

Science – Driver

- Know the function of different parts of flowering plants and trees include stigma, stamen, ovule, anther, filament
- Use straightforward scientific evidence to answer questions or to support their findings.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Use straightforward scientific evidence to answer questions or to support their findings.
- Know how water is transported within plants
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make systematic and careful observations
- Record findings using simple scientific language like xylem and drawings.
- Know the plant life cycle, especially the importance of flowers
- include oral and written explanations, displays or presentations of results and conclusions
- Know about the importance of a nutritious, balanced diet and that humans cannot make their own food BUT plants can
- include oral and written explanations, displays or presentations of results and conclusions
- Know how nutrients, water and oxygen are transported within animals and humans
- include oral and written explanations, displays or presentations of results and conclusions
- Know about the skeletal and muscular system of a human
- include oral and written explanations, displays or presentations of results and conclusions

Computing

- iConnect unit – Digital Literacy
- Lesson 1: iConnect • To understand that the internet is many computers that are connected • To understand that you can move around the web using hyperlinks
- Lesson 2: iSurf • To use basic navigation skills to browse the world wide web
- Lesson 3: iBrowse • To know the main features of web browsers
- Lesson 4: iSearch • To understand how to find information using a search engine
- Lesson 5: iCheck • To understand that not all information on the web is reliable • To know the basic steps that can help distinguish safe and credible websites
- Lesson 6: iHunt • To understand that copyright is an author's right of ownership and it is illegal to steal other people's material

Year 3 Curriculum Map – Summer 1

What makes plants grow and flourish?

Music

- Identify some instruments you can hear playing.
- Identify if it's a male or female voice
- Sing in unison.
- Understand and follow the leader or conductor.
- Apply spoken word to rhythms, understanding how to link each syllable to one musical note
- Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb.
- • Compose over a simple groove.
- • Compose over a drone.
- Compose over a simple chord progression.
- Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.

PSHE

- Knowledge
- Know that different family members carry out different roles or have different responsibilities within the family
 - Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener
 - Know some strategies for keeping themselves safe online
 - Know how some of the actions and work of people around the world help and influence my life
 - Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own
- Social and Emotional Skills
- Can identify the responsibilities they have within their family
 - Can use Solve-it-together in a conflict scenario and find a win-win outcome
 - Know how to access help if they are concerned about anything on social media or the internet
 - Can empathise with people from other countries who may not have a fair job/ less fortunate
 - Understand that they are connected to the global community in many different ways
 - Can identify similarities in children's rights around the world
 - Can identify their own wants and needs and how these may be similar or different from other children in school and the global community

Art

- Ensure collage work is precise
- Use coiling, overlapping & tessellations
- Create images, video & sound recordings
- Use line to sketch observational artwork
- Study Cezanne and compare to artists previously studied

PE

- run at fast, medium and slow speeds; changing speed and direction
 - take part in a relay, remembering when to run and what to do
 - be aware of space and use it to support team-mates and to cause problems for the opposition
 - know and use rules fairly
 - adapt sequences to suit different types of apparatus and criteria
 - explain how strength and suppleness affect performance
 - improvise freely and translate ideas from a stimulus into movement
 - share and create phrases with a partner and small group
 - remember and repeat dance perform phrases
 - follow a map in a familiar context
 - use clues to follow a route
 - follow a route safely
 - compare and contrast gymnastic sequences
 - recognise own improvement in ball games
 - I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.
- Swimming
- start to swim aiming for competency, confidence and proficiency over increasing distance
 - start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke
 - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

RE

Emerging:

- Describe what some believers say and do when they pray (A1).
- Respond thoughtfully to examples of how praying helps religious believers (B2).

Expected:

- Describe the practice of prayer in the religions studied (A2).
- Make connections between what people believe about prayer and what they do when they pray (A3).
- Describe ways in which prayer can comfort and challenge believers (B2).

- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).

Exceeding:

- Explain similarities and differences between how people pray (B3).
- Consider and evaluate the significance of prayer in the lives of people today (A1).

MFL

- Name, recognise and remember up to 10 ice-cream flavours in French.
- Attempt to spell some of these flavours.
- Use the structure 'je voudrais...' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in French.