




Littleham CE Primary School Year 3 Rolling Programme



	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	Tribal Tales 	Gods and Mortals 	Rocks, Relics and Rumbles 
Key Vocabulary Tier 3 words Tier 2 words	anthropologist, archaeologist, artefact, awl, barrow, bronze , bronze age, burin, Celts, civilization, curator, cursus, deity, druid, earthwork, excavation, fertilisation, flint, fort , geologist, germination, harpoon, historian, monument, palaeontologist, pollination, prehistoric, preserved, settlement, source, Stone Age, tribe	amphora, anoint, artefact, cavalry, city-state, conquer, council, decoy, deity, displacement, discus, divine, formation, god, hero , hoplite, hydria, invasion, jury, kantharos, krater, kylix, labyrinth, legend, lekanis, marathon, meander, minotaur, mortal, Olympic games, Pandora's box, papyrus, peltast, phalanx, psiloi, sceptre, skyphos, synchronise, temple, trial , volute krater, warrior	active, ash cloud, crater, dormant, eruption, extinct, lava, magma, molten rock, summit, tectonic plate, vent

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<p>Project overview</p>	<p>Take a moment to step outside and stand quietly and still. Turn off all your technology and try to forget the modern world. Imagine this place 5000 years ago. What would you have seen? Head back to prehistoric times (it's a long time ago) to gather berries and hunt down dinner. Unearth ancient objects and visit astonishing mystical monuments that reveal the secrets of an ancient time. Learn how the people of Britain developed over thousands of years, from the Stone Age to the Roman invasion. Work as a tribe to build a seasonal monument to celebrate the coming of spring. Then sit quietly and reflect, waiting for the sunrise. What tribal tales will you have to tell?</p>	<p>From nothingness came chaos; from chaos came air and water; from air and water came life! Then, rising majestically from the darkness, came Gaia, Mother Earth, a beacon of warmth and light. Discover a fantastical world full of mythical creatures and legendary heroes. Poseidon, Apollo, Artemis and Zeus reign almighty from Mount Olympus, watching mere mortals on dusty Athenian streets. Meet Theseus, the hero, and Helen of Troy, the beautiful face that launched a thousand ships. Explore the terrains of Greece, where in pure blue skies, the Sun scorches waxen wings and melts the fortunes of Icarus and Daedalus. Then decide your own fate when a mysterious box is found and stirs your curious mind.</p>	<p>This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.</p>
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When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

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Term 1 - Autumn	
<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Tribal Tales
History	<p>Dates and events can be sequenced on a timeline using AD (Anno Domini) or BC (Before Christ). AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.</p> <p>Chronological Knowledge</p> <p>Know how to identify some ways in which historians divide time (BC/AD) and suggest reasons for doing it.</p> <p>Know how to describe ways of life that are typically associated with a period.</p> <p>Know that some periods of history are many thousands of years ago.</p> <p>Know how to describe a studied figure, what they stood for and how that affected actions taken.</p> <p>Know how to create a timeline of the period studied.</p> <p>Know how to create a timeline which shows how the period studied fits into the wider timeline of history.</p> <p>Know how to create a timeline that shows how the period studied compares and contrasts to other things happening around the world.</p> <p>Historical Enquiry</p>

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Know how to identify and give reasons for what is likely to be accurate representation of time periods and which are not.

Know how to compare and contrast artefacts and distinguish between what we know and what we assume.

Know artefacts to construct a historical argument.

Know how to use primary and secondary sources to research an idea.

Know how to synthesise sources to give possible reasons.

Know why archaeologists find certain sources of significant importance.

Interpretations of History

Know how to explain why archaeologists think what they do and explain whether you agree.

Know how to give thoughts and reasons for monuments both in time studied and modern day.

Know how to interpret a range of evidence to put forward their own argument e.g. why iron age was a violent time.

Cause and Consequence

Know how to describe the likely impact that seasons and landscape had on the location of populations.

Similarities and Differences

Know how to compare, contrast and explain some key ways in which life changed for Britain during the specific period.

Significance

Know how places (e.g. monuments) can be of significance to a local area whereas some are significant on a global scale.

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	<p>Arrange pictures and dates on a timeline to show the chronology of the Stone Age, Bronze Age and Iron Age. Use source materials to find out the characteristics of each of these periods. Consider why finding out about these periods of history is challenging. Compare these time periods to how we live today in our community.</p> <p>Look at a range of maps and aerial images to find and observe Iron Age hillforts (Woodbury). Make diagrams and plans of an Iron Age hillfort and describe its features. Imagine they are a local chief deciding where to build a new hillfort. Identify a suitable location on a local map and draw a plan of it. Look at Escot (Devon) in particular to show how features of the land and location lend itself to being an iron age settlement.</p> <p>Woodbury Castle is an iron age fort on Woodbury Common. It is approximately 185m above sea level with views up and down the Exe Estuary and across Lyme Bay. Woodbury Castle dates back to 500-300BC.</p>
<p>Geography</p>	<p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features. An atlas is a collection of information and maps that shows geographical features such as rivers, coastlines and human settlements, topography, boundaries, the climate and the social and economic statistics of an area.</p> <p>Know that maps, atlases and globes, including digital mapping can be used to locate countries and describe features studied.</p> <p>Locational Knowledge</p> <p>Know a number of countries in the Northern Hemisphere.</p> <p>Know the names and location of the capital cities of neighbouring European Countries.</p> <p>Know the names and locations of some of the world's mega cities.</p> <p>Know the continents of Europe, North and South America.</p> <p>Use Daily Dashboard time to support the learning of these locational facts</p>

Science	<p>How Mighty Are Magnets?</p> <p>A magnet is a material or object that produces an invisible magnetic field. A magnetic field is responsible for the force that pulls on magnetic materials and attracts or repels other magnets. Some materials are naturally and permanently magnetic. Other materials such as iron can become magnetic, but the effect is temporary. A magnet gives out a magnetic field from its north pole, which travels in an arc towards its south pole. A magnet's strength depends on the density of its magnetic field. Stronger magnets having a denser magnetic field. A magnetic field cannot be blocked in the same way that an insulator blocks electricity or heat.</p> <p>Tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge. The properties of iron are that it is a shiny, bright white metal that is soft, malleable, ductile, magnetic and strong. Its surface is usually discoloured by corrosion. Corrosion (rust) happens when iron combines readily with the oxygen of the air in the presence of moisture. In absolutely dry air, it does not rust. Malleable is when a material can be hammered in to shape without breaking or cracking. Ductile when is when a metal such as iron can be deformed without losing toughness and wont become brittle.</p> <p>Know how to set up and carry out some simple, comparative and fair tests, making predictions for what might happen.</p> <p>Forces and Magnets</p> <p>Know that a force is a push or a pull.</p> <p>Know that a magnet attracts magnetic material.</p> <p>Know that iron, nickel and other materials containing these e.g. stainless steel, are magnetic.</p> <p>Know the strongest parts of a magnet are the poles.</p> <p>Know that magnets have two poles – a north pole and a south pole.</p> <p>Know that if two like poles e.g. two north poles are brought together, they will push away from each other (repel).</p> <p>Know that if two unlike poles e.g. a north pole and a south pole are brought together they will pull together (attract).</p>
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Know that some forces can act at a distance such as magnetism.

Know that a magnet does not need to touch the object that it attracts.

Know examples of forces in everyday life.

Knowledge of Working Scientifically

Know how to make a range of relevant observations using simple equipment with support.

Know how to present observations in labelled diagrams.

Know how to be able to answer their questions using simple scientific language.

Know how to put appropriate headings onto intersecting Venn Diagrams and complete the data.

Find out about the properties of iron, handling examples of contemporary and traditional ironwork and describing their characteristics. Watch videos showing the process of iron smelting and find out how iron can be shaped, what its melting temperature is and how iron has been used in everyday life, both in the past and present.

As a class, think of and discuss questions that could be answered by carrying out a scientific enquiry before independently planning and performing an investigation to test their ideas.

Visit the forge in our partner school village of Branscombe.

Pupils to investigate and create fair tests to test the strength of different magnets.

Pupils should observe that magnetic forces can act without direct contact at a distance and how magnets attract or repel each other and attract some materials and not others. Working in groups, the children will conduct three tests with up to five magnets.

In test one, they will use a magnet to attract a paperclip through pieces of paper.

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	<p>In test two, the children will work out how many paperclips or ball bearings their magnet will attract.</p> <p>In test three, they will measure how much force it takes to separate a magnet and a paperclip using a spring balance.</p>
<p>Art and design</p>	<p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. If the grades of pencil and media are changed there will be variation in the line, texture, tine, colour, shape and pattern.</p> <p>Use of Sketchbook</p> <p>Know the use of preliminary sketches in a sketchbook to communicate an idea or experiment with a technique or suggest improvements to their work.</p> <p>Know they can use their sketchbooks to express likes and dislikes about a subject.</p> <p>Know they can use annotations in their sketchbook to explain their thoughts and ideas.</p> <p>Know they can use their sketchbook to record initial ideas and observations.</p> <p>Know they can use their sketchbook to show knowledge and art history that they have learnt.</p> <p>Drawing</p> <p>Know that there are different grades of pencil and use them to scribble and shade (cross hatch, dot, dash, spiral, circle).</p> <p>Know how to use shading (including beginning to use hatching and cross hatching) to create tone.</p> <p>Know that using different pressures creates hard and soft lines and use this in their pieces.</p> <p>Know how to explain their sketches and techniques they have used.</p> <p>Paintings</p> <p>Know how to use artists' work as a starting point and create work in the style of different artists.</p>

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	<p>Look at examples of patterns and symbols carved, by Neolithic people, into rocks, boulders, panels and monuments, describing how patterns are similar or different between the examples. Consider how the carvings might have been created and what tools might have been used to make them. Copy examples of carvings into their sketchbooks, then design their own using a black marker pen on clean, smooth pebbles. Explore use of different grade HB pencils, charcoal and chalk to create images on white and black card. Also experiment with using an eraser to remove or soften the lines.</p>
Music	<p>Consider how musical instruments were made in stone age times e.g. bone flutes/recorders from mammoth ivory.</p> <p>Playing</p> <p>Know about a modern day recorder.</p> <p>Know how to treat instruments with respect.</p> <p>Know how to play one or all of four differentiated parts on a tuned instrument (recorder) – a one note, simple or medium part or the melody of the song, from memory or using notation.</p> <p>Know how to rehearse and perform their part within the context of a song.</p> <p>Know how to listen and to follow musical instructions from a leader.</p> <p>Improvisation</p> <p>Know that improvisation is making up your own tunes on the spot.</p> <p>Know that using one or two notes confidently is better than using five.</p> <p>Know that if you improvise using the notes you are given you cannot make a mistake.</p> <p>Know how to improvise using instruments in the context of the song they are learning to perform.</p> <p>Singing</p>

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	<p>Know that singing in a group can be called a choir.</p> <p>Know that a leader or conductor is the person who the choir or group follow.</p> <p>Know that songs can make you feel different things e.g. happy or sad or energetic.</p> <p>Know that singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>Know why you must warm up your voice.</p> <p>Know how to sing in unison and in two simple parts.</p> <p>Know how to demonstrate a good singing posture.</p> <p>Know how to follow a leader when singing.</p> <p>Know how to enjoy exploring singing solo.</p> <p>Know how to sing with awareness of being in tune.</p> <p>Know how to have an awareness of the pulse internally when singing.</p> <p>Research instruments from Stone Age/Bronze Age times. What were they made of, how were they crafted?</p> <p>Learn simple pieces using modern day recorder.</p> <p>Improvise on the recorder and 'stone age' percussion instruments a short 'Stone Age' themed piece based on a historical scenario.</p> <p>Learn and enjoy singing a variety of Christmas songs and carols.</p>
Computing	<p>Data can be organised in different ways. A spreadsheet is an electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.</p>

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	<p>Data Handling</p> <p>Know how to collect data in order to answer a question, planning what needs to be collected.</p> <p>Know some different ways in which data can be organised.</p> <p>Use a spreadsheet and a database to collect and record data about materials and their properties. Identify and enter the correct formulae into cells, modify the data, make predictions of changes and check them. Create graphs from the spreadsheet about the properties of materials. E.g. Hardness and resistance to scratching and pressure. Strength and the amount of force needed to break a material usually by pushing or pulling. Toughness and the resistance to breaking by cracking. Stiffness and the amount of force needed to change the shape of the material. Absorbency and the material's ability to soak up a liquid.</p>
<p>Design and Technology</p>	<p>Design criteria are the exact goals a project must achieve to be successful. For example the shape, weight, size and material of a tool was importantly thought out before making to ensure it was a useful and productive tool. Criteria might also include the product's use, appearance, cost and target user. For example an electric carving knife in modern times has been designed for efficiency and to aid those with a disability.</p> <p>Know that design criteria are used to inform a design.</p> <p>Design</p> <p>Know how to develop more than one design or adaptation of an initial design.</p> <p>Know how to plan a sequence of actions to make a product.</p> <p>Know how to record the plan by drawing using annotated sketches.</p> <p>Know how to use prototypes to develop and share ideas.</p> <p>Know how to think ahead about the order of their work and decide upon tools and materials.</p> <p>Know how to propose suggestions for how they can achieve their design ideas.</p>

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Know how to consider aesthetic qualities of materials chosen.

Make

Know how to cut slots.

Know how to cut internal shapes.

Know how to select from a range of tools for cutting, shaping, joining and finishing.

Know how to use tools with increasing accuracy.

Know how to select from materials according to their functional properties.

Know how to plan the stages of the making process.

Know how to use appropriate finishing techniques.

Evaluate

Know how to investigate similar products to the one to be made to give starting points for a design.

Know how to draw/sketch products to help analyse and understand how products are made.

Know how to consider and explain how the finished product could be improved.

Structures

Know how to develop vocabulary related to the project.

Know how to create shell or frame structures.

Know how to strengthen frames with diagonal struts.

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	<p>Know how to make structures more stable by giving them a wide base.</p> <p>Know how to measure and mark square section, strip and dowel accurately to 1cm.</p> <p>Know how to develop knowledge of nets.</p> <p>Key Task - Create a model of a stone age dwelling, thinking about the net of the design shape and how to strengthen the design.</p> <p>Look at images of stone and bone tools from across the Stone Age, including hammerstones, hand axes, stone awls, flint blades, burins, needles, scrapers and harpoon points. Explain how they might have been made and used, and how effective they were for the tasks they had to do. Explore cutting, scraping, sharpening, grinding and mark making with different types of stone, and describe what is difficult or easy about using stone for these tasks. Compare to tools and equipment we use today, look at findings from the local area. Children to make a promotional leaflet or short video depicting strength, precision, sharpness and how versatile the tools are.</p>
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Term 2 – Spring	
<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Gods and Mortals (History)
History	<p>The Ancient Greeks lived about 4000 years ago. Ancient Greece was made up of many City States. These City States were protected by a powerful City. Each City State had its own laws, customs and rulers. Many of the City States were at war with each other.</p>

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The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.

Chronology

Know how to identify some ways in which historians divide time (BC/AD)

Know how to describe ways of life that are typically associated with a period.

Know how to recognise that some periods of history are many thousands of years ago.

Historical Enquiry

Know how to identify and give reasons for what is likely to be accurate representation of time periods and which are not.

Know how to compare and contrast artefacts and distinguish between what we know and what we assume.

Know how to use artefacts to construct a historical argument.

Know how to use primary and secondary sources to research an idea.

Know why archaeologists find certain sources of significant importance.

Interpretations of History

Know how to explain why archaeologists think what they do and explain whether they agree.

Know how to empathise with visitors to historic ceremonies and significant places.

Changes Over Time

Know how to compare the relative small number of people present in the same area from ancient history and modern day.

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	<p>Cause and Consequence</p> <p>Know how to describe the likely impact that seasons had on the location of populations.</p> <p>Similarities and Differences</p> <p>Know how to compare and contrast life in ancient and modern Greece – e.g. Olympic Games, Tourism.</p> <p>Significance</p> <p>Know how to understand how places can be of significance to a local area whereas some are significant on a global scale.</p> <p>Know that the 2012 Summer Olympics, formally the Games of the Olympiad and commonly known as London 2012, was an international multi-sport event that was held from 27 July to 12 August 2012 in London, United Kingdom.</p> <p>Know that on 4 August 2012, 'Super Saturday' saw British trio Jessica Ennis-Hill, Greg Rutherford and Mo Farah all strike gold within just 44 minutes of each other.</p> <p>Watch extract of Super Saturday and learn about the aspirations of British athletes. Discuss the causes of a significant event are the things that make the event happen and directly lead up to the event. Explore the consequences of a significant event which happened after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>
<p>Geography</p>	<p>Know how to analyse maps, atlases and globes, including digital mapping, to locate countries in particular Greece and describe features studied.</p> <p>Locational Knowledge</p> <p>Know how to locate the Mediterranean and explain why it is a popular holiday destination.</p> <p>Know the names of a number of countries in the Northern Hemisphere.</p>

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Place Knowledge

Know topic related vocabulary – sea, tourism, transport, industry, location

Know how to use correct geographical words to describe a place and the things that happen there.

Know how to identify changes in the local and global environment.

Know how to locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.

Human Geography

Know how to identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resorts etc.

Know how to describe and compare different human geography features of a place offering explanations for the locations for some of these features.

Know how people both damage and improve the environment.

Know how to provide a reasonable explanation for features in relation to location.

Physical Features

Know how to describe different physical features of a place.

Know how to make comparisons between different locations.

Know that Mount Olympus is the mythical home of the gods in Greek mythology.

Skills, Map Work and Field Work

Know how to use geographical questions – Where is this location? What do you think about it?

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	<p>Know how to analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures.</p> <p>Know how to hold geographical debate.</p> <p>Know how to locate appropriate information needed for a task from a source material.</p> <p>Know how to use maps and atlases appropriately by using contents and indexes.</p> <p>Locate Greece on a globe or map, identifying the continent on which it lies and its surrounding countries. Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain and settlements. Plot the journey made by Icarus and Daedalus from the island of Crete to Sicily.</p> <p>Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. Make a simple sketch map to show the states of ancient Greece, including important geographical features, such as islands, seas and mountains. Compare with finding the United Kingdom on maps too and see how close the 2 countries are – compare with the UK and our local area.</p>
<p>Science</p>	<p>Animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals. Humans and some other animals have a skeleton and muscles.</p> <p>Animals Including Humans</p> <p>Know that plants make their own food.</p> <p>Know that animals need to eat in order to get the nutrients they need.</p> <p>Know that food contains a range of different nutrients such as carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water and fibre that are needed by the body to stay healthy.</p> <p>Know that a piece of food will often provide a range of nutrients.</p> <p>Know that we need to eat the right types of food to give us the correct amount of these nutrients.</p>

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Know that humans, and some animals have skeletons and muscles, which help them move and provide protection and support.

Know the names of some bones such as skull, ribs and spine.

Know that the skull and ribs provide protection and that the spine provides movement.

Know how muscles and joints help us to move.

Knowledge of Working Scientifically

Know how to take accurate measurements using standard units where not all the numbers are marked on the scale.

Know how to prepare tables and record data.

Know how to present data in bar charts.

Know how to refer directly to evidence when answering a question.

Know how to use results from an investigation to make a prediction about a further result.

Know how to draw simple conclusions when appropriate for patterns.

Know that different animals have different diets in our locality including woodland, sea and commons.

In P.E discuss which muscles are being used and the importance of exercise in keeping the muscles healthy and calcium (milk) in the diet for strong bones.

Compare and contrast the diets of different animals, including humans. How can we make sure we are having a healthy, balanced diet? Each child to self-assess and choose one way to improve their diet. i.e. to eat more fruit. Meet Vanessa Land our kitchen manager to discuss how lunches are created for school and how she ensures a balanced menu.

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Art and design	<p>Malleable materials, such as clay, papier mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p>Use of Sketchbook</p> <p>Know how to use sketchbooks to express likes and dislikes about a subject.</p> <p>Know how to use sketchbooks to record initial ideas and observations.</p> <p>Know how to use a sketchbook to show knowledge and art history they have learnt.</p> <p>Painting</p> <p>Know about brush types and choose the correct size and style depending on the task.</p> <p>Know how to mix colours with accuracy.</p> <p>Know where the colours are on the colour wheel.</p> <p>Know how to use artists' work as a starting point and create work in the style of artist.</p> <p>3D Art</p> <p>Know how to form clay slabs using techniques taught.</p> <p>Know that you can join two pieces of clay together with slip.</p> <p>Know how to use slab, pinch or coil techniques.</p> <p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p>
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	<p>Colour</p> <p>Know how to mix colours using natural pigments.</p> <p>Form</p> <p>Know how to describe 3D form in a range of materials.</p> <p>Pattern</p> <p>Know how to create their own patterns through craft methods.</p> <p>Know about artists of a time period and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Look at images of Greek plates, pots and patterns. Make sketches of scenes and patterns seen, and consider if any of the images and patterns relate to the myths and legends covered during the project.</p> <p>Create a clay pot/chariot using the coil technique. Design a scene and pattern to paint on the finished vase or chariot and mix the appropriate colours carefully. Consider how Ancient Greeks would have made their paint colours.</p>
Music	<p>Different instruments can be used to layer sounds to create original compositions so that music can describe and depict contrasting moods and emotions. (For example some athletes listen to music to calm or motivate depending on before or after an event.)</p> <p>Listen and Appraise</p> <p>Know how to talk about a piece of music.</p> <p>Know how to talk about musical dimensions and where they are used in their piece of music e.g. texture, dynamics, tempo, rhythm and pitch)</p> <p>Know the names of some of the instruments in the piece of music.</p>

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Know how to take it in turns to discuss how the piece of music makes them feel.

Know how to listen carefully and respectfully to other people's thoughts about the music.

Dimensions of Music

Know how to find and demonstrate pulse.

Know the difference between pulse and rhythm.

Know how pulse, rhythm and pitch work together to create piece of music.

Know that every piece of music has a pulse/steady beat.

Know how to find the pulse.

Composition

Know that a composition is music that is created by you and kept in some way – like writing a story.

Know that a composition can be played or performed again to friends.

Know that there are different ways of recording compositions – letter names, symbols, audio.

Know how to create one simple melody using one, three or five different notes.

Know how to plan and create a section of music that can be performed within the context of the topic.

Know how to talk about how it was created.

Know how to listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

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	<p>Know how to record the compositions in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation.</p> <p>Listen to a piece of music, create, practise, refine and perform an original composition. Perhaps consider the music from Chariots of Fire (Vangelis – Greek Musician) and create their own compositions to accompany an Olympic event.)</p>
<p>Computing</p>	<p>Technology In Our Lives</p> <p>Know how to use search tools to find and use an appropriate website.</p> <p>Know that the World Wide Web is a part of the internet that contains websites.</p> <p>Know how to save and retrieve work on Google Classroom or a Chromebook.</p> <p>Know how to scan a QR code to retrieve information.</p> <p>Know how to create a QR code to link to information and resources.</p> <p>Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation.</p> <p>Multimedia</p> <p>Know several pieces of software can be used together to complete one task, such as adding a video to a word-processed document.</p> <p>Know how to combine text, graphic and sound to communicate ideas to others in a variety of ways.</p> <p>Know how to use keyboard commands to amend text including the use of spell check.</p> <p>Know how to critically evaluate work and use this to improve its effectiveness.</p> <p>Know how to use Google Classrooms to share work with others in the class.</p>

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	<p>Use the internet to research about an element of the Greeks topic. Use PowerPoint/Google Slides presentation to reflect on their learning throughout the project. Create a presentation to share with others the part of the project that most interested or fascinated them, then share this with an invited audience. Computing success criteria to include the following, are the effects and font size consistent throughout the presentation, consider headings, colour and layout. Has audio or visual been included? Was the symmetry tool used to create any patterns, photos or images sized and pasted correctly?</p>
<p>Design and Technology</p>	<p>Puppetry was practised in Ancient Greece and the oldest written records of puppetry can be found in the works of Herodotus and Xenophon, dating from the 5th century BC.</p> <p>Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost. (Specific properties to focus on are hardness, toughness, strength, toughness, plasticity and elasticity.</p> <p>Design</p> <p>Know how to plan a sequence of actions to make a product.</p> <p>Know how to think ahead about the order of their work and decide upon tools and materials.</p> <p>Know how to consider aesthetic qualities of materials chosen.</p> <p>Make</p> <p>Know how to select from a range of tools and materials for cutting, shaping, joining and finishing.</p> <p>Know how to use tools with increasing accuracy.</p> <p>Know how to plan the stages of the making process.</p> <p>Know how to use appropriate finishing techniques.</p> <p>Evaluate</p>

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Know how to draw/sketch products to help analyse and understand how products are made.

Know which design idea to develop.

Know how to consider and explain how the finished products could be improved.

Know how to investigate key events and individuals in Design and Technology. (Puppetry in Ancient Greece)

Know how to research the needs of the user.

Know how to identify the strengths and weaknesses of their design ideas in relation to purpose/user.

Textiles

Know how to develop vocabulary for tools, materials and their properties.

Know how to understand seam allowance.

Know how to join fabrics using running stitch, over sewing.

Know how to prototype a product using J Cloths.

Know how to explore strengthening and stiffening of fabrics.

Know how to explore fastenings and recreate some.

Know how to sew on buttons.

Know how to use appropriate decoration techniques.

Know that specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples or a combination. Safety rules must be followed to prevent injury from sharp blades. Know which materials will be needed for a task and explain why.

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	<p>Main Task (Compulsory) – Design fabric finger puppets of characters from a Greek Myth to enable a short puppet performance.</p> <p>Additional Ideas - Imagine that they are Daedalus, the master craftsman. Invent a pair of wings for Icarus with additional materials that would withstand the Sun’s heat. Experiment with design options. Identify which materials they will use to make their designs and construct the finished wings using a variety of techniques.</p> <p>Use their modelling and making skills to create a crown, shield or sword fit for a god or goddess. Use a range of modelling materials including card, foils, gems, gold, silver paper and wire. Children to collectively agree and adhere to DT success criteria which should include the following; Does the product match their planned measurements? Were they able to combine more than one material together by sewing, gluing, stapling? Is the product fit for purpose e.g. does the crown fit? Does the shield block out unwanted items?</p>
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Term 2 – Spring	
	<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p>
Sub-themes	Light
Science	<p>Discrete science teaching and learning.</p> <p>Recognise that they need light to see things and dark is the absence of light. Light is reflected from surfaces. Know that light from the sun is dangerous. Recognise that shadows are formed when light from a source is blocked by a solid object. Look at how the size of shadows change over a day.</p>

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Light

Know that we see objects because our eyes can sense light.

Know that dark is the absence of light.

Know that we cannot see anything in complete darkness.

Know that some objects, for example, the sun, light bulbs and candles are sources of light.

Know that some surfaces reflect light and that objects are easier to see when there is less light if they are reflective.

Know that objects are transparent, translucent or opaque and what this means.

Know that light from the sun can damage our eyes.

Know that we can protect ourselves from the sun such as not looking directly at it, wearing sunglasses or sunhats in bright light.

Know that shadows are formed on the surface when an opaque or translucent object is between a light source and the surface and blocks some of the light.

Know that the size of the shadow depends on the position of the source, object and surface.

Knowledge of Working Scientifically

Know how to take accurate measurements using standard units where not all the numbers are marked on the scale. Take repeated readings and note patterns.

Know how to present data in bar charts.

Know how to prepare own tables to record data.

Know how to begin to see a pattern in my results.

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	<p>Know how to refer directly to evidence when answering a question.</p> <p>Know how to use results from an investigation to make a prediction about a further result.</p> <p>Know how to begin to look for naturally occurring patterns and relationships.</p> <p>Explore what happens when light reflects of a mirror or other reflective surface. Think about the importance of protecting their eyes from very bright lights – especially the sun and that sunglasses are not effective. Find examples of shadows and how they are formed and observe and measure shadows over a day.</p> <p>Pupils to understand how to keep their eyes healthy on sunny days by not looking at the sun. Find eclipse glasses if possible. Use everyday sunglasses to show how much light goes through them. Use the playground as it faces S to demonstrate how shadows change over a day. If possible, return some time later in the term to observe them again.</p>
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Term 3 – Summer	
<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Rocks, Relics and Rumbles
History	Mount Vesuvius, on the west coast of Italy, is the only active volcano on mainland Europe and is still visited today.

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Mount Vesuvius is considered to be one of the most dangerous volcanoes in the world because of its proximity to the city of Naples and the surrounding towns on the nearby slopes.

In the past, Mount Vesuvius has had a roughly 20-year eruption cycle, but the last serious eruption was in 1944.

Mount Vesuvius has experienced eight major eruptions in the last 17,000 years. The 79 AD eruption is one of the most well known ancient eruptions in the world, and may have killed more than 16,000 people. Ash, mud and rocks from this eruption buried the cities of Pompeii and Herculaneum. (Know the cause and effect of a significant historical event).

The volcano also caused earthquakes and a tsunami, which also helped destroy the environment in Pompeii.

Chronology

Know how to describe ways of life that are typically associated with a period.

Historical Enquiry

Know how to identify and give reasons for what is likely to be accurate representation of time periods and which are not.

Know how to use artefacts to construct a historical argument.

Know how to use primary and secondary sources to research an idea.

Know how to synthesis sources to give possible reasons.

Know why archaeologists find certain sources of significant importance.

Interpretations of History

Know how to explain why archaeologists think what they do and explain whether they agree.

Know how to empathise with visitors to historic ceremonies and significant places.

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	<p>Cause and Consequence</p> <p>Know how to explain cause and effect.</p> <p>Similarities and Differences</p> <p>Know how to compare and contrast and explain some key differences between life in Pompei then and now.</p> <p>Significance</p> <p>Know how places can be of significance to a local area whereas some are significant on a global scale.</p> <p>Share The eruption of Mount Vesuvius audio with the children. After listening, use the Mount Vesuvius sorting cards to help the children discuss the causes and effects of each stage of the eruption. Ask them to write a short explanation of the causes and effects, using the statements to help them. Gather the children together to compare their findings and allow them to add to and edit their work. Invite them to word process their explanations and illustrate them using images found online.</p>
<p>Geography</p>	<p>There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. Key vocab and definitions: Permeable "allowing liquids or gases to pass through it." Magma, "hot fluid or semi-fluid material below or within the earth's crust from which lava and other igneous rock is formed on cooling." Tectonic plate "is a massive, irregularly shaped slab of solid rock, generally composed of both continental and oceanic lithosphere".</p> <p>Locational Knowledge</p> <p>Know the names and locate the capital cities of neighbouring European countries.</p>

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Place Knowledge

Know how to identify changes in the local and global environment.

Know how to use correct geographical words to describe a place and the things that happen there.

Human Features

Know how to identify and explain different views of people including themselves e.g. in relation to World Heritage Site and development.

Physical Features

Know how to use technical and geological vocabulary to describe physical processes.

Know how to describe how volcanoes are created.

Know how to describe how earthquakes are created.

Know how to describe and compare different physical features of a place offering explanations for the locations for some of these features.

Skills, Maps Work and Field Work

Know how to ask geographical questions – Where is this location? What do you think about it?

Know how to observe, measure and record the human features in the local area responding to a range of geographical questions.

Know how to use eight points of a compass to describe the location of a country or geographical features.

Know the types, appearance and properties of rocks (link to Jurassic Coast). Situated along the undulating shoreline between the towns of Exmouth in East Devon and Studland in West Dorset, the Jurassic Coast is renowned for the nearly continuous 185-million-year record of Earth's history exposed in its sensational sea cliffs. This is the only place on Earth where 18 million years of the Earth's history are sequentially exposed in dramatic cliffs, caves, coastal stacks and barrier beaches. The 'tilt' of the rock create a 'wade through time' from 250 million -65 million years ago, through the Triassic, Jurassic and Cretaceous periods as you move eastwards along the site.

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	<p>Triassic rocks extend eastward from the World Heritage Site's western boundary at Exmouth, where seasonal Jurassic Coast Cruises provide excellent views of the coastal exposures. Between this port and the resort town of Sidmouth, the sinuous shoreline is distinguished by dramatic, ochre-coloured cliffs that rise sharply from the restless English Channel to form rugged promontories and isolated sea stacks.</p> <p>Invite a geologist into school to run a rocks workshop. Provide opportunities for the children to explore, sort and classify different types of rock and investigate their properties. Encourage them to take on the role of assistant geologists, taking photographs of rocks and writing captions and labels to make an informative rocks display – look at rocks of the Jurassic Coast.</p>
<p>Science</p>	<p>There are three different rock types: sedimentary, igneous and metamorphic. Sedimentary rocks form from mud, sand and particles that have been squashed together over a long time to form rock. Examples include sandstone and limestone. Igneous rocks are made from cooled magma or lava. They usually contain visible crystals. Examples include pumice and granite. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard. Examples include slate and marble.</p> <p>Rocks</p> <p>Know that rock is a naturally occurring material.</p> <p>Know that there are different types of rock e.g. sandstone, limestone, slate etc which have different properties.</p> <p>Know the types of rock that make up the Jurassic Coast and how these helped the formation of fossils.</p> <p>Know that rocks can be hard or soft.</p> <p>Know that different rocks have different sizes of grain or crystals.</p> <p>Know that some rocks may absorb water.</p> <p>Know that rocks can be different shapes and sizes (stones, pebbles and boulders).</p> <p>Know that soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic material).</p>

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Know that the type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.

Know that some rocks contain fossils.

Know that the Jurassic Coast is famous for fossils and why they formed here.

Know that fossils formed millions of years ago.

Know how, when plants and animals died, they fell to the seabed, became covered and squashed by other material.

Know how, over time, dissolving animal and plant matter is replaced by minerals from the water.

Know how to compare and group rocks based on their appearance, properties or uses.

Knowledge of Working Scientifically

Know how to ask a range of questions linked to a topic.

Know how to choose what to change.

Know how to make a range of relevant observations using simple equipment with support.

Know how to present observations in labelled diagrams.

Know how to be able to compare objects based on more sophisticated observable features.

Know how to present data in bar charts.

Know how to prepare own tables to record data.

Know how to present learning verbally or using labelled diagrams.

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	<p>Remind the children of the appearance and properties of the rocks they looked at previously and explain that their different properties mean they are suitable for different uses. Show them the uses of rocks presentation and discuss examples of properties that define a rock's use. Instruct the children to use what they have learned to complete the uses of rocks recording sheet.</p>
Art and Design	<p>Know about the cubism style of painting of Picasso.</p> <p>Use of Sketchbook</p> <p>Know how to use their sketchbooks to express likes and dislikes about a subject.</p> <p>Know how to use annotations to write an explanation of their sketch.</p> <p>Know how to use sketchbooks to record initial ideas and observations.</p> <p>Know how to use their sketchbook to show knowledge and art history they have learnt.</p> <p>Know how to suggest improvements to their work that is in the sketchbook.</p> <p>Drawing</p> <p>Know that there are different grades of a pencil and use them to scribble and shade.</p> <p>Know how to use small sketches to produce a final piece.</p> <p>Know how to use shading (including beginning to use hatching and cross hatching) to create tone.</p> <p>Know that using different pressures create hard and soft lines and use this in their pieces.</p> <p>Know how to explain their sketch and the techniques they have used.</p> <p>Painting</p> <p>Know about brush types and choose the correct size and style depending on the task.</p>

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Know how to use different brushes for different effects.

Know how to mix colours with accuracy.

Know where the colours are on the colour wheel.

Know about how colours can be used to show feelings.

Know how to create a background using a wash.

Know how to use artists' work as a starting point and create work in the style of different artists.

Colour

Know how to use tint and shades for different purposes.

Line

Know how to describe organic and geometric forms through different types of line.

Tone

Know how to use tone effectively and with control.

Know simple shading rules.

Learn about the Mediterranean (Spanish) artist Picasso. Look at a variety of Picasso paintings. Discuss his style. Focus on landscape paintings of Picasso.

In the style of Picasso sketch ideas for a cubism style picture of an erupting volcano landscape. Include shade to show tone.

Paint the final volcano landscape using appropriate colours and ensuring texture and tone.

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Music	<p>Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation. Pitch can be a degree of highness or lowness in tone, rhythm may include a strong, regular repeated sound and dynamics refer to the flow, regularity and whole composition.</p> <p>Know how to improvise and compose sequences of sounds and vocals and record them using notes or pictures.</p> <p>Improvisation</p> <p>Know that improvisation is making up your own tunes on the spot.</p> <p>Know that using one or two notes confidently is better than using five.</p> <p>Know that if you improvise using the notes you are given you cannot make a mistake.</p> <p>Know how to improvise using instruments in the context of the song they are learning to perform.</p> <p>Composition</p> <p>Know that a composition is music that is created by you and kept in some way – like writing a story.</p> <p>Know that a composition can be played or performed again to friends.</p> <p>Know that there are different ways of recording compositions – letter names, symbols, audio.</p> <p>Know how to create one simple melody using one, three or five different notes.</p> <p>Know how to plan and create a section of music that can be performed within the context of the topic.</p> <p>Know how to talk about how it was created.</p>

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	<p>Dimensions of Music</p> <p>Know how to listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Play the children the Rumbles audio and explain that they are listening to the sounds of an earthquake. Display the Rumbles graphic score diagram and discuss how the score could be interpreted to play an earthquake soundscape. Allow the children to test out their ideas, then discuss how easy it was to follow the score and what changes or improvements they would make.</p>
Computing	<p>Technology In Our Lives</p> <p>Online communication should be done respectfully and responsibly, considering the impact on others.</p> <p>Know how to compose clear and appropriate messages in online communities.</p> <p>Compose clear and appropriate messages in online communities. Consider who in their local community they might write an email to and for what purpose. MP? Head Teacher? Friend? Children are able to explain the ways in which they communicate on line and note the advantages and disadvantages of this.</p> <p>Programming</p> <p>Begin to learn how to program using Scratch.</p> <p>Know how to break a problem into smaller parts in order to achieve an outcome.</p> <p>Know how to put programming commands into a sequence to achieve a specific outcome.</p> <p>Know that a problem in an algorithm could result in unsuccessful programming and detect these within an algorithm.</p> <p>Knowledge of repeat commands to repeat a section of code.</p> <p>Know how to describe the algorithm that is needed in order to complete a simple task.</p>

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	<p>Knowledge of repeat commands to repeat a section of code.</p> <p>Know that a problem in an algorithm could result in unsuccessful programming and detect these within a algorithm.</p> <p>Know how to test a program and recognise when debugging is required.</p> <p>Using Scratch the children will animate their name.</p>
Design and Technology	<p>Design</p> <p>Know how to develop more than one design or adaptation of an initial design.</p> <p>Know how to plan a sequence of actions to make a product.</p> <p>Know how to record the plan by drawing using annotated sketches.</p> <p>Know how to use prototypes to develop and share ideas.</p> <p>Know how to think ahead about the order of their work and decide upon tools and materials.</p> <p>Know how to propose suggestions as to how they can achieve their design ideas.</p> <p>Make</p> <p>Know how to cut slots.</p> <p>Know how to cut internal shapes.</p> <p>Know how to select from a range of tools for cutting, shaping, joining and finishing.</p> <p>Know how to use tools with increasing accuracy.</p> <p>Know how to plan the stages of the making process.</p>

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Know how to use appropriate finishing techniques.

Evaluate

Know how to draw/sketch products to help analyse and understand how products are made.

Know how to decide which design idea to develop.

Know how to consider and explain how the finished product could be improved.

Mechanical and Electrical Systems

Know how to develop vocabulary related to the project.

Know how to use mechanical systems such as pulleys, levers, linkages.

Know how to incorporate a circuit into a model.

Know how to use electrical systems such as a switch, bulb and buzzers.

Know lolly sticks/card to make levers and linkages.

Design and make a 2D model Volcano that incorporates mechanical systems such as pulleys and levers for the volcanic eruptions and an electrical system for a buzzer and lights to represent the noise and light (fire) from the eruption.

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Term 3 – Summer	
	<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p>
Sub-themes	Urban Pioneers
Geography	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Human Features</p> <p>Know how to describe and compare different features of the human geography of a place, offering explanations for the locations for some of these features.</p> <p>Know how people both damage and improve the environment.</p> <p>Know how to provide a reasonable explanation for features in relation to location (e.g. the shops out of town are bigger because they have more space).</p> <p>Physical Features</p> <p>Know how to describe and compare different physical features of a place offering explanations for the locations for some of these features.</p> <p>Know how to sequence and explain features of a physical weather process such as the water cycle.</p> <p>Skills, Maps Work and Fieldwork</p>

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Know how to ask geographical questions e.g. Where is this location? What do you think about it?

Know how to describe route and direction using 9 compass points e.g. N, S, E, W, NW, NE, SW, SE.

Know how to analyse evidence and draw conclusions e.g. make comparison between locations using photos, pictures, temperatures.

Know how to hold geographical debate.

Know how to record evidence e.g. construct questionnaire, field sketch, brainstorm words about a place, e-learning, atlases.

Know how to communicate in ways appropriate to task and audience e.g. use questionnaires, charts, graphs to show results, write views to local paper.

Know how to draw and use more detailed field sketches and diagrams, using symbols for a key.

Know how to observe, measure and record the human features in the local area responding to a range of geographical questions.

Know how to use some basic OS map symbols.

Know how to understand and use 4 and 6 figure grid references.

Exmouth is one of the oldest and most picturesque seaside towns in Devon. The town is the gateway to the Jurassic coastline. Exmouth has evolved over the years as a port town, a civil parish and a seaside resort sited on the east bank of the mouth of the River Exe. The town is defined by the sea and river frontages, and as a settlement stretches around 2.5 miles (4 km) inland, along a north-easterly axis. The docks lie at the western corner of this rectangle, where the river passes through a narrow passage into the sea. The sea frontage forms a sandy two-mile-long beach.

Making comparisons. Near and far-Describe the type and characteristics of settlement or land use in an area or region.

Promotional speeches. City of the future- Describe the type and characteristics of settlement or land use in an area or region.

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	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Urban visit-Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Carrying out a survey. My city-Analyse primary data, identifying any patterns observed.</p> <p>Fantasy city centre. City of the future-Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Four figure grid references locate a grid square (usually 1 km square) on a map. The four-figure grid reference is always given for the bottom left hand corner of the square (the South West corner) and you always write the Eastings before the Northings [Hint: Along the corridor and up the stairs].</p> <p>The grid reference for Exmouth is: Grid Ref: SY 0017 8084 • X/Y co-ords: 300176, 80844 • Lat/Long: 50.61869812, -3.41243572. The grid reference for Exeter is: SX 9191 9256 • X/Y co-ords: 291914, 92560.1 • Lat/Long: 50.72259903,-3.53261076.</p>
<p>History</p>	<p>Local History Study</p> <p>Chronology</p> <p>Know how to describe ways of life that are typically associated with a period.</p> <p>Know how to create a timeline of a local area over time.</p> <p>Historical Enquiry</p> <p>Know how to identify and give reasons for what is likely to be accurate representation of time periods and which are not.</p> <p>Know how to compare and contrast artefacts and distinguish between what we know and what we assume.</p> <p>Know how to use artefacts to construct a historical argument.</p>

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Know how to begin to use primary and secondary sources to research an idea.

Know how to synthesise sources to give possible reasons.

Interpretations of History

Know how to give thoughts and reasons for monuments both in time studied and modern day.

Know how to empathise with visitors to historic ceremonies and significant places.

Know how to interpret a range of evidence to put forward own arguments.

Continuity and Change

Know how to make comparisons about the same local area over time and give reasons for the changes over time.

Cause and Consequence

Know how to describe the likely impact that seasons and geographical features had on the location of populations.

Similarities and Differences

Know how to compare and contrast and explain some key ways in which life changed for local people over time periods.

Significance

Know how to understand how places (i.e. monuments) can be of significance to a local area whereas some are significant on a global scale.

Exeter has a rich history, having been heavily influenced by the Romans, Tudors and Victorians. Exeter has had different industries during instrumental revolutions such as agriculture which is one industry that thrived e.g. the wool industry. Between 16th and 18th Century, it exported and processed woollen cloth. The combination of farmland and the canal made for a successful partnership

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	<p>Exeter Cathedral was constructed in 1114 and is the centre of Exeter.</p> <p>The history of our town. Past perspectives-Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p>Prominent urban buildings. Past perspectives-Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p>The future of our town. City of the future-Skill Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>
<p>Science</p>	<p>Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life. Investigate how water is transported in plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and dispersal.</p> <p>Knowledge of Working Scientifically</p> <p>Know how to ask a range of questions linked to a topic.</p> <p>Know how to begin to look for naturally occurring patterns and relationships.</p> <p>Know how to make a range of relevant observations using simple equipment with support.</p> <p>Know how to present observations in labelled diagrams.</p> <p>Know how to present data in bar charts.</p> <p>Know how to prepare own tables to record data.</p> <p>Know how to provide oral or written explanations for their findings.</p>

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Plants

Know that many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom and identify these on a range of different plants.

Know that the roots absorb water and nutrients from the soil and anchor the plant in place.

Know that the stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal.

Know that the leaves use sunlight and water to produce the plant's food and know that this process is called photosynthesis.

Know that some plants produce flowers which enable the plant to reproduce.

Know that pollen, which is produced by the male part of the flower, is transferred between the female part of other flowers (pollination).

Know that this process forms seeds and that these seeds are sometimes contained in berries or fruits which are then dispersed in different ways.

Know that different plants require different conditions for germination and growth.

Observe a variety of flowering plants, sketch and label the main parts. Grow plants under different conditions to see how they differ and therefore what their requirements are for life. Look at a variety of seeds and grow some.

Explore the school grounds to see the variety of flowering plants and compare and contrast them. Discuss seed germination and plant growth with Mr. Bell as he gets going with the plants for the garden area.

Purple – Key knowledge linked to our Curriculum Intent.

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Green – Suggested activities