

GLPA Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
Topic Title History/Geography	ANCIENT EGYPT Can you create a museum exhibition showing artefacts and information about Tutankhamun?		ROBOTS Can you research, plan and design a working robot?		MAYANS Can you compare and contrast Maya life with life today?	
RE	How do Jews remember God's covenant with Abraham and Moses?	What is Spirituality and how do people experience this?	What do Christians believe about a good life?	The importance of the Holy week Easter	What do the creation stories tell us?	Additional unit: Who can inspire us? Religious and non-religious.
Science	Forces/Magnets Rocks		Light and Shadow		Plants Animals including humans	
Reading spine	<u>This morning I met a whale</u>		<u>Iron Man</u>		<u>Charlotte's Web</u>	
PE	Athletics sprinting/relay/long distance/javelin/shot/ chest push	Gymnastics	Badminton	Dance Football	Cricket	Handball Sports Day Practise
Art	I can describe the differences and similarities between different types of art and design. I can identify aspects of my work which could be improved and can suggest possible solutions.	I can describe what I have done and what I learned. I can modify and improve my work as it progresses so that it turns out how I wanted it to.	I can talk about the work of a range of current and historical artists, craft makers, architects and designers.	I can evaluate and analyse creative artwork using the language of art, craft and design.	I can describe what I have done and what I learned. I can modify and improve my work as it progresses so that it turns out how I wanted it to.	I can talk about the work of a range of current and historical artists, craft makers, architects and designers.
Computing	I can design, write and debug simple programs that accomplish simple goals.	I can design, write and debug simple programs that accomplish simple goals.	I can read and understand simple algorithms and predict the outcome	I can explain how computers use input, process and output.	I understand what a loop is and how 'While loops'/repeat until and repeats work in computer programmes. E.g. supported through music. Hopscotch (repeat button)	I understand what a loop is and how 'While loops'/repeat until and repeats work in computer programmes. E.g. supported through music. Hopscotch (repeat button)
DT	I can use equipment and tools accurately I can strengthen frames using diagonal struts	I can use a simple circuit in my product	I can demonstrate that my design meets a range of requirements I can complete a plan that shows the order and also what equipment and tools I need	I can explain how I have selected appropriate materials and components to create a finished product that will be of good quality I can investigate and analyse a range of existing products	I can say what to do to be hygienic and safe I can read and understand food labels I can measure and weigh ingredients appropriately	
Geography	I can name and locate counties and cities of the U.K.	I can name and locate key topographical features	I can describe and understand key aspects of the water cycle.	I can describe and understand key aspects of mountains,	I can use maps, atlases, globes and digital/computer mapping	I can use the eight points of a compass.

	<p>I can explain geographical regions and identify their human and physical characteristics.</p> <p>I can describe and understand key aspects of energy, minerals and the distribution of natural resources? (energy, food, minerals and water)</p>	<p>(including hills, mountains, coasts and rivers)</p> <p>I can explain regional land-use patterns across the U.K and how some of these have changed over time.</p>		<p>volcanoes and earthquakes.</p> <p>I can describe and understand key aspects of land use and types of settlement.</p>	<p>to locate and describe countries studied.</p>	<p>I can use fieldwork to observe, measure and present the human and physical features in the local area? (Using sketch maps, plans and graphs, digital technology).</p>
History	<p>I can begin to establish clear events within periods studied.</p> <p>I can begin to establish clear events within periods studied.</p> <p>I can describe some cultural differences between the way of life in the Stone Age/Iron Age and Ancient Egypt.</p> <p>I can identify historically significant people (for example Alexander the Great) and events which led to changes (Invasion of Britain by William the Conqueror that led to the construction of castles).</p>	<p>I can begin to address and sometimes devise historically valid questions.</p> <p>I can comprehend that knowledge of the past is constructed from a range of sources.</p>	<p>I can demonstrate an awareness of chronology in the historical topics studied by ordering some well-known time periods.</p> <p>I can begin to note connections over time.</p> <p>I can understand that different versions of the past may exist.</p>	<p>I can identify historically significant people (for example Alexander the Great) and events which led to changes (Invasion of Britain by William the Conqueror that led to the construction of castles).</p>	<p>I can begin to make links between time periods? (e.g Stone Age and Ancient Egypt)</p> <p>I can describe social differences in British homes over time.</p>	<p>I can identify historically significant people (for example Alexander the Great) and events which led to changes (Invasion of Britain by William the Conqueror that led to the construction of castles).</p>
Music	<p>I understand the meaning of Pulse, Rhythm and Pitch.</p> <p>I can control my voice and develop my performance to show progress</p> <p>I can listen to and talk about music.</p>	<p>I understand the meaning of Pulse, Rhythm and Pitch.</p> <p>I can control my voice and develop my performance to show progress</p> <p>I can listen to and talk about music.</p>	<p>I can analyse and compare different musical pieces and styles.</p> <p>I am developing an understanding of the history of music.</p>	<p>I can play a non-tuned instrument or clap in time.</p> <p>I can compose different rhythms and link them together.</p> <p>I can show some skills in composition.</p>	<p>I understand the meaning of Tempo, Dynamic, Melody and Structure.</p>	
PSHCE	<p>Families – all are different – how can they be different? We should respect everyone’s families and that they are characterised by love and care.</p> <p>Friendships – up and downs and that if they are worked through they can be repaired.</p>	<p>Families – all are different – how can they be different? We should respect everyone’s families and that they are characterised by love and care.</p> <p>Friendships – up and downs and that if they are worked through</p>	<p>E-Safety – keeping safe online, social media, games. Talking to strangers even via computers.</p>	<p>E-Safety – keeping safe online, social media, games. Talking to strangers even via computers.</p>	Self-Esteem	Self-Esteem

		they can be repaired.				
Trips	Wakefield Ancient Egypt workshop		Media museum		Chocolate story York?	Great Yorkshire Show