



SUMMER TERM CURRICULUM PLAN

YEAR GROUP 3

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>
<p>Experiences and the wider use of the environment for this term.</p>	<p>Observations of plants in science lesson. Use of the outdoors for science, maths, and PE (swimming at the local leisure centre). Present open day to celebrate our achievements and work with parents.</p>		

SCIENCE		
Skills as a Scientist	Substantive knowledge	Vocabulary

<p>I can make systematic and careful observations</p> <p>I can take accurate measurements, where appropriate, using standard units</p> <p>I can use a range of equipment, including thermometers and data loggers</p> <p>I can record my findings</p> <p>I can report on findings from enquiries.</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them</p> <p>I can set up simple practical enquiries.</p> <p>I can gather, record, classify and present data in a variety of ways to help in answering questions (see above)</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support their findings</p>	<p><u>Animals Including Humans</u></p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection, and movement.</p> <p>Organise and classify the bones in different ways - using the correct language of their bones.</p> <p>Introduce the idea of an endo- and exo-skeleton to organise again.</p> <p>Scientist: Osteologist (person who studies the structure of bones)</p> <p>Identify that animals including humans need the right types and amount of nutrition.</p> <p>Identify animals, including humans, cannot make their own food, they get nutrition from what they eat.</p> <p>Scientist: Nutritionist (talk through that it is the job they are doing rather than a specific person - link to Y1).</p> <p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Children to order the life cycle of a plant.</p> <p>Using plants in the local area go and look for signs of pollination (use BBC learning clips to show a bee with pollen on his legs).</p> <p>Scientist: Tomas Carlo</p>	<p><u>Animals Including Humans</u></p> <p>Nutrition, nutrients, carbohydrates, protein, dairy, vegetables, sugars, protein, vitamins, minerals, fibre, fat, water,</p> <p>Skeleton, exoskeleton, endoskeleton, vertebrate, invertebrate, bones, muscles, support, protect, skull, collar bone, rib cage, spine, radius, ulna, pelvis, femur, kneecap, tibia, fibular, humerus, muscles, joints, exoskeleton, endoskeleton, protective shell, no protection.</p>
		<p><u>Plants</u></p> <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water</p>

Ancient Greece

1. Athens tries something different
2. The Peloponnesian War
3. The Parthenon
4. Greek literature
5. The Odyssey
6. The Greeks loved philosophy

Alexander the Great

1. Greece and Macedon
2. King Philip makes Macedon great
3. Alexander: from boy to king
4. Alexander's battles
5. Alexander conquers Persia
6. The wonderful library of Alexandria

GEOGRAPHY

Volcanoes

1. The journey no one will make
2. What happens when a volcano erupts?
3. How are volcanoes formed?
4. Active, dormant and extinct volcanoes
5. Mount Etna
6. Why do people choose to be near a dangerous volcano?

Climate and biomes

1. The continent of Europe
2. Climate zones
3. Climate and oceans
4. Climates and biomes
5. The Mediterranean climate
6. The temperate climate: Britain and the Rhine

RELIGIOUS EDUCATION

Joseph, Moses and the Exodus

1. Joseph and his coat of many colours
2. Slaves in Egypt
3. "Let my people go!"
4. The last night in Egypt
5. The sea, the mountain, the law and the tent
6. Why are these stories so important for Jews?

The kings, the temple and living as a Jew

1. The scouts, the serpent and the wilderness
2. The law, the walls and the judges
3. Two kings: Saul and David
4. King Solomon builds the Temple in Jerusalem
5. Captives in Babylon
6. How do Jews worship without the Temple?

DESIGN TECHNOLOGY

Skills as a Design technologist	Substantive knowledge	Vocabulary
<p><u>Catapult - Mechanisms with levers</u></p> <p><u>Explore</u></p> <ul style="list-style-type: none"> I can explore ideas and collect visual and other information for my work. I can explore products that use levers. I can research catapults. I can investigate different materials and joining techniques to create a catapult <p><u>Design</u></p> <ul style="list-style-type: none"> I can use a design criterion when creating my own design. I can use labelled diagram to describe my designs. I can use scientific knowledge of the transference of forces for the mechanisms. <p><u>Make</u></p> <ul style="list-style-type: none"> I can cut materials accurately and safely by selecting appropriate tools. I can assemble and measure materials to create a product with strength and movement. I can assemble materials to create a product with lever mechanism. I can develop a range of practical skills to create products with increasing precision. I can make on-going changes to my product through continuous tests. 	<p><u>Explore</u></p> <ul style="list-style-type: none"> I know what a catapult is and how it is used. I know the different types of catapult designs. I know how a catapult works. I know the effect of tension on the speed and distance of movement. <p><u>Design</u></p> <ul style="list-style-type: none"> I know my design criteria. I know how use my understanding from exploring catapults to design a product which is fit for purpose. I know that it is important to plan and design my ideas. I know what I am making and which tools I am using. 	<p>Trajectory</p> <p>Frame</p> <p>Catapult</p> <p>Pivot</p> <p>Cantilever spring</p> <p>levers</p>
<p><u>Evaluate</u></p> <ul style="list-style-type: none"> I can comment on similarities and differences between my own and others' work. I can identify what skills I have used. I can identify how I can improve my own work. I can test their product against the original design criteria. I can evaluate the ongoing work and the final product with reference to the design criteria. 	<p><u>Make</u></p> <ul style="list-style-type: none"> I know procedures to use tools safely. I know how to use my design to create my final product. I know what tools and materials I need to carry out tasks. I know how to change and strengthen my product to improve its function. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> I know what the design criteria is. I know how to test my product and make changes. 	

ART		
Skills as an Artist	Substantive knowledge	Vocabulary

Use a graphics package to create a repeated pattern by making selections Draw the profile of a head using silhouettes	Drawing Cut, duplicate and repeat. Control the brush tool with increasing precision.	Graphics Effects Image
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COMPUTING		
Skills as a Computer scientist	Substantive knowledge	Vocabulary
E Safety Managing information <ul style="list-style-type: none"> Use key phrases in search engines to gather accurate information. Explain the difference between a 'belief', 'fact' and 'opinion' and give examples of how and where they might be shared online. Describe and demonstrate how to get help from a trusted adult, if we see content that makes us feel sad, uncomfortable, worried or frightened. 	E Safety Managing information <ul style="list-style-type: none"> Know why key phrases will make searches more efficient. Know who is a trusted adult and how and when to get help. 	Managing information Autocomplete Key phrases Belief Opinion Fact credibility
Programming - Kodu <ul style="list-style-type: none"> Use commands fd, bk, lt, rt Use the repeat instruction with support. Debug own work Ask and answer 'what if...' questions. Use more than one algorithm in a program. Use if, then instructions (use KODU) 	Programming - Kodu <ul style="list-style-type: none"> Know and use the term algorithm. Know what the repeat instruction is and why it is used. Know why there needs to be two parts to the algorithms used. 	Programming Kodu Algorithm Repeat Debug

PSHE	
Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings	<ul style="list-style-type: none"> the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively The importance of looking after our mental health strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped

	<ul style="list-style-type: none"> to recognise how feelings can change overtime and become more or less powerful about the choices that people make in daily life that could affect their health To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep). about the importance of basic hygiene and routines e.g. sleep, brushing teeth, washing.
<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p>	<p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school) ('Shout out's' for each other, positive comments)</p> <p>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p>
<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen the importance of following safety rules from parents and other adults Identify places that they feel safe and unsafe. Where to go for support if they feel unsafe. how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety about fire safety at home including the need for smoke alarms

MUSIC		
Skills as a Musician	Substantive knowledge	Vocabulary
<p>Performing</p> <ul style="list-style-type: none"> Perform, demonstrating changes in dynamics, pitch, tempo and articulation. Can direct others to start and stop using gestures and to get louder (crescendo) and quieter (diminuendo) Sing rhythmically and expressively using a limited range 	<p>Performing</p> <ul style="list-style-type: none"> Know and sing: Hot potato, Just Like a Roman, Spin the Coin. Know that British Sign Language can be used to communicate. <p>Composing</p> <ul style="list-style-type: none"> Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. <p>Aural awareness</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Dynamics</p>

<p>of notes of approximately an octave with increased control.</p> <ul style="list-style-type: none"> • Add an accompaniment to a song playing quaver rhythms on percussion instruments (to Spin the Coin). • Use British Sign Language to accompany a song (Just Like a Roman). 	<ul style="list-style-type: none"> • Know and understand the vocabulary: pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Listen to the poem Roman in the Playground 	<p>Crescendo (getting louder)</p> <p>Diminuendo (getting quieter)</p> <p>Ritando (slowing down)</p> <p>Hymns</p> <p>Gospel</p> <p>Ostinato</p>
<p><u>Composing</u></p> <ul style="list-style-type: none"> • Contribute to a group composition which has a definite start, performance and finish and playing own part. • Choose instruments and playing techniques to accurately depict a market scene showing an awareness of timbre. • Add a melody to a poem to create an accompaniment (Roman in the Playground) • Compose a rhythm using a pattern of 6- 8 words and record using written notation. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Recognise and describe how sounds are made on different instruments. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Make simple connections and comparisons with music being listened to and own compositions and performances. 		

PHYSICAL EDUCATION		
Skills as an athlete	Substantive knowledge	Vocabulary
<p><u>Teamwork</u></p> <p>I can take turns.</p>	<p><u>Athletics</u></p> <p>I can use explosive power to start the race quickly.</p> <p>I can keep sprinting passed the finish line.</p>	

<p>I can listen when someone else is giving their idea and contribute my ideas.</p> <p>I can stay motivated for my team and work hard for them.</p> <p>I can follow instructions given by my peers based on a job role or position.</p>	<p>I can work on my starting technique. I can practise starting the race like an athlete. I can change speed & direction whilst running.</p> <p>I can hand over the baton efficiently. I can concentrate on my team to ensure I am ready for each leg of the relay. I can think tactically about when I should jog and when I should sprint. I can conserve my energy and maintain a constant speed.</p>	
<p><u>Fitness</u></p> <p>I can do 60 minutes of active exercise in a day.</p> <p>I can begin to understand my body and how muscles grow.</p> <p>I can begin to understand the difference between feeling tired and lacking stamina or resilience.</p> <p><u>Health and Safety</u></p> <p>I can explain what being safe means in school and during PE.</p> <p>I can identify actions/areas that may be unsafe and explain why.</p> <p>I can set up equipment and apparatus safely.</p> <p><u>Competition</u></p> <p>I know what it is to win and lose.</p> <p>I can win and lose with dignity.</p> <p>I can congratulate the winner.</p> <p>I can follow the rules of a game.</p> <p>I can work to beat my own personal best.</p> <p><u>Leadership</u></p> <p>I can direct a partner or small group.</p> <p>I can listen to others and take on board ideas.</p>	<p>I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw.</p> <p>I know that when throwing my feet need to be shoulder width apart and knees slightly bent. I know that my stance changes when doing javelin to shot put. I can jump accurately from a standing position using my arms as propulsion. I know how to use my arms to help propel me when jumping. I can work on an area that I have found challenging.</p> <p>I can use the correct technique for the sport I am competing in</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<p>Float</p> <p>Front crawl</p> <p>Backstroke</p> <p>Breaststroke</p> <p>Water safety</p> <p>Stroke</p> <p>Rescue</p>

<p><u>Healthy Lifestyle</u></p> <p>I can identify and explain the changes I can feel when I exercise.</p> <p>I can understand why I need to exercise and why it is important.</p> <p>I can take part in a warm-up and cool down and begin to explain why this is needed.</p> <p>I can begin to find links between diet and exercise.</p>		
<p><u>Evaluation</u></p> <p>I can make a positive comment on another's performance.</p> <p>I can explain how I did something and self-evaluate.</p> <p>I can say what went well and give an even better if.</p> <p>I can explain how I did something to help someone else.</p>		