) <u>Assessment objectives underlined and in bold.</u></p> <p>G3.8<u>Be able to use secondary sources (e.g. globes and atlases) to obtain geographical information, including the location of the world's countries</u></p> <p>G3.9<u>Be able to compare North Devon with another country</u></p> <p>H3.1<u>Understand that the past can be considered in terms of different time periods</u></p> <p>H3.2Understand how the past is recorded, represented and interpreted in different ways and from different viewpoints</p> <p>H3.3<u>Be able to gather information from simple historical sources</u></p> <p>H3.4Be able to give some reasons for particular events and changes</p> <p>H3.5Understand that events in the past inform the present</p> <p>H3.6<u>Know about some of the key events, dates and characteristics of the Roman Empire and compare them with events in Britain</u></p>	<p>Global Learning (GL) <u>Assessment objectives underlined and in bold.</u></p> <p>GL3.2 Know about some of the links and connections between different places</p> <p>GL3.3Understand and have pride in individuality</p> <p>GL3.6Understand what is fair/unfair or right/wrong for individuals or groups in given situations</p> <p>GL3.7<u>Be able to use their sense of personal indignation to speak up for others and participate in positive action</u></p> <p>GL3.10<u>Know about some conflicts past and present in our society and others and how they were/could have been resolved</u></p>

Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

Roundsell Community Primary Academy

PL3.1 Be able to use common greetings in French to introduce themselves

PL3.2 Be able to respond to a variety of classroom and other commands in French e.g. in PE

PL3.3 Be able to describe objects in French using adjectives such as colour and adverbs to describe actions

PL3.4 Be able to recognise the French alphabet

PL3.5 Be able to listen to and join in with traditional and modern songs and finger rhymes in French

PL3.6 Know simple facts about France and Paris including their locations in relation to the UK

PL3.7 Know the names of simple classroom objects in French

PL3.8 Know the days of the week and time connectives: today, yesterday, tomorrow in French

PL3.9 Know and use the French numbers to 20

PL3.10 Understand that other countries also speak French and the reasons for this

PL3.11 Understand the reasons for, and impact of learning a language

PL3.12 Understand that French includes masculine and feminine nouns

PL3.13 Understand the social conventions (politeness) used in France especially when greeting

P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.

Assessment objectives underlined and in bold.

Indoor P.E

PE3.1 Know how to describe and evaluate some of the compositional features of dance and gym activities performed with a partner and in a group

PE3.2 Be able to improvise freely on their own and with a partner, translating ideas from a stimulus into movement

PE3.3 Recognise unison and canon and suggest improvements

PE3.4 Be able to explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel

PE3.5 Understand how to lift, move and place equipment safely and recognise and avoid risks when handling and placing apparatus

PE3.6 Be able to devise and perform a dance or gymnastic sequence, showing a clear beginning, middle and end

PE3.7 Know and explain the rules and routines that keep them safe near water

PE3.8 Be able to begin to swim short distances of between 5 and 20 metres, using aids and later without them

Both Indoor and Outdoor P.E

PE3.9 Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel

Outdoor P.E

PE3.10 Know how to recognise players who play well in games and give some reasons why

PE3.11 Be able to improve their ability to choose and use simple tactics and strategies

PE3.12 Be able to run continuously for about one minute and, when required, show the difference between running at speed and jogging

PE3.13 Be able to demonstrate a range of throwing actions using a variety of games equipment and be able to demonstrate the five basic jumps on their own

PE3.14 Be able to use different techniques, speeds and effort to meet challenges set for running, jumping and throwing

PE3.15 Know where they are on a plan or diagram and how to recognise symbols and pictures and relate them to a diagram

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

Roundswell Community Primary Academy

M3.1 Sing with confidence using a wider vocal range

M3.2 Demonstrate the ability to recognise the use of structure and expressive elements

M3.3 Recognise rhythmic patterns

M3.4 Perform a repeated pattern to a steady pulse

M3.5 Perform in different ways, exploring the way the performers are a musical resource

M3.6 Identify ways sounds are used to accompany a song

M3.7 Analyse and comment on how sounds are used to create different moods

M3.8 Recognise several notes on a stave and begin to write and play music from written notation

Year 3 Summer Term Curriculum Overview: The Rise of the Robots



The Big Idea...

Roundswell Community Primary Academy

Robots are an important part of modern life in many ways, taking on an increasing role in our society, but how much do we know about them?

In this topic, children will develop their understanding of the developing technologies involved in areas related to robotics; power, mechanics, and programming. They will learn about some of the history of robots, as well as considering how current robots can both help and harm in societies around the world. In order to inspire the children's own artwork, they will discover artists such as Eric Joyner, Clayton Bailey and Karl Egenberger. In their explorations throughout the topic, children will find out about the potential robots have for different people in different places and in different societies.

Termly Global Goals for Sustainable Development focus:	Key Questions:
 7 AFFORDABLE AND CLEAN ENERGY 	What is electricity? Where does electricity come from? How does electricity work? How would you live without electricity? What would happen if the world went into blackout? Can you produce electricity in a sustainable way? What does a robot need to work? Where does the word 'robot' come from? What are robots used for? Does everyone in the world have equal access to robotic technology? How can I program a robot to do a particular task? What problems could I solve for people using robots?

Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):	Key Experiences:
Ripley's Mighty Machines by Ian Graham No-Bot, the Robot with no Bottom by Sue Hendra Robot Girl by Malorie Blackman The Iron Man by Ted Hughes The Iron Woman by Ted Hughes The Three Little Aliens and the Big Bad Robot by Margaret McNamara	<ul style="list-style-type: none"> • Visit to/from utility provider • Visit to 'We, the curious' (formerly @Bristol)

Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T)	IT and Computing (I) Assessment objectives underlined and in bold.
S3.1 Explain their experience and observation of phenomena using key scientific vocabulary S3.2 Create comparative and fair tests by identifying one or more control variables within an investigation	S3.14 Describe the use of electricity to power common appliances and its effect (heat, light, movement etc.) S3.15 Demonstrate that a circuit must be correctly constructed and complete in order for components to	Digital Creativity <u>I3.4Know how to vary a range of controls to take a pleasing digital photograph</u>

Roundswell Community Primary Academy

<p>S3.3 Respond to given questions and develop their own to create simple practical enquiries, comparative and fair tests</p> <p>S3.4 Recognise obvious risks when prompted</p> <p>S3.5 Make accurate measurements using standard units, using a range of measuring equipment, including thermometers and data loggers</p> <p>S3.6 Gather, record, classify and present data in a variety of ways to help in answering their key question</p> <p>S3.7 Record findings using key scientific language to answer their own investigation. (Use all of the following over the course of the year: drawings, labelled diagrams, bar charts, keys, children's photographs and tables.)</p> <p>S3.8 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, identifying similarities, differences or changes.</p> <p>S3.9 Use results to draw simple conclusions and suggest improvements and new questions for setting up further tests</p> <p>S3.10 Identify straightforward patterns in observations or in data presented in various formats, including tables, pie and bar charts, labelled diagrams, keys etc.</p> <p>S3.11 Use straightforward scientific evidence to answer questions or to support their findings</p> <p>S3.12 Describe what they have observed in experiments or investigations, linking cause and effect</p> <p>S3.13 Explain the purpose of a variety of scientific or technological developments</p>	<p>function</p> <p>S3.16 Know about ways of varying the current in a circuit to make bulbs brighter or dimmer</p> <p>S3.17 Explain that some materials conduct electricity while others do not</p> <p>S3.18 Understand switches are created through closing and opening any part of the circuit</p> <p>S3.19 Recognise the materials which are common conductors and insulators of electricity</p> <p>S3.20 Know how to construct own switches using conducting materials</p> <p>T3.1 Investigate and deconstruct a range of products to inspire their thoughts and designs</p> <p>T3.2 <u>Record their planning using a culmination of ICT, 2D illustrations and 3D prototypes to meet a specific design brief</u></p> <p>T3.3 <u>Use a range of tools, materials and techniques (including measuring, marking out, cutting, joining and shaping) as modelled and explored with increasing skill and accuracy</u></p> <p>T3.4 <u>Identify, evaluate and implement changes to improve their design</u></p> <p>T3.5 Create a simple electrical device that activates for a purpose (e.g. a robot that uses a sensor)</p>	<p>Computing</p> <p>I3.9 Be able to draw shapes by repeating commands</p> <p>I3.10 Be able to draw and combine prism shapes using a draw tool or by inserting and grouping, ungrouping, copy and cloning shapes</p> <p>I3.11 <u>Know how to create a procedure to perform a specific task</u></p>
<p>Faith and Belief (F) Assessment objectives underlined and in bold.</p>	<p>Communications and Oracy: (Objectives ongoing throughout the year)</p>	<p>Creative Arts (A) Assessment objectives underlined and in bold.</p>

Roundswell Community Primary Academy

<p>F3.7 Be able to describe the significance of the Khalsa for Sikhs</p> <p>F3.3 <u>Be able to explain how Sikhs and Hindus express their commitment to God</u></p> <p>F3.4 <u>Be able to explain how beliefs affect ways of life</u></p>	<p>O3.1 Listen with sustained concentration to all speakers, following up the points of others, showing whether they agree or disagree in group and whole class discussions</p> <p>O3.2 Continue to establish and expect 'Talk for Maths' principles within the class</p> <p>O3.3 Explain or give reasons to support their views and choices</p> <p>O3.4 Develop an enquiring mind, asking questions readily to extend their thinking.</p> <p>O3.5 Using an audible voice, confidently describe and reflect upon feelings, experiences and relationships</p> <p>O3.6 Explain and discuss their understanding of topics, describing relevant points.</p> <p>O3.7 Explain processes or present information, ensuring relevant details are included and sequenced, as well as exploring how to end effectively</p> <p>O3.8 Appreciate different viewpoints</p> <p>O3.9 Be able to use their sense personal indignation to speak up for others</p> <p>O3.10 Compose and rehearse sentences orally (warm up a sentence), so children can progressively build up a rich and varied language</p>	<p>A3.1 Examine the work of a range of artists (e.g. photographers, illustrators, printmakers) from different times, cultures and disciplines</p> <p>A3.2 Use a sketchbook to record and collect my observations, thoughts and materials, and use it to review and revisit ideas</p> <p>A3.3 Evaluate and interpret artwork, in order to adapt and improve the quality of my own work</p> <p>A3.4 Use art as a means of self-expression</p> <p>A3.5 Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p>A3.6 <u>Practice and experiment in order to create a piece of work for a specific audience and purpose</u> <u>(Techniques: shape and texture. Processes: digital media)</u></p>
<p>Physical health and Well being (PS) Assessment objectives underlined and in bold.</p> <p>For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p>Changing Me</p> <p>PS3.11 Understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow</p> <p>PS3.12 <u>Identify how boys' and girls' bodies change on the outside so that when they grow up their bodies can make babies</u></p> <p>Finance Education</p> <p>PS3.13 Learn about enterprise and the skills that make someone 'enterprising'</p> <p>PS3.14 <u>Make spending and saving choices to make a profit</u></p>	<p>Humanities (G or H) Assessment objectives underlined and in bold.</p> <p>G3.7 Know the different forms of electricity generation and the pros and cons in the production of electricity in respect of the environment</p> <p>H3.3 <u>Be able to gather information from simple historical sources</u></p>	<p>Global Learning (GL) Assessment objectives underlined and in bold.</p> <p>GL3.1 Be able to show interest and concern for others in the wider world</p> <p>GL3.9 <u>Know some of the ways human activity has affected the planet</u></p>

Roundswell Community Primary Academy

Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.
Assessment objectives underlined and in bold.

PL3.1 Be able to use common greetings in French to introduce themselves

PL3.2 Be able to respond to a variety of classroom and other commands in French e.g. in PE

PL3.3 Be able to describe objects in French using adjectives such as colour and adverbs to describe actions

PL3.4 Be able to recognise the French alphabet

PL3.5 Be able to listen to and join in with traditional and modern songs and finger rhymes in French

PL3.6 Know simple facts about France and Paris including their locations in relation to the UK

PL3.7 Know the names of simple classroom objects in French

PL3.8 Know the days of the week and time connectives: today, yesterday, tomorrow in French

PL3.9 Know and use the French numbers to 20

PL3.10 Understand that other countries also speak French and the reasons for this

PL3.11 Understand the reasons for, and impact of learning a language

PL3.12 Understand that French includes masculine and feminine nouns

PL3.13 Understand the social conventions (politeness) used in France especially when greeting

P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.

Assessment objectives underlined and in bold.

Indoor P.E

PE3.1 Know how to describe and evaluate some of the compositional features of dance and gym activities performed with a partner and in a group

PE3.2 Be able to improvise freely on their own and with a partner, translating ideas from a stimulus into movement

PE3.3 Recognise unison and canon and suggest improvements

PE3.4 Be able to explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel

PE3.5 Understand how to lift, move and place equipment safely and recognise and avoid risks when handling and placing apparatus

PE3.6 Be able to devise and perform a dance or gymnastic sequence, showing a clear beginning, middle and end

PE3.7 Know and explain the rules and routines that keep them safe near water

PE3.8 Be able to begin to swim short distances of between 5 and 20 metres, using aids and later without them

Both Indoor and Outdoor P.E

PE3.9 Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel

Outdoor P.E

PE3.10 Know how to recognise players who play well in games and give some reasons why

PE3.11 Be able to improve their ability to choose and use simple tactics and strategies

PE3.12 Be able to run continuously for about one minute and, when required, show the difference between running at speed and jogging

PE3.13 Be able to demonstrate a range of throwing actions using a variety of games equipment and be able to demonstrate the five basic jumps on their own

PE3.14 Be able to use different techniques, speeds and effort to meet challenges set for running, jumping and throwing

PE3.15 Know where they are on a plan or diagram and how to recognise symbols and pictures and relate them to a diagram

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

Roundswell Community Primary Academy

M3.1Sing with confidence using a wider vocal range

M3.2Demonstrate the ability to recognise the use of structure and expressive elements

M3.3Recognise rhythmic patterns

M3.4Perform a repeated pattern to a steady pulse

M3.5Perform in different ways, exploring the way the performers are a musical resource

M3.6Identify ways sounds are used to accompany a song

M3.7Analyse and comment on how sounds are used to create different moods

M3.8Recognise several notes on a stave and begin to write and play music from written notation