

CURRICULUM MATRIX YEAR 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Heroic Hartlepool | | Meet the Flintstones | | Iron Men | |
| History | They will learn about: <ul style="list-style-type: none"> • Where the bombardment happened • Why the bombardment happened • What were the effects of the bombardment • Life at the time of the bombardment • Brief study of the history behind WW1 | | Children will be learning about: <ul style="list-style-type: none"> • Neolithic hunter gatherers • Early Farmers • Tools and weapons • Shelters • Neolithic animals such as mammoths • Computing link – ‘We are researchers’. Children use internet to carry out own research. Use search technologies effectively. Ensure children appreciate how results found when searched are selected and ranked. Children need to be able to summarise information they have read using the internet, they need to evaluate the effectiveness of the digital content. | | Children will learn about Iron Age man in Britain: <ul style="list-style-type: none"> • Housing and settlements such as Scottish settlements • Hill forts • Tribal kingdoms • Tools and weapons using iron • Children use IT to carry out own research Computing link – ‘We are comic strip writers’ – Create a comic strip explaining a day in the life of an Iron Age family. ‘Simpsons meets the Iron Age’ Using the programs: Comic life Photo Editor Children need to understand how to use the internet to source relevant pictures for their comic strip. Children to then communicate their work to their peers. Children to use physical systems to edit i.e. using photo editor. | |
| Geography | Children will be learning about different climate zones: <ul style="list-style-type: none"> • Study British weather and how the weather was on the day of the bombardment • Compare British weather to that in Germany and other countries that were involved in WW1, including Russia • Children will locate the European continent, countries and capital cities involved with WW1 | | Children will learn about the Stone Age in other countries: <ul style="list-style-type: none"> • Compare topography, cave paintings, land use and settlements in Skara Brae to that in France and the Pyrenees (Lascaux) • Wider geographical study of Stone Age Settlements in North America, Mammoth Lake • North America where remains from the Stone age | | Children will learn about volcanoes and earthquakes: <ul style="list-style-type: none"> • Locate the plate boundaries • Name countries that have volcanoes • Understand how earthquakes happen and how they are linked to volcanic explosions – Literacy Link | |
| Art and Design | Drawing Portraits of different types of emotions – link to how people felt during the war. Begin with drama linked to how people are feeling. Japanese portraits – noh theatre, look at | | | Painting Children will be creating a Stone Age cave that they have ‘discovered’ in Rossmere School. Children will be learning to: Use observational drawing skills to imitate cave paintings using | | Sculpture Children will be learning to sculpt a clay coil pot. Begin with plasticise using rolling, cutting, moulding and smoothing skills to make a coil pot. Use the same skills along with using slip and cross-hatching to make clay pot. |

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| | the masks that were used to show the emotions. Make masks that show the emotions so they can wear them in their dance. | | | charcoal, chalks, natural dyes and Brusho Hues – lightening and darkening colours. Sketch modern day items using observation skills in the style of Stone Age cave paintings Use Matisse – The Horse, the Rider and the Clown, to turn their modern day cave painting into a collage using torn painting | | Explore the pots of Grayson Perry designs Use observations and drawing techniques to design and decorate their pot to hold the grains for DT |
| Science | <p>Forces and magnets Children will learn about different types of forces, magnets and how they attract and repel and magnetic materials.</p> <ul style="list-style-type: none"> • Computing link – ‘We are decision makers’ <p>Use decision flow charts to help classify materials including using their knowledge of magnetic materials– iron, copper, wood, air and water. Use the ‘if’ and ‘then’ command to predict an end result. Children to create their own decision flow chart using the app ‘poplet’. Children will then create interactive hyperlinks to activate choices in order for them to correctly identify the mystery material.</p> | | <p>Animals including humans Children will learn about nutrition, skeletons and muscles.</p> | <p>Plants Children will learn about the parts of a plant, what plants require to survive, life cycles.</p> | <p>Rocks and soils Children will learn about types of rocks, rock properties and fossils. Use the program ‘pages’ on ipads to write about the different rock types.</p> | <p>Light Children will learn about how light affects what we see, reflection and shadows.</p> |
| Computing | <p>We are communicators - emailing Children to email children in Germany to find out what life is like there now – weather, daily life, school etc. Taught through English. Use epals. Collect and evaluate information that the children have found out about children in Germany.</p> | | <p>We are presenters Presenting information that they have learnt about Stone Age Use IPad to make a movie Create a mini documentary using iMovie. Analyse and evaluate iMovies. DoInk screen – green screen shot of children in the Stone Age.</p> | | <p>We are game makers Children to create own game using ‘Scratch’ on ipads. Children will design, write and debug programs. They are learning to control and simulate game software. They are sequences and selecting, working with different variables.</p> | |
| Languages UNIT 1 same for everyone this year | Meet and greet somebody Spell words Count to 21 and say how old I am Say the days of the week and months | Say when my birthday is Say what is in my school bag Use the indefinite articles ‘a’ and ‘some’ Use plurals | Describe my classroom Use the definite article ‘la, el, los, las.’ Say what I like and dislike | Talk about my hobbies Use colour adjectives Talk about animals Use a dictionary | Talk about my family using ‘mi’ Say where I live Order food and drink at a café | Talk about nationalities and countries Use the verb estar (to be) Describe the weather |

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| PE | <p>Fundamental skills for games Children will carry out various games to develop the three fundamentals: Body Management skills</p> <ul style="list-style-type: none"> • Balance on 1 foot • Slide roll • Climb • Bench walk <p>Object control skills</p> <ul style="list-style-type: none"> • Underarm throw • Overarm • Catch small ball • 2 handed strike • Foot dribble • Kick <p>Locomotor skills</p> <ul style="list-style-type: none"> • Sprint • Skip • Hop • Gallop • Side gallop • Jump for height • Jump for distance | <p>Creative Movement Dance Children will be learning dances from WW1, then developing their own. Children to use Gustav Mahler - Symphony No.9 in D-major to create a dance will tell the story of the bombardment of Hartlepool.</p> | <p>Health Active Lives – pacing training for cross country event Children will be developing their fitness levels through circuit training. Children will learn how to control their breathing for sprinting and long distances.</p> | <p>Creative movement Gymnastics Children will learn how to create gymnastic sequences individually, in pairs and as a group. The sequences will contain balances, twists, turns, rolls and jumps</p> | <p>Athletics Children will learn how to do various athletic activities such as: Sprinting Hurdles Throwing Jumping</p> <p>They will learn how to improve and develop their performance as an athlete.</p> | <p>Outdoor adventure Children will learn how to do orienteering outdoors. They will carry out various team building games. They will learn to work individually and as a team.</p> |
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| Music | <p>Dynamics and tempo WW1 music Listen to music from WW1 and learn song from that time period. Listen to music written by composers of that time –Mahler Learn to play song using tuned instrument – chime bars, one chime bar each, build on children’s notation that they developed in the first term. Notation to be recorded as a group altogether. Begin with solo and build up to group performance – music to sound like the bombardment Warm up songs – it’s a long way to Tipperary, Goodbyeeeee, pack up your troubles and your old kit bag, Songs from Music Express</p> | | <p>Tempo Percussion – un-tuned instruments Use claves and drums. Evelyn Glennie – deaf composer look at tempo, listening to and discussing her music Begin with lessons on tempo to build up to play a solo performance Use basic notation with symbols designed by children Songs to learn – canoe song (from sing up)</p> | <p>Pitch, dynamics and tempo Build up to a class piece – theme tune to the Iron Age Simpsons, using tuned and untuned instruments Listen to Simpsons theme tune Listen to other theme tunes from animation Why are they so catchy? Specific lessons on playing pitched instruments. Record as musical notation – just the letter and length of each note (1 beat, 2 beats and rest) Songs – folk songs, possibly linked to Iron Age.</p> | |
| Design and Technology | | <p>Mechanisms, wheels and axels Make a car using jink modelling, use in a Science investigation for friction Box with axel and wheel Link to what cars looked like in 1st World War Influential designer – Henry Ford Design a new car in War times pretending to work for Henry Ford.</p> | | <p>Textiles Children to create a fabric collage of their modern day cave painting designs. Copy their designs onto fabric, then embellish with natural objects, attach fabric and felts using running stitch.</p> | <p>Food tech and nutrition Children to use Scottish oats to cook, taste and evaluate oatcakes. Linked to Iron Age topic – look at foods that would have been cooked during the Iron Age.</p> |
| Forest School | <p>Children to use leaves, flowers and other plants to create mini flags and banners to advertise their new cars designed and made during DT. Forest school technique of ‘hapa zone printing’ to be used.</p> | | <p>Children to create mini settlements and shelters using natural materials. Children will learn a clove hitch and square lashing knot to join parts together.</p> | | <p>Children to use outdoor fire equipment to cook the butternut squash and barley risotto. They will compare the taste and texture to another made with modern day facilities.</p> |

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| Thinking Skills | <p>To use the Y chart during Heroic Hartlepool for children to explain what it would have LOOKED LIKE, SOUNDED LIKE, FELT LIKE if they were present during the bombardment. This will help the children to develop their dance during creative movement. Children to come up with an A-Z list of items they would need to take with them if they had to leave their town during the war due to risk of being bombed.</p> <p>Thinking keys Linked to ICT How many ways can you communicate? Linked to Heroic Hartlepool To draw something on the board that is totally obscure and not linked to our topic. Children have to think of 10 ways they can link it to our topic. Name 10 things you would have seen in Hartlepool during the bombardment that you wouldn't see today</p> | | <p>Thinking hats to be used throughout each topic: White hat – children will use the white hat to help them discuss what information they already know. Black hat – to discuss what problems we may encounter when finding out things. Yellow hat – what are our strengths now we have learnt about the Stone Age. Blue hat – to be used at the ends of lessons to help set next steps for learning. To use Lotus Blossom diagram at the end of the term as an assessment to find out what the children have learnt.</p> <p>Thinking keys A-Z How many countries can you come up with? How many towns and cities can you come up with? To show children two pictures, one from the Stone Age, one modern day item. Items to be very different from each other. Children to try and come up with ways to link them.</p> | | <p>To use the 'boxed' thinking chart at the end of the topic as an assessment of what the children have learnt.</p> <p>Thinking keys If you could go back in time to the Iron Age what would you ask the people? To show a picture of something obscure from the Iron Age – what could it be used for? Think of 3 ways to cook in the Iron Age, without an oven. List 10 things you would never see in an atlas.</p> | |
| RE | <p>What can we learn about Christian symbols & beliefs by visiting churches?</p> <p>Developing knowledge of Christian worship, differing practices, symbols:</p> <p>Expressions of Belief</p> | <p>How and why is Advent important to Christians?</p> <p>Developing knowledge of the Christmas story, Christian symbols & practices today:</p> <p>Belief, Authority, Expressions of Belief</p> | <p>What do Christians believe about Jesus?</p> <p>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching & ministry, impact of Jesus on lives of Christians today:</p> <p>Belief, Authority, Impact of Belief</p> | <p>What do Christians remember on Palm Sunday?</p> <p>Developing knowledge of Palm Sunday in context of Easter, Christian symbols & practices today:</p> <p>Belief, Authority, Expressions of Belief</p> | <p>What do Sikhs believe?</p> <p>Developing knowledge about how Sikh beliefs are expressed through worship at the Gurdwara, festivals, symbols used & through actions:</p> <p>Belief, Expressions of Belief, Impact of Belief</p> | |
| PSHCE | <p>SRE</p> <p>Getting on and falling out</p> <p>Learn how to develop relationships</p> | <p>Save Our Jack – Britain</p> <p>LO: To be able to recognise some features of the community they</p> | <p>Litter</p> <p>LO: To understand the impact of litter on the environment.</p> <p>Carry out a survey of</p> | <p>What do I eat?</p> <p>LO: To be able to evaluate their own diet and compare it with the government's recommendations on</p> | <p>To understand that individuals may need or choose to spend their money in different ways. (My Money Year 3 Unit 1) The Big Question: Can we afford it?</p> | <p>Pupils should learn</p> <ul style="list-style-type: none"> • about the long- and short term risks associated with smoking • about the reasons why |

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| | <p>with peers. Learn how to solve problems.</p> | <p>belong to.</p> <p>Identify the different parts of GB on a map.</p> <p>Explore the history of our flag.</p> <p>How would you describe your country to someone who had never been here?</p> <p>What things are you proud of / what would you like to change about Britain?</p> <p>(Use Go-givers resources)</p> | <p>the school site, where is litter found, what type of litter is it?</p> <p>Where are bins located? Are they in the correct places? Who is responsible for the litter – adults or children? Design an awareness leaflet to send to parents.</p> <p>Organise a teddy bears picnic and afterwards sort the rubbish into categories then by how it can be disposed of e.g. compost, recycle or bin.</p> <p>Choose an area of the school grounds and carefully bury different types of rubbish inc fruit. Water them (if it doesn't rain) and after a week dig up what was buried. What is happening to each piece of rubbish? Rebury and check after another week. Introduce the term – biodegradable.</p> <p>How does litter damage the environment?</p> | <p>healthy eating.</p> <p>Keep a food diary and pictorially record what is eaten.</p> <p>Compare with government guidelines for a balanced diet.</p> <p>Why are some foods better than others?</p> <p>Investigate the benefits of some foods e.g. milk and cheese are good for teeth, potatoes and pasta give energy.</p> <p>How can they persuade children in school to eat more healthily?</p> | <p>Session Two: To know about different ways to gain money. (My Money Year 3 Unit 2) The Big Question: Where does our money come from?</p> <p>Session Three: To know how money can make things different for other people here and in other countries. (My Money Year 3 Unit 3) The Big Question: How are things different for other people?</p> | <p>people smoke</p> <ul style="list-style-type: none"> • about their own values and attitudes towards smoking • that risky situations involve making choices <p>Pupil Outcomes Pupils will be able to:</p> <ul style="list-style-type: none"> • use their knowledge and understanding about smoking to identify the negative effects of smoking • listen to a discussion and weigh up the arguments • offer a personal opinion, giving reasons for their views |
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