



SPRING 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>	
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SCIENCE		
Skills as a Scientist	Substantive knowledge	Vocabulary
<p>I can make systematic and careful observations.</p> <p>I can take accurate measurements.</p> <p>I can use a range of equipment.</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><u>Forces and Magnets</u></p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials based on whether they are attracted to a magnet.</p> <p>Identify some magnetic materials.</p> <p>Compare and group together a variety of everyday materials based on whether they are attracted to a magnet. Record on a table or Venn diagram.</p> <p>Describe that magnets have 2 poles.</p> <p>Scientist: William Gilbert</p> <p>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Compare how things move on different surfaces.</p> <p>Scientist: John Boyd Dunlop</p>	<p>Forces and Magnets</p> <p>Force, push, pull, twist, contact force, non-contact force, friction, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet,</p>
<p>I can gather, record, classify and present data in a variety of ways</p>		<p>attract,</p>

<p>to help in answering questions.</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>repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>
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HISTORY
<p style="text-align: center;"><u>Indus Valley</u></p> <ol style="list-style-type: none"> 1. The dancing girl 2. So many puzzles! 3. Bricks, buildings and baths 4. Making beautiful things 5. Boats and barter, trade and travel 6. Two more puzzles: rulers and religion <p style="text-align: center;"><u>Persia and Greece</u></p> <ol style="list-style-type: none"> 1. The king of kings 2. The Persian Empire 3. The Greek city-states 4. Greek gods and goddesses 5. The Greek language and The Iliad 6. The Greek and Persian Wars

GEOGRAPHY
<p style="text-align: center;">Settlements</p> <p style="text-align: center;">What is a settlement?</p> <ol style="list-style-type: none"> 2. What is a village? 3. What is a town? 4. What is a city? 5. London: the largest city in the UK

6. Cardiff is a city

Agriculture

1. What is agriculture?
2. Arable farming
3. Pastoral farming
4. How does farming change the landscape?
5. How does our food affect farming?
6. Sheep farming in Wales

RELIGIOUS EDUCATION

Living Hindu traditions

1. Worshipping together – family puja
2. Worshipping anywhere, any time!
3. Ganesha, the god of good fortune
 4. The story of Ganesha's birth
5. Shiva: endings and beginnings
 6. A festival for Parvati

Abraham, Isaac and Jacob

1. The Hebrew Bible
2. The story of Abram and Sarai
3. Abram becomes Abraham
4. Abraham and his son, Isaac
5. The story of Isaac and Rebekah
6. The story of Jacob and Rachel

DESIGN TECHNOLOGY

Skills as a Design technologist	Substantive knowledge	Vocabulary
<p><u>Food - Pasties</u></p> <p><u>Explore</u> I can explore, taste, and evaluate different types of pasties. I can apply the principles of a healthy and varied diet (link to Science Year 2).</p> <p><u>Design</u> I can think of ideas and plan what to do next, based on my experience of ingredients, balanced diet. I can use pictures and labels to describe my designs. I can write a list of ingredients and tools. I can use a design criterion when creating my own design.</p> <p><u>Make</u> I can select appropriate use tools to cut, peel or grate ingredients safely and hygienically. I can measure or weigh using electronic scales. I can prepare ingredients hygienically using appropriate utensils. I can measure and mark out to the nearest gram. I can follow a recipe. I can make pastry. I can add filling to pastry.</p>	<p><u>Explore</u> I know the origin of pasties. I know what a pasty is. I know how to measure in grams. I have knowledge of a healthy and varied diet. I know what a balanced diet is. I know the steps in a recipe to make a pasty.</p> <p><u>Design</u> I know what ingredients are needed to make a pasty. I know what tools I need to make a pasty. I know how to make pastry. I can design what my pasties with look like.</p> <p><u>Make</u> I know and understand that clean hands prevent the spread of germs.</p>	<p>Cut</p> <p>Peel</p> <p>Grate</p> <p>Ingredients</p> <p>Measure</p> <p>Weigh</p> <p>Prepare</p> <p>Hygiene</p> <p>Electronic scales</p> <p>Gram</p> <p>Utensils</p> <p>Crimp</p> <p>Healthy</p>

<p>I can crimp the edge of my pastry to make a pasty.</p> <p><u>Evaluate</u></p> <p>I can comment on similarities and differences between my own and others' work.</p> <p>I can identify what skills I have used.</p> <p>I can identify how I can improve my own work.</p> <p>I can test their product against the original design criteria.</p> <p>I can evaluate the ongoing work and the final product with reference to the design criteria.</p>	<p>I know what using tools safely looks like.</p> <p>I know what tools I need to carry out tasks. For example, a knife to cut, chopping board, hands to peel.</p> <p>I know how to prepare different types of food.</p> <p>I know how to assemble pasties.</p> <p><u>Evaluate</u></p> <p>I know what the design criteria is.</p>	
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ART		
Skills as an Artist	Substantive knowledge	Vocabulary
<p><u>Painting</u></p> <p>Use several brush techniques using thick and thin brushes to produce shapes, textures, patterns, and lines. Mix colours effectively. (Use images of the Gods to paint a scene from Osiris and Isis)</p>	<p><u>Painting</u></p> <p>Know what which primary colours make secondary colours (green, purple, orange)</p> <p>Know what colours make tertiary colours (brown)</p>	<p>Scene</p> <p>Tertiary colours</p>

COMPUTING		
Skills as a Computer Scientist	Substantive knowledge	Vocabulary
<p><u>E Safety Online bullying</u></p> <p>Describe appropriate ways to behave towards other people online and why this is important.</p> <p>Give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><u>Online relationships</u></p> <p>Explain how knowing someone online is different to knowing them offline. Explain why someone might change their mind about trusting someone online.</p> <p>Explain how someone's feelings can be hurt by what is said or written online.</p> <p><u>Digital Literacy</u></p> <p>Combine text and graphics,</p> <p>Use a spellchecker.</p> <p>Use copy, paste, rotate, move, to create a repeated pattern,</p> <p>Record and edit sound,</p> <p>Put together a series of images to create an animation.</p>	<p><u>E Safety Online bullying</u></p> <p>Know where to go to get support for online bullying.</p> <p><u>Online relationships</u></p> <p>Know the difference between people online and in real life.</p> <p>Know the difference between trusting and liking someone online and why it's important to be careful with who to trust.</p> <p><u>Digital Literacy</u></p> <p>Know what an animation is.</p> <p>Know how to copy and paste using the icons onscreen.</p>	<p><u>E Safety Online Bullying</u></p> <p>Online bullying technology</p> <p><u>Online relationships</u></p> <p>Online Positive emotion</p> <p><u>Digital Literacy</u></p> <p>copy, paste, rotate, move, text graphics animation</p>

PSHE	
<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p>	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p>	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens, eg avatar in a game or someone pretending to be someone they are not • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime. • About common misconceptions and gender stereotypes related to work. • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • how to set goals that they would like to achieve this year. • About some of the skills needed to do a job, such as teamwork and decision-making • To recognise their interests, skills and achievements and how these might link to future jobs.

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. • Follow a conductor changing the dynamics of the voice according to the conductor's hand signals. • Independently clap or tap a pulse whilst singing a rhythm/song. • Maintain a second part in a vocal or instrumental piece <p>• Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</p> <p>Composing</p> <ul style="list-style-type: none"> • Make four-bar rhythms in groups, pairs or individually using notation of crochets and quavers (notes only and not a stave) • Compose ascending and descending notes on a chime bar and record the note letter name. • Choose instruments and playing techniques to accurately depict story, mood or character <p>Aural awareness</p> <ul style="list-style-type: none"> • Identify and clap back a rhythmic pattern from a piece of music (Senwa Dedende). • Identify the verse and chorus in a pop song (Cleopatra) <p>Evaluating</p> <ul style="list-style-type: none"> • Make simple connections and comparisons with music being listened to and own compositions and performances. 	<p>Performing</p> <ul style="list-style-type: none"> • Know and sing: Stomp Cannon, Tutankhamun, Two Piles of Stone, Cleopatra, Oleo, Senwa Dedende <p>Composing</p> <ul style="list-style-type: none"> • Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. • Know that notes can ascend or descend <p>Aural awareness</p> <ul style="list-style-type: none"> • Know that pop is a genre of music and know the distinctive features to listen out for. • Know that different styles of music originate in different countries. • Know that Oleo is a song from Ghana. • Listen to Triumphal March from the opera Aida by Verdi 	<p>Pulse Rhythm Pitch Tempo Dynamics Ascending Descending Crochet Quaver Minim Semibreve</p>

PHYSICAL EDUCATION		
Skills as an Athlete	Substantive knowledge	Vocabulary
<p><u>Teamwork</u></p> <ul style="list-style-type: none"> - I can take turns. - I can listen when someone else is giving their idea and contribute my ideas. - I can stay motivated for my team and work hard for them. - I can follow instructions given by my peers based on a job role or position. <p><u>Fitness</u></p> <ul style="list-style-type: none"> - I can do 60 minutes of active exercise in a day. - I can begin to understand my body and how muscles grow. - I can begin to understand the difference between feeling tired and lacking stamina or resilience. <p><u>Health and Safety</u></p> <ul style="list-style-type: none"> - I can explain what being safe means in school and during PE. - I can identify actions/areas that may be unsafe and explain why. - I can set up equipment and apparatus safely. 	<p>I know what a tennis racket is and can identify differences to other rackets I know.</p> <p>I can hold the racket correctly.</p> <p>I can balance the tennis ball on my racket.</p> <p>I can hit the tennis ball in the air to myself and catch it.</p> <p>I can hit the tennis ball using a forehand shot.</p> <p>I can hit the tennis ball to a target area or partner.</p> <p>I can begin to vary the distance needed by varying the pressure/force behind the racket.</p> <p>I can hit the tennis ball using a forehand and backhand shot.</p> <p>I can hit the tennis ball using an overhead shot.</p> <p>I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court</p> <p>I can use my body position and wrist movement to change the direction of the tennis ball tactically.</p> <p>I can move to the desired location when a tennis ball is coming towards me quickly and efficiently. Once returned, I remain alert and ready to receive again.</p> <p>I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the tennis ball.</p> <p>During any activity, I can vary the distance needed by varying the pressure/force behind the racket.</p> <p>I can maintain a rally.</p> <p>Gymnastics</p> <p>I can use various jumps: pencil jump, half star.</p> <p>I know how to land and take off safely using bended knees.</p> <p>I can think of transitions between my movements.</p> <p>I can do swirling, spinning, turns, sinking movements.</p> <p>I can change direction safely.</p> <p>I can transition in my movements well and using fluidity.</p> <p>I can move to stimuli with different actions. I can justify my choices. e.g. I want to _____ because _____.</p> <p>I know how to effectively join movements together to create a sequence that is refined and fluid.</p>	<p>Forehand</p> <p>Backhand</p> <p>Rally</p> <p>Court</p> <p>Net</p> <p>Light feet</p>
<p><u>Competition</u></p> <ul style="list-style-type: none"> - I know what it is to win and lose. 		

- I can win and lose with dignity.
- I can congratulate the winner.
- I can follow the rules of a game.
- I can work to beat my own personal best.

Leadership

- I can direct a partner or small group.
- I can listen to others and take on board ideas.

Healthy Lifestyle

- I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups)
- I can understand why I need to exercise and why it is important.
- I can take part in a warm-up and cool down and begin to explain why this is needed.
- I can begin to find links between diet and exercise.

Evaluation

- I can make a positive comment on another's performance.
- I can explain how I did something and self-evaluate.
- I can say what went well and give an even better if.
- I can explain how I did something to help someone else.