

Year: 3	Term: 1
<p>What is the power of water? Visit: Derwent Dams Outcome: Film documentary</p>	<p>Builds on: FS2 - Who can help me get there? Y1 - Where can the sea take us? Y2: Why travel the world? Y2: What will my great achievement be? Leads to: Y4 - What makes a building iconic? Y5 - How is the world connected? Y6 - Are Humans good for the planet?</p>
<p>Key concepts: An understanding of the geographical physical features of river systems and their importance to human settlements. An awareness of the role of rivers in the industrialisation of Sheffield in the 19th century. An understanding of how matter changes state and the water cycle.</p>	<p>Key vocabulary: local, settlement, city, county, region flood, tributary, meander, dam, reservoir Loxley, Sheaf, Rivelin, Don, Porter scientific enquiry, relevant, fair test, accurate, observation, prediction, climate industry, industrialisation, steel, water wheel, solid, liquid, gas evaporation, condensation, melting</p>
<p>Books to support this unit: Meet me by the Steelmen - Teresa Tomlinson One Well, The Story of Water on Earth - Rachel Strauss Once upon a raindrop - James Carter The dramatic story of the Sheffield Flood, Peter Machan Journey to the river sea, Eva Ibbotson A river, Marc Martin https://www.booksfortopics.com/water</p>	<p>Resources to support this unit: https://www.rgs.org/schools/teaching-resources/rivers-(1)/ https://www.geography.org.uk/teaching-resources/flooding https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle</p>
<p>Geography Assessment activities:</p>	<p>Science assessment activities:</p>

Identifying countries of UK, locating rivers of the UK Mapping the river activity	Set up enquiry - Drying materials (Y4) Observe and measure - Materials: measure temperature (Y4)
<p>Science</p> <ul style="list-style-type: none"> • The child demonstrates an understanding of the differences between materials in solid, liquid and gas states by grouping similar materials together and describing key properties, e.g. (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). They use various methods for grouping and sorting such as Carroll and Venn diagrams and link this to their learning in maths. • They can name common materials that are solids, liquids and gases at room temperature, (e.g. wood, metal, plastic, water, oil, vinegar, air or oxygen, nitrogen, carbon dioxide.) • The child understands that water is a chemical substance that can be found on Earth in all three states – as a gas (water vapour or steam), as a liquid (water) or as a solid (ice). • They can investigate how the temperature affects the rate at which this happens using thermometers and/or data loggers and record their measurements in tables and graphs. • The child knows the temperature at which ice melts, water evaporates and air vapour condenses at sea level and can research these temperatures to compare for other materials. • They link their scientific understanding of the water cycle to their learning on rivers in geography. <p>Geography</p> <ul style="list-style-type: none"> • Using various maps, the child has a sense of where the school is located within the wider world. • They use eight compass points to describe the location of continents around the world and capital cities within the British Isles. • The child can locate the main rivers of the world, e.g. The Nile in Africa, the Yellow river in Asia, The Rhine in Europe, the Amazon in America. • They can locate the main rivers of the UK identifying the countries, counties and cities through which they flow. • They know the difference between the boundaries of Great Britain, the British Isles and the United Kingdom. • The child can identify the main physical features of a river system from the source to the sea and can label features on a map of a local river. They recognise how river systems are symbolized on maps including OS maps and can imagine a physical features, such as a river valley form the contours and features on the map. • The child recognises the importance of rivers in the water cycle and can describe how water evaporates from Earth's surface, travels up into the atmosphere, forms into clouds and then falls back to the surface as precipitation. • They understand that much of this falling water returns through river systems to seas where evaporation then re-occurs. • The child can use fieldwork to observe, measure record and present the human and physical features of a local river system using a range of methods, including sketch maps, plans. • They use tables and graphs to record for example, the flow, depth and width of a local river at various points along its course. • The child recognises how rivers have influenced the development of human settlement, particularly in the UK and Sheffield. They can name and locate rivers of Sheffield and follow their courses on a map identifying the various physical and human features. 	

History

- The child is able to describe why rivers were important to the development of Sheffield as a city as an early source of power to drive the early industrial revolution. They can identify using maps and visits, local historical sites of the water-power industry: Abbeydale industrial hamlet, Kelham Island, Shepherd's Wheel.
- The child understands what is meant by the term Industrial Revolution and its significance on Britain's influence on the wider world. They are able to describe how this was a time of innovation and rapid technological development and the impact this had on Sheffield during the time. For example, that during the 19th century, Sheffield gained an international reputation for steel production and is known as the Steel City, many innovations were developed locally, including crucible and stainless steel, fuelling an almost tenfold increase in the population.
- The child is able to place the industrial revolution on a timeline of British history and understand that although it seems a long time ago, it was relatively recent. They should be able to place key events during the period, locally, nationally and internationally on a timeline, e.g. Reign of Queen Victoria, Sheffield granted city status, building of Sheffield Town Hall.
- The child understand the impact that industrialisation had on the lives of people in Sheffield (rich and poor). They can use primary source materials such as historical maps, population statistics, census information to consider the impact of rapid population increase during this period. They can identify on maps the sites of reservoirs built in Sheffield at this time, Dale Dyke, Dam Flask and consider how this linked to the growth in population.
- The child can use a range of primary and secondary sources to develop a narrative of the events of 11th March 1864. They understand how the flood impacted most significantly on the poorest people, those living closest to the rivers. Compare attempts to rescue and rebuild with more recent episodes of flooding such as 2007.

Art

- The child can use their sketchbook to practice drawing and painting water including its flow, reflection and movement. The child can use a variety of approaches to the use of watercolour paints to depict water, rivers and seas.
- They can create washes and experiment with different brushes, the wetness or dryness of brushes and paper and combining paint with pen or pencil to produce a range of effects using watercolours.
- They can experiment with colour mixing to produce a range of appropriate tones and shades and understand how this effects the mood of the painting.
- The child can identify how artists have effectively conveyed water, rivers and seas in works of art including WM Turner, Monet and Stanley Royle (local artist).
- They can produce a landscape painting using watercolours effectively using the techniques studied and conveying a sense of movement and mood.

PE

Tri-Golf –

- Can stand still in the side-on position correctly with feet parallel.
- Can hold the club with both hands and the club facing the correct way.
- Can strike a ball on the floor with their equipment e.g. putting club and chipping club with appropriate power regularly.
- Can aim in the correct direction regularly.
- Can hit a target occasionally.

- Mostly shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.
- Can stay behind the red cones and knows their importance.

Orienteering –

- Can find objects on map in a wider context working in a small group or pair.
- Can run to find items / objects as part of a group in a wider area e.g. the playground
- Can find a number of controls on a map working in a small group.
- Can run to find controls as part of a group around the school taking turns to find each control but running for sustained periods of time.
- Can identify controls on a basic map working in a small group and discuss where they are in reality.
- Can locate some things e.g. building on a map using the key.
- Mostly shows compassion for others in the race either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.

Music

MFL – French

- To accurately transcribe single words
- To answer simple questions
- To translate single words into English
- To translate single words into the target language

Topics: Numbers to 20/ structure of numbers, age/birthdays, phonic alphabet.

Computing

- Sheffield Scheme Unit 1.3 What makes a good poster?
- The child can understand that information can be presented in different formats for different purposes, and that images can provide a lot of information quickly.
- The child can plan and draft a poster linked to the curriculum outcome using a variety of software packages (Publisher; 2Publish; Microsoft Word; Google Docs; ActivInspire; Pages, PowerPoint; Google Slides).
- Purple Mash Unit 4.5 Using Logo
- The child knows what the common instructions are in Logo and how to type them. They can follow simple Logo instructions to create shapes on paper. The child can follow simple instructions to create shapes in Logo.

The child can use the repeat and procedure functions in Logo and experiment with repeating procedures to make more complex patterns.



Curriculum Overview and Assessment Criteria

2020-21

Year: 3	Term: 2
<p>Why does it matter what we eat? Visit: Pizza Restaurant Outcome: Pizza cafe</p>	<p>Builds on: FS2 - How does your garden grow? Y1 - What does it mean to be alive? Y2 - What makes an ideal home? Leads to: Y6 - How did it all start?</p>
<p>Key concepts: An understanding of the life cycle of plants. An awareness of a balanced diet and healthy lifestyle on humans.</p>	<p>Key vocabulary: Animals including humans Movement, Muscles, Bones, Skull, Nutrition, Skeletons, Plants Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower design criteria, ingredients, nutrition diet, varied, healthy, raw, prepare</p>
<p>Books to support this unit: I am the seed that grew the tree, Fiona Waters</p>	<p>Resources to support this unit:</p>
<p>Science assessment activities: Evaluate - Plants: function of stem Observe + Measure - Plant growth Ask Qs and plan enquiry - Skeleton</p>	

Science:

The child understands and can describe what animals and plants need:

Animals, including humans

- Identify that animals, including humans, need the right types and amount of nutrition
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Ask relevant questions and research and find that they cannot make their own food; they get nutrition from what they eat.

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Design Technology

- The child can evaluate breads from around the world, e.g. pizzas, ciabatta, chapatti, etc.
- The child can use a range of cooking techniques including making basic pizza bases
- The child can cut raw vegetables and grate safely.
- The child can design and make a pizza or other healthy food.

Geography

- The child will be able to use maps, atlases, globes and computer mapping to locate countries and describe their features.
- They understand that climates differ around the world producing graphs to make comparisons and observe patterns making conclusions about where the world is cold and hot
- The child can identify where in the world different foods come from.

Art

- The child can closely observe fruit and vegetables and create sketches in various media.
- Printing

PE

Gymnastics –

- Can create a range of balances using point and patch body parts.
- Can work at different heights.
- Can demonstrate balances on a number of different body parts.
- Can use apparatus to travel and balance.

- Can jump and land safely.
- Can hold a range of balances of increasing difficulty completely still for 5 seconds.
- Can begin to add straight lines and show core body strength when balancing.
- Can climb to a range of different heights.
- Can discuss the differences between points and patch balances.
- Can begin to distinguish between static and dynamic balances.
- Can work on apparatus safely.
- Can create ideas of how to link balances together.
- Encourages most people in the group.
- Begins to accept peer assessment advice.

Tag Rugby –

- Can turn and change direction when running.
- Can run and turn showing balance over extended distances.
- Can catch objects when thrown to them at high, medium and low levels.
- Can strike a bouncing ball with their feet or equipment e.g. grubber kick
- Can find space on the court / pitch moving forwards to help attack and back to help defend.
- Mostly shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Encourages most people in the group.
- Involves teammates on most occasions in play.

Music

MFL – French

- To understand short, simple spoken sentences
- To make simple sentences
- To understand short, simple read sentences
- To complete sentences by inserting single familiar words

Topics: Colours, days of the week, cognates and phonics.

Computing

- Sheffield Scheme unit 3.3 How do we use databases to find out information?
- The child understands that computers are used to store and make sense of large amounts of data.

· The child appreciates that different programs work with different types of data, e.g. text, number. They explore a record database to find out information. They use filters in a database to find out specific information. They understand that the questions you ask are important, when collecting data. The child knows that there is a difference between data and information.
The child uses 2investigate resources (fruit database) to explore and retrieve information.

Year: 3	Term: 3
<p>How have humans survived and thrived? Is clothing for survival or show? Visit: Creswell Crags Outcome: Fashion Show</p>	<p>Builds on: FS2 - What's your story? Y1 - What happened once upon a time? Y2 - What will my great achievement be? Leads to: Y4 - Why were Romans powerful? Y5 - Does change lead to progress? Y6 - Who decides?</p>
<p>Key concepts: An understanding that to survive people need shelter and warmth and that the sewing needle was an important innovation. An awareness of how materials insulate and how this is used to effect in today's clothing. An awareness of the way that the function and purpose of clothing has changed over time and how it can be used to determine status.</p>	<p>Key vocabulary: Stone Age, Bronze Age, Iron Age, hunter gatherer fort, Neolithic, change, prehistoric chronology, period, chronology scientific enquiry, relevant, fair test, accurate, careful observation, prediction Everyday materials and their uses Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil Light Light, Shadows, Mirror, Reflective, Dark, Reflection Dye, embellish, plait, fray, weave</p>
<p>Books to support this unit: Stig of the Dump - https://www.amazon.co.uk/World-Textiles-Visual-Traditional-Techniques/dp/0500282471</p>	<p>Resources to support this unit: https://www.ancientcraft.co.uk/Archaeology/iron-age/ironage-living.html http://www.vam.ac.uk/content/articles/v/the-v-and-a-textiles-and-fashion-collection/ https://www.accessart.org.uk/pin-and-paper-fashion/</p>
<p>Science assessment activities: Record - Light - making shadows Set up enquiry - Materials: insulation layers(Y5)</p>	<p>History assessment activities: Quiz - chronology activity Describe - Features of clothing over time</p>

History:

- The child can place the Stone Age, Bronze Age and Iron Age on a timeline chronologically. They recognise that these are Prehistoric time periods and the earliest peoples living in Britain.
- The child can use a range of sources to compare features of the lives of people between these periods and with their own. They understand that there is little remaining evidence so that as historians we must infer and imagine.
- They can use sources such as objects, tools, remains of dwellings and artwork to make inferences about people's lives in these times describing why people might have used these tools or lived in this way.
- The child can describe the key changes of the periods studied as being the move away from hunter-gatherer lives to more settled lives with the development of tools and farming. They can describe what these changes might have been like for people in terms of surviving and thriving and compare this with their own lives and the lives of others living today.

Science

- The child will be able to compare and group materials due to their basic properties - hardness, solubility, and transparency including their thermal conductivity.
- The child should be able to ask a range of questions and use a different scientific enquiry to answer these. This includes setting up comparative and fair tests to investigate which materials would make the best seasonal clothing (insulation in winter, cooler and lighter in winter, waterproofing etc).
- The child will understand and explain that light is needed to see, that dark is the absence of light and that light from the sun can be dangerous and there are ways to protect our eyes looking at different sunglasses.
- They should also be able to recognise that shadows are formed when a light source is blocked by an object. They will be able to consider the patterns in the way that the size of shadows change. They will conduct a scientific investigation studying the lengths of shadows when the light source is blocked. The child will also be able to notice that light is reflected from surfaces studying reflective fabrics on clothing.

Rocks

- compare and group together different kinds of rocks to understand what rocks are made up from

Design Technology

- The child should be able to develop and use a criteria based upon seasons to design clothing products that are usable and for a particular audience (e.g. spring clothing – waterproof, still warm and changeable, for a particular role, etc). They should be able to generate, develop and communicate their ideas in different ways (including, sketches, diagrams, prototypes, pattern pieces and computer-aided design).
- The child should be able to select the correct tools and equipment to make the clothing accurately (cutting, shaping, joining and finishing). They should also be able to select from a range of materials and components meeting the purpose of the product.
- The child should be able to evaluate existing products as well as their own and do this against their criteria, considering the views of others in order to improve their work.

Art

- The child will produce sketches of humans in their sketch book considering the shapes required for the clothing designed.
- The child will experiment with a range of approaches to dying fabric including natural dyes and will create a colour palette.
- The child will examine the way that clothing has been embellished over time to determine status.

PE

Tennis –

- Can run and turn showing balance over extended distances.
- Can catch objects when thrown to them at high, medium and low levels.
- Can strike a bouncing ball with their feet or equipment e.g. tennis racket
- Can find space on the court / pitch moving forwards to help attack and back to help defend.
- Cheers for and encourages others in the class.
- Mostly accepts defeat graciously.
- Works well within a team on a social and sporting level.

Athletics –

- Can run showing balance over extended distances.
- Can jump off of 1 foot and 2 feet landing successfully.
- Can throw objects towards a designated target.
- Can sprint for short distances.
- Can jump forward with 2 feet and on 1 foot.
- Can throw increased distance using overarm.
- Can describe basic key points of how to run fast and how to throw aiming at a target.
- Cheers for and encourages others in the class.
- Mostly accepts defeat graciously.

Music

- Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos
- Perform more extended rhythms that use crotchets, quavers, minims and their rests
- Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)
- Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard
- Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rest
- Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms
- Sing songs and folk rounds whilst accompanied by ostinatos from the group

MFL – French

- To understand single words
- To repeat single words that are heard
- To copy words correctly

Topics; Greetings, classroom instructions and requests, numbers to 10, French Nativity re-telling

Computing

- Sheffield Scheme unit 2.3 How do I use the computer as a musician?
 - The child understands that music can be used to affect the mood of digital content. Digital music is owned by the person that created it.
- The child works with musicians to create a piece of music to accompany artwork or a piece of writing. Review and refine according to feedback