

Key:							
	Science	History	Geography	DT	ICT/Computing	Music	Art
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
Y3	<b>Sounds exciting!</b> (making sounds & how we hear them)	<b>Plants alive!</b> (functions of parts of a plant)	<b>Light fantastic!</b> (reflections & shadows)	<b>Sounds exciting!</b> (making sounds & how we hear them)	<b>Plants alive!</b> (functions of parts of a plant)	<b>Light fantastic!</b> (reflections & shadows)	
	<b>Funnybones</b> (skeletons, muscles & nutrition)		<b>Feel the force!</b> (forces incl. magnetism)	<b>Funnybones</b> (skeletons, muscles & nutrition)	<b>Feel the force!</b> (forces incl. magnetism)		
	<b>The First Britons</b> (Stone Age to Iron Age Britain) <i>Rollright Stones visit</i>	<b>Violent Volcanoes</b> (incl. <b>rocks</b> & a study of a region in another European country)	<b>Surviving the Blitz</b> (local History topic) <i>Experience day @ school</i>	<b>The First Britons</b> (Stone Age to Iron Age Britain) <i>Rollright Stones visit</i>	<b>Exciting Egyptians</b> <i>Experience day @ school</i>	<b>BT and beyond!</b> (local Geography incl. settlements & services) <i>Local fieldwork trip</i>	
	<b>Farming the Earth</b> (earth's natural resources)		<b>Make do and mend</b> (recycling fabric/sewing)	<b>Making shadufs</b> (levers & other mechanisms; reinforcing structures)			
			<b>UK Geography:</b> Counties & major cities	<b>Violent Volcanoes</b> (incl. <b>rocks</b> & a study of a region in another European country)			
	<b>Pizza P'zazz</b> (making pizzas)	<b>Pop-up books</b>		<b>Pizza P'zazz</b> (making pizzas)	<b>Pop-up books</b>		

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Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
<b>ICT/Computing: Programming</b>		<b>ICT/Computing: Use of ICT</b>		<b>ICT/Computing: E-Safety</b>		
Y3	<p><b>Scratch</b>            Animated conversation (e.g. knock knock jokes)            Using &amp; combining programming blocks e.g.</p> <ul style="list-style-type: none"> <li>- move</li> <li>- say</li> <li>- think</li> <li>- broadcast message</li> <li>- receive message</li> </ul> <p>Drawing own sprites and/or backdrops using Scratch editor.</p> <p><b>Textease Turtle</b>            Typing commands on screen, including</p> <ul style="list-style-type: none"> <li>- forward x</li> <li>- backward x</li> <li>- right 90</li> <li>- left 90</li> <li>- clean</li> <li>- home</li> <li>- repeat</li> <li>- end</li> </ul> <p>Writing programs to draw right-angled shapes of different sizes.            (Filling the turtle's trail with colour.)</p>	<p>As in Y2, plus:</p> <p><u>Text:</u>            Cutting, copying &amp; pasting text.            Creating &amp; positioning a text box.            Inserting &amp; formatting images.</p> <p><u>Multimedia:</u>            Using digital devices to record video clips.            Uploading video clips on to a computer.            Video editing e.g. title &amp; credits; importing still photos; slow motion replays (<b>Windows Live Movie Maker</b>).</p> <p>Recording an audio commentary &amp; adding audio to the video clip.</p> <p><u>Data handling:</u> Creating an (online) survey (<b>Google Forms</b> or similar).            Collecting, analysing &amp; presenting data (<b>MSExcel</b> or similar).</p> <p><u>Websites:</u>            Understanding how to search effectively.</p> <p><u>Email:</u> Reading, sending and replying to emails.</p> <p><u>Understanding parts of a computer &amp; how computer networks work</u></p>	<ul style="list-style-type: none"> <li>• I can talk about what makes a secure password and why they are important.</li> <li>• I can protect my personal information online.</li> <li>• I can use the safety features of websites as well as reporting concerns to an adult.</li> <li>• I can recognise websites and games appropriate for my age.</li> <li>• I can post positive comments online.</li> <li>• I can make good choices about how long I spend online.</li> <li>• I ask an adult before downloading files and games from the Internet.</li> <li>• I can assess whether the websites that I find are trustworthy.</li> <li>• I think about whether I can use images that I find online in my own work.</li> </ul>			

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Y3

**Singing:**

*Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.*

Class songs e.g. from Year 3 Music Express; topic-related songs; songs for school assemblies; songs for KS2 end-of-year musical. Introduction to part singing.

**Playing musical instruments; reading & notating music.**

*Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.*

Use of a range of classroom percussion instruments to play solo or as an ensemble, or to accompany singing.

Increased use of tuned percussion instruments.

Whole class instrumental tuition (provided by CMS).

*Pupils should be taught to use and understand staff and other musical notations.*

Introduction to conventional rhythm notation.

**Composing:**

*Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.*

Opportunities to create and compose music on their own and with others, moving from short invented rhythms or musical phrases to longer pieces of music & musical accompaniments. Compositions may be notated and recorded using ICT, enabling playback, evaluation & improvement.

**Listening & appraising:**

*Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. They should have opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.*

Opportunities to listen to live music (e.g. other children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.

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y3	<p><b>Fine Art Skills</b></p> <p><i>'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials.'</i></p> <p>In Year 3 at BT this means:</p> <p>Cross-hatching to show 3D</p> <p>Background washes</p> <p>Making the foreground detailed &amp; bright</p> <p><b>Media:</b></p> <p><i>'Pupils should be taught to improve their mastery of art and design techniques with a range of materials.'</i></p> <p>In Year 3 at BT this means:</p> <p><b>Pop-ups</b></p> <p>3D architecture</p> <p>Clay slab box</p> <p>Mono print</p> <p>Weaving</p> <p><b>Sewing/embroidery</b></p> <p><b>Simple animation</b></p>