



BARLBY BRIDGE LONG TERM CURRICULUM PLAN 2020

YEAR 3



SUBJECT	AUTUMN	SPRING	SUMMER
S C I E N C E	<p>Animals, including humans I can explain the importance of a nutritious, balanced diet in humans and animals. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Rocks I can compare and group rocks based on their appearance and physical properties, giving a reason. I can describe how fossils are formed. I can describe how soil is made.</p>	<p>Forces and magnets I can explore and describe how objects move on different surfaces. I can explain how some forces require contact and some do not, giving examples. I can predict whether objects will be magnetic and when magnets will attract or repel. I can describe how magnets work.</p>	<p>Light I can describe what dark is (the absence of light). I can explain that light is reflected from a surface. I can explain and demonstrate how a shadow is formed. I can find patterns in the way that the size of shadows change. I can explain the danger of direct sunlight and describe how to keep protected.</p> <p>Plants I can describe the function of different parts of flowering plants and trees. I can investigate and describe how water is transported within plants. I can describe the plant life cycle, especially the importance of flowers.</p>
	<p>Working scientifically <i>I can ask relevant scientific questions.</i> <i>I can set up a fair test and explain why it is fair.</i> <i>I can use equipment, including thermometers and data loggers to make measurements.</i> <i>I can use diagrams and tables; using scientific language for my age.</i> <i>I can make a prediction with a reason.</i></p> <p style="text-align: right;"><i>I can set up a simple enquiry to explore a scientific question.</i> <i>I can make careful and accurate observations, including the use of standard units.</i> <i>I can gather, record, classify and present data.</i> <i>I can use findings to report in different ways, including oral and written</i> <i>I can draw conclusions and suggest improvements.</i></p>		
H I S T O R Y	<p>I can state the changes in Britain from the Stone Age to the Iron Age I know where the Stone Age gets its name. I know which tools were crucial to the survival of early man. I can explain how Skara Brae was discovered and describe it. I can explain why children worked in copper mines. I can name two reasons why Iron Age people wanted to protect their homes.</p>	<p>I can study Roman Empire and its impact on Britain I can explain how an event from the Roman Empire has shaped our life today. I can describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to explain its impact on Britain. I can use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed.</p>	<p>I can study a theme from local history: Floods 1947-2000 I can make comparisons between the events of 1947 and 2000. I can explain how the floods have significant impact on the lives of the community and how this brings about change. I can compose and ask relevant questions from a witness. I can gather local maps of the River Ouse to build a clear picture of the past.</p>
	<p>History skills: <i>I can use a timeline within a specific period of history to set out the order that things may have happened.</i> <i>I can describe events from the past using dates when things happened.</i> <i>I can look at more than two versions of the same event or story in history and identify differences.</i> <i>I can use the internet and the library for research with guidance.</i> <i>I can gather more detail from sources such as maps to build up a clearer picture of the past.</i> <i>I can find out about the everyday lives of people in time studied compared with our life today.</i> <i>I can explain how people and events in the past have influenced life today.</i> <i>I can identify key features, aspects and events of the time studied.</i> <i>I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</i></p>		
G E O G R A P H Y	<p>I can describe how volcanoes are created. I can locate and name some of the world's most famous volcanoes. I can name a number of countries in the northern hemisphere.</p>	<p>I can use some basic Ordnance Survey map symbols. I can use grid references on a map. I can use an atlas by using the index to find places. I can locate at least 7 cities of the UK and identify characteristics. I can locate Yorkshire on a map. I can describe aspects of the distribution of natural resources including energy, food, minerals and water.</p>	<p>I can name and locate the capital cities of neighbouring European countries on maps, atlas and digital computers. I can describe how earthquakes are created.</p>
A R T	<p>Mount Fuji- Katsushika Hokusai, Volcanoes/ Clay and Block Printing</p>	<p>Sketching Painting techniques- Facial expressions</p>	<p>Norse Art-The Wolf, Fenris, Earthquake</p>
	<p><i>I can show facial expressions in my art.</i> <i>I can use sketches to produce a final piece of art.</i> <i>I can use different grades of pencil to shade and to show different tones and textures.</i> <i>I can create a background using a wash.</i> <i>I can use a range of brushes to create different effects in painting.</i> <i>I can identify the techniques used by different artists.</i></p>		

	<p>I can use digital images and combine with other media in my art. I can use IT to create art which includes my own work and that of others. I can compare the work of different artists. I recognise when art is from different cultures. I recognise when art is from different historical periods. I can collect my ideas in a sketch book.</p>					
D T	Clay - Volcanoes Light Up	Wind Turbine/Water wheel			Viking bread and stew	
	<p>I can prove that my design meets some set criteria. I can follow a step-by-step plan, choosing the right equipment and materials. I can design a product and make sure that it looks attractive. I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for a given task. I can make a product which uses both electrical and mechanical components. I can work accurately to measure, make cuts and make holes. I can describe how food ingredients come together.</p>					
C O M P U T I N G	Programming Turtle Logo and Scratch -Backwards -Pen up and pen down -Regular polygons -Drawing -Regular polygons in scratch -Pens	Using the Internet Internet Research and Communication -Word order -Order of returned results -Saving and sharing -How do we communicate online? -Staying SMART -Being Responsible	Multimedia Drawing and Desktop Publishing -Objects -Ordering and grouping -Manipulating objects -Posters -Combining text and images -Effective layouts	Multimedia Presentation Skills -Planning a branching story -Creating slides -Themes transit -Action settings -Audio and video -Completing the story	Word Processing Formatting -Passwords and screenshots -Change case -Align text -Bullets and numbering -Advanced select and key -Text boxes and wrap	E-Safety Using the Internet wisely! -What is cyberbullying? -To buy or not to buy -Keep it to yourself -Emailing -Online communication -Party planners
	Hockey I can control a ball with equipment. I can pass and receive. I can play as part of a team. Dodge-ball I can follow the rules of a game.	Football I can begin to play invasion games. I can use my feet to control a ball. Dance I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases.	Tag-Rugby I can run and evade working in a team. I know some rules. Multi-skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	Netball I can throw in a variety of ways. I can throw and catch with both hands. Gymnastics I can adapt sequences to suit different types of apparatus and criteria. I can explain how strength and suppleness affect performance. I can compare and contrast gymnastic sequences	Golf I can chip and put. I can chip the ball to hit targets. Multi skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	Kwik Cricket I can control a bat. I can throw overarm. I can field. I can play in a team. Athletics I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do.
R E	L2.7 – What does it mean to be a Christian in Britain today?	L2.4 – Why do people pray? <i>Link to Christians and Muslims</i>	L2.2 – Why is the Bible so important for Christians today?	L2.5 – Why are festivals important to religious communities? <i>Link to Easter and Eid</i>	L2.1 – What do different people believe about God? <i>Link to Christians, Muslims and Hindus</i>	
F R E N C H	Moi I can learn to greet others. I can ask how they are. I can ask and answer questions about names. I know that French is spoken in France and elsewhere in the world. I can discuss linguistic diversity within their class.	Les couleurs I can learn the colours in French. I can learn about games played in France eg pétanque.	La jungle I know the names of some jungle animals. I recognise that some words occur in English and in French although they may sound different. I use numbers to count animals. I can begin to use adjectives of size.	Tutti frutti I know the names of some fruits. I can read descriptions and write simple sentences to describe my own fruit kebab. I can express likes and dislikes about fruit.	Vive le sport I can learn the days of the week. I can learn the names for some sports. I can say what activities they play/do on particular days. I have learnt some poems and songs. I can revisit, "Which is your favourite?" Revise likes/dislikes	La météo I can learn the names and locations of some towns in France. I know some phrases about the weather.
	Let your spirit fly R&B, Michael Jackson, Western classical, Motown, Musicals, Soul	Glockenspiel 1 I can learn basic instrumental skills by playing tunes in varying styles.	Three little birds Reggae	The Dragon Song Music from around the world	Bringing Us Together Disco/Anthem	REFLECT, REWIND, REPLAY Western Classical
M U S I C	<p>I can sing a tune with expression. I can use different elements in my composition. I can compose melodies and songs. I can combine different sounds to create a specific mood or feeling. I can use musical words to describe what I like and do not like about a piece of music. I can improve my work; explaining how it has been improved.</p>			<p>I can play clear notes on instruments. I can create repeated patterns with different instruments. I can create accompaniments for tunes. I can use musical words to describe a piece of music. I can recognise the work of at least one famous composer.</p>		

<p style="text-align: center;">P H S E</p>	<p><u>Me and my relationships</u> I can form and maintain relationships with a range of different people and with help I am finding out about physical and emotional changes that take place as I grow and approach puberty.</p>	<p><u>Keeping myself safe</u> I am beginning to understand the personal choices available to me and how to stay safe.</p>	<p><u>My healthy lifestyle</u> I can discuss the relationship between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p>	<p><u>Me and my future</u> I understand why people work and the different jobs available. I understand what influences the choices people make about how money is spent.</p>	<p><u>Becoming an active citizen</u> I am beginning to think beyond school towards events locally and globally and considering how they impact me.</p>	<p><u>Moving on</u> I can reflect and evaluate when making personal choices or when looking forward to the future.</p>
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