

GLPA Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
<i>Topic Title History/Geography</i>	<u>ANCIENT EGYPT</u> Can you create a museum exhibition showing artefacts and information about Tutankhamun?		<u>RAINFORESTS</u> Can you explore South America and find out the characteristics and significance of the rainforests for this continent?		<u>MAYANS</u> Can you compare and contrast Maya life with life today?	
Focus	History	DT	Geography	Art	History	Music
RE	How do Jews remember God's covenant with Abraham and Moses?	What is Spirituality and how do people experience this? Christmas Story	The importance of the Holy week Easter	Judaism	What do the creation stories tell us?	Additional unit: Who can inspire us? Religious and non-religious.
Science	Forces/Magnets		Light and Shadow		Animals including humans	
	Rocks		Plants			
Reading spine	This morning I met a whale		Iron Man		Charlotte's Web	
	Narnia					
PE	Athletics sprinting/relay/long distance/javelin/shot/ chest push	Parkour	Gymnastics	Dance Football	Cricket	Handball Sports Day Practise
Art	<u>Egyptian Art</u> Overview: To create artefacts inspired by Ancient Egyptian art, patterns and objects using clay and papier-mâché. Sculpture: I can use clay and other malleable materials and practise joining techniques. I can use papier-mâché to create simple 3D models. I can make changes to my work to improve it, developing and refining. I can design and make pictures and objects in art for different purposes. I can investigate shape, form and space and colour and texture. I can make links between the ideas behind my own work and those of others, including artists I have studied. Artist study: Henri Moore		<u>Henri Rousseau – Mixed media</u> Overview: To study the work of Henri Rousseau, investigate green tones as used in much of his pieces, to create collage backgrounds (including through ICT paint software), with painted rainforest animals. Painting: I can use varied brush techniques to create shapes, textures, patterns and lines. I can design and make pictures and objects in art for different purposes. I can investigate shape, form and space and colour and texture. I can make links between the ideas behind my own work and those of others, including artists I have studied. Artist study: Henri Rousseau		<u>Frida Kahlo – Portraits</u> Overview: To explore the work of Frida Kahlo, paying particular attention to her self-portrait pieces by tracing, collaging or painting different portraits, then presenting the finished piece in a shadow box. Drawing: I can experiment with showing line, tone and texture with different hardness of pencils. I can complete observational drawings. I can collect and record in my sketchbook some visual and other information for my work. I can tell you about the ways I have recorded my first-hand observations. Artist study: Frida Kahlo	
Computing	<u>Making PowerPoints</u> Overview: To create a PowerPoint about Ancient Egyptian artefacts, people and landmarks. I can program animations and transitions in PowerPoint I can select and manipulate images, objects and text considering their appearance and location I understand the settings in the print menu and can independently print my work		<u>Promoting online safety</u> Overview: To create a poster/leaflet about the importance of being safe online. I understand what cyberbullying is. I can send and receive emails, taking email safety rules into account I can create a 'strong' password I can identify where to find and set privacy settings. I can identify adverts online and understand the effect of clicking on these. I can choose suitable words for an internet search and use these to find a range of media. E-Safety week in February		<u>Scratch</u> Overview: To write simple algorithms to create a simple piece on Scratch. I can write algorithms, including loops/repeats I can predict the outcome of an algorithm and use this to identify problems in code. I can create shapes and drawings within Scratch	

<p>DT</p>	<p align="center"><u>Mechanical Systems</u></p> <p>Overview: To research and explore different mechanical systems, creating one of their own after reflecting upon the whole mission.</p> <p>R&D1: I can use market research to develop a design criteria to support my design of functional, appealing products.</p> <p>M1: I can explain how I have selected appropriate materials and components to create a finished product that meets the initial design criteria.</p> <p>E2: I can investigate and analyse a range of existing products to support my own designs.</p>	<p align="center"><u>Material rainforest animals</u></p> <p>Overview: To create material rainforest animals by joining pieces together and stuffing the middle to make them 3-Dimensional.</p> <p>R&D2: I can explain how I have selected appropriate materials and components to create a finished product that meets the initial design criteria.</p> <p>M2: I can select from and use a wider range of tools and equipment to perform practical tasks accurately, after discussion with my teacher (e.g. for cutting, shaping, joining and finishing.)</p> <p>E1: I can evaluate my final products using the initial design criteria and suggest changes I could make.</p>	<p align="center"><u>Design & make a healthy dish</u></p> <p>Overview: Children to research what foods are healthy and appealing to others, then design and make a healthy fruit tart.</p> <p>R&D1: I can use market research to develop a design criteria to support my design of functional, appealing products.</p> <p>M1: I can explain how I have selected appropriate materials and components to create a finished product that meets the initial design criteria.</p> <p>E1: I can evaluate my final products using the initial design criteria and suggest changes I could make.</p> <p>E2: I can investigate and analyse a range of existing products to support my own designs.</p> <p>F&N1: I understand the principles of a healthy, varied diet and apply them when making dishes.</p>
<p>Geography</p>	<p align="center"><u>The United Kingdom</u></p> <p>Overview: To explore the United Kingdom on maps, locating the major cities as well as the human and physical characteristics.</p> <p>I can name and locate some of major cities of the U.K, including York, Sheffield, Manchester, Newcastle, Bristol and Glasgow.</p> <p>I can identify the human and physical characteristics of the geographical regions of the UK (England, Scotland, Wales, Northern Ireland), including largest mountains, notable rivers (including local rivers) and important buildings or landmarks.</p> <p>I can use some basic Ordnance Survey map symbols to find physical and human characteristics of an area or region.</p> <p>I can use atlases to independently identify countries in a given region and their capital cities.</p> <p align="center"><u>Key Questions:</u></p> <p align="center">Where are key UK cities found? What are key human features around the UK? What are key physical features around the UK?</p> <p align="center"><u>Egypt</u></p> <p>Overview: To explore and locate Egypt on a map, locating the major cities as well as the human and physical characteristics.</p> <p>I can identify the position and significance of the Equator and Northern Hemisphere and Southern Hemisphere.</p> <p>I can use atlases to independently identify countries in a given region.</p> <p>I can begin to use eight points of a compass to locate given features on a map.</p> <p align="center"><u>Key Questions:</u></p> <p align="center">Why do people live near the river Nile? What is the River Nile important to people in Egypt? How was the River used in the past to help communities?</p>	<p align="center"><u>South American rainforests</u></p> <p>Overview: To locate South America and the countries within it. Look at the geographical features and compare the differences between these and the UK.</p> <p>I can identify the position and significance of the Equator and Northern Hemisphere and Southern Hemisphere.</p> <p>I can name and locate some countries within South America and their capital cities, including Brazil, Venezuela, Columbia, Peru, Argentina and Chile</p> <p>I can describe human and physical similarities and differences between the UK and a South American country.</p> <p>I can explain the key physical and human characteristics of some South American countries, including the Amazon Rainforest, Amazon River, Angel Falls, the Andes and Christ the Redeemer, Nazca Lines and Machu Picchu.</p> <p>I can use atlases to independently identify countries in a given region and their capital cities.</p> <p>I can begin to use eight points of a compass to locate given features on a map.</p> <p align="center"><u>Key Questions:</u></p> <p align="center">How do communities survive in rainforests? What ecosystems exist within the rainforest? What resources do humans take from rainforests? How does the water cycle impact the rainforest? Where are the key rainforests around the world? What human and physical characteristics do some of the countries in south America have? What similarities and differences can you identify between the UK and South America?</p>	<p align="center"><u>Ordnance Survey</u></p> <p>Overview: Through P.E sessions, use basic OS maps around school.</p> <p>I can use some basic Ordnance Survey map symbols to find physical and human characteristics of an area or region.</p> <p>I can begin to use eight points of a compass to locate given features on a map.</p> <p align="center"><u>Key Questions:</u></p> <p align="center">How do I choose the most effective route to follow? How do I follow a map to find locations?</p>
	<p align="center"><u>Ancient Egypt</u></p>		<p align="center"><u>Mayan Civilisation</u></p>

<p>History</p>	<p>Overview: To recognise and understand how key historical events from Ancient Egyptian civilisation have impacted different eras of life.</p> <p>T1: I can use historically accurate terms to describe the passing of time. T2: I can order time periods studied in Year 3 as well as those previously studied. T3: I can identify and describe connections over an extended period of history. R1: I can identify causes for an event or action and begin to consider which was most significant. R2: I can consider how historical events may have had multiple consequences, e.g. in different areas of life, for different groups of people. IN1: I can explain my own interpretation of historical events, selecting more than one historical source to support this. IN2: I can ask historically valid questions about the past. HE1: I can begin to assess the usefulness and relevance of historical sources. HE2: I can begin to consider to what extent historical sources can be trusted.</p> <p>Key Questions:</p> <p>What was life like for Ancient Egyptians? Where were the Ancient Egyptians building their empire? What key individuals influenced society? What sources can we use in order to find out about the Egyptian?</p> <p>Black history – Lilian Bader -Book – Separate is never equal</p>			<p>Overview: To make connections between Mayan civilisation and Ancient Egypt and compare (up to) life today using my own interpretations to explain and clarify.</p> <p>T1: I can use historically accurate terms to describe the passing of time. T2: I can order time periods studied in Year 3 as well as those previously studied. T3: I can identify and describe connections over an extended period of history. R1: I can identify causes for an event or action and begin to consider which was most significant. IN1: I can explain my own interpretation of historical events, selecting more than one historical source to support this. IN2: I can ask historically valid questions about the past. HE2: I can begin to consider to what extent historical sources can be trusted.</p> <p>Key Questions:</p> <p>How does Mayan life compare to Ancient Egypt? What similarities or differences are there between the civilizations? What historical sources help us develop our understanding of Mayan life? What are the main social and cultural features of the Mayan civilization?</p>		
<p>Music</p>	<p>Christmas performance</p> <p>Overview: To learn and sing songs as part of a Christmas performance to perform to others.</p> <p>I can control my voice and develop my performance to show progress.</p>		<p>Rainforest Sounds</p> <p>Overview: To listen to a range of music, discussing what instruments we can hear and how music makes us feel, using this to create our own sounds to compose a short piece of music.</p> <p>I understand the meaning of Pulse, Rhythm and Pitch. I can listen to and talk about music.</p>		<p>Glockenspiels</p> <p>Overview: To learn how to play a tuned instrument and the different sounds that we can create.</p> <p>I understand that tempo means fast and slow. I understand that dynamics means loud and quiet. I can compose different rhythms and link them together. I can begin to improvise a piece of music for a given purpose using a tuned instrument.</p>	
<p>PSHCE</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 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 they can be repaired.</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>	<p>Self-Esteem</p>	<p>Self-Esteem</p>
<p>Trips</p>	<p>Wakefield Ancient Egypt workshop Lego – Egyptian builders</p>	<p>Yorkshire Sculpture Park</p>	<p>Media museum</p>		<p>Chocolate story York</p>	<p>Great Yorkshire Show</p>