WPS Curriculum Plan

Year Group: 3   Term: Summer 1

Subject	Learning
History	**Taught in Summer 2**
Geography	**Geography: Climate Zones** ● identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, tropics of Cancer and Capricorn and the Arctic and Antarctic Circle ● compare the similarities and differences between the lives of people in different climate zones ● describe and understand climate zones ● compare the similarities and differences between the physical features of places with different climate zones **Key Vocabulary** Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, settlement, land use, urban, rural, village, town, city, population, climate, environment, Arid, Mediterranean, Temperate, Tropical, Polar, Continental
MFL	French: Ice Creams: ● Learn up to ten flavours of ice cream ● Attempt to spell some of these flavours ● Use structure 'Je voudrais' (I would like) ● Say whether we would like cone or pot and how many scoops ● Say 'please' and 'thank you' in French Little Red Riding Hood: ● Listen to a familiar story being told in French ● Use picture and word cards to recognise and retain new language ● Focus language: key body parts
Art	**Drawing and Painting:** **Artist:Fernand Leger** **Still Life/Portrait** Knowledge ● To compare the work of different artists. ● To explore work from other cultures. ● To explore work from other periods of time. ● To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. Skills ● To show facial expressions in drawings. ● To use sketchbook to produce a final piece of work. ● To write an explanation of their sketch in their notes. ● To use different grades of pencil shade to shade to show different tones and texture. **Key vocabulary** cubist, geometric forms, geometric shapes, industrial revolution, juxtapose, semi-abstract

RE	**Hinduism** ● Why do Hindus want to collect good [Karma](#)? **Key Vocabulary** reincarnation, Karma, moksha, samsara, reincarnation, soul
Science	**Light** • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change **Key Vocabulary** light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque
Working Scientifically	● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. ● Using straightforward scientific evidence to answer questions or to support their findings **Key Vocabulary** Specific language linked to TAPs Summer 2
PE	**Outdoor adventurous activities** ● Follow instructions from a peer and give simple instructions ● Work collaboratively with a partner and a small group, listening to and accepting others' ideas. ● Plan and attempt to apply strategies to solve problems. ● Orientate and follow a diagram/map. ● Reflect on when and why challenges are solved successfully and use others' success to help them to improve. **Key vocabulary** Rules, route, trust, navigate, grid, discuss and plan. **School games value: teamwork**
PE with Total Sports	**Athletics**

	● Show balance, coordination and technique when running at different speeds, stopping with control. ● Link running, hopping and jumping actions using different take offs and landing. ● Jump for distance and height with an awareness of technique. ● Throw a variety of objects, changing action for accuracy and distance. ● Demonstrate balance when performing other fundamental skills. ● Show balance when changing direction in combination with other skills. ● Can co-ordinate their bodies with increased consistency in a variety of activities. ● With support, compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Key vocabulary** Speed, power, strength, accurately, higher, pace, control, faster and further. **School games value: teamwork**
Computing	**Over the course of two half terms:** **Switched On Computing** 3.6 – We are pollsters - surveys - present data ● understand some elements of survey design ● understand some ethical and legal aspects of online data collection ● gain skills in using charts to analyse data ● gain skills in interpreting results. **Key Vocabulary** data, survey, chart, permission, interpret **Teach Computing Networking and Computer Systems focus:** Year 3– Connecting computers: Lesson 4 –How am I connected? ● I can recognise different connections ● I can explain how messages are passed through multiple connections ● I can discuss why we need a network switch Lesson 6 – What does our school network look like? ● I can identify how devices in a network are connected together ● I can identify networked devices around me ● I can identify the benefits of computer networks **Key Vocabulary** connection, network, network switch, Network cables, network sockets **E-safety** pixl lesson 5 – online bullying online bullying, posting, comment, block
Music	**Charanga unit:** Bringing us Together **Style of main song:** Disco **Unit theme:** Disco, Friendship, Unity and Hope **Performance focus:** Singing and dancing. **Listening:** Discuss and recognise the structure of a song. Identify the instruments and voices they can hear in a song e.g. keyboards, drums, bass, a female singer. Find the pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march, be an animal. Reflect upon the meaning of the song and how the words of the song tell a story. (Does the music create a story in your imagination?) Find the pulse and identify funky rhythms, tempo changes and dynamics. Know the style indicators for Disco music.

	Rhythms: Copy back, play, invent rhythmic and melodic patterns, on a glockenspiel using up to 2 notes (C + A). **Sing:** In two parts. **Play instruments:** With the song by ear, or from notation. Using up to 3 notes (C, A + G). **Improvise:** using the up to 2 notes (C + A). **Compose:** a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A (Pentatonic scale). Know how pulse, rhythm and pitch work together to create a song. **Key Vocabulary** structure, introduction, verse, chorus, disco music, keyboards, drums, bass, vocals, backing vocals, imagination, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, texture, hook, riff, dynamics, tempo, pentatonic scale.
PSHE and RSE **(highlighted objectives are statutory)**	Keeping Safe ● <mark>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</mark> ● H38. how to predict, assess and manage risk in different situations ● H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe **Key Vocabulary** restrictions, regulations, hazards, harm
DT	● Understand how mechanical systems such as levers and linkages or pneumatic systems create movement
British Values	Tolerance ● Tolerance of those with different faiths and beliefs Rule of Law ● What does this mean and what rules do we have at Werrington Primary School ● Why are rules important? Introduction to the protected characteristics
SMSC	● Explored through PSHE, RE and BV.