



Planned Curriculum Content

Literacy - See the Long and Medium Term Planning for specific planned content.

Texts: The Firework Makers Daughter

Writing Styles and Genres

Narrative

Description – character and setting.

Character perspective.

Royal British Legion Remembrance unit – Child workers - Letter

Geography: Rainforests

The children will learn to:

- Know what the equator, Tropic of Cancer and Tropic of Capricorn are, placing them on a world map.
- Name continents and countries that have areas of rainforest
- Know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth.
- Define a Rainforest and describe the four layers naming some animals that live in each layer.
- Explain why rain falls more often in rainforests than in other parts of the world.
- Know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years.
- Compare daily life for people living in rainforest tribes with that of people living in modern society.
- Know what deforestation is, why it is happening and its impact on local wildlife and environment.
- Explain the basic steps of the water cycle using appropriate vocabulary.
- Describe ways in which steps are being taken to protect rainforests.

Maths

White Rose Unit: Addition and Subtraction,
Multiplication and Division

*See the Long Term Plan for detailed small steps
which set out the specific planned content.*

Specific Planned Content
Across the Curriculum

In each of these subjects we follow
schemes of work. Refer to the Long Term Plans for
detailed information on the specific planned content:

P.E. – Spiral (Weeks 9 → 15)

Music - Kapow - Unit: Ballads

RE - Leeds Agreed Syllabus – Unit:

PSHCE - You, Me and PSHE - Unit: Keeping safe,
managing behaviour and risk

Computing – Purple Mash – Unit: Online Safety/
Spreadsheets

Science: Rocks and Fossils

The children will learn:

- To compare and group together different kinds of rocks on the basis of their simple, physical properties.
- To relate the simple physical properties of some rocks to their formation (igneous or sedimentary).
- To describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- To recognise that soils are made from rocks and organic matter.

Art: Mixed Media Collage

The children will learn to:

- Critique the work of George Barque, commenting on the art work using visual language such a line, shape, colour, pattern, texture and form.
- Draw and paint a volcano taking inspiration from the works of Warhol. Children will use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Collect information, sketches and resources to assist in using coiling, overlapping, tessellation, mosaic and montage techniques.
- Create a colour wash background for a collage, experimenting with mood and colour. Children will mix desired colours effectively and use a range of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Children will adapt and refine as they progress.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus and value will be: Caring for our world	Our Knowledge organiser will focus on rocks and fossils. It will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. Low stake tests and quizzes will be conducted in Geography and revisit slides used to support knowledge acquisition and retention	The author Phillip Pullman will drive our literacy curriculum this half term. We will also access the works of significant authors through our use of extracts in reading lessons. The artist George Barque will be the inspiration for our research and work when conducting Mixed Media Collages. Science will see us develop our understanding of fossils through the findings of Mary Anning.	Through our PSHE curriculum we will be learning to recognise different types of bullying, how it makes people feel and what to do if we see it. Using Young Citizens, we will also learn about sustainability, the environment and climate.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• To compare and group together different kinds of rocks on the basis of their simple, physical properties. • To relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • To describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • To recognise that soils are made from rocks and organic matter.	• Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, recording, classifying and presenting data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions



		• Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support findings
Art and Design: Threshold Concepts		
Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. (for example, line, shape, pattern, colour, texture, form)	Collage: • Select and arrange materials for a striking effect. • Ensure work is precise. • Use techniques such as: coiling, overlapping, tessellation, mosaic and montage Paint: • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Experiment with creating mood with colour	George Barque • Take inspiration from and use some of techniques used by notable artists and designers. • Create original pieces that are influenced by studies of others.
Computing: Threshold Concepts		
Computer Science:	Information Technology:	Digital Literacy:
•	• Children create purposeful (appropriate) content and attach this to emails. • They consider the most appropriate software to use when given a task. • They present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). • Children can analyse data using features within software to help such as, formula in 2Calculate. • They collect data and input it into software.	• Children can create secure passwords and can explain the importance of having a secure password and not sharing it with others. • They explain the negative consequences of not keeping passwords safe and secure. • Children understand the importance of keeping safe online and behaving respectfully. • They can use communication tools such as 2Email respectfully and use good etiquette. • They report unacceptable content and contact online in more than one way to a trusted adult.



- They can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine.

Design and Technology: Threshold Concepts

n/a

n/a

Geography: Threshold Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• Know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. • Name continents and countries that have areas of rainforest.		• Define what a rainforest is. • Locate areas of rainforest on a world map. • Know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. • Describe the four layers of the rainforest and name some animals that live in each layer. • Know what the water cycle is. • Explain the basic steps of the water cycle using appropriate vocabulary. • Explain why rain falls more often in rainforests than in other parts of the world. • Use line graphs and bar charts to explore the climate of rainforests. • Know that lots of native tribes live in rainforests and that their way of life has	• Use a world map to find out the names of some countries that have rainforests in them. • Sort countries into those that do and those that don't have areas of rainforest.



		remained unchanged for hundreds of years. • Compare daily life for people living in rainforest tribes with that of people living in modern society. • Know what deforestation is and why it is happening. • Describe the impact deforestation has on local wildlife and the environment. • Describe ways in which steps are being taken to protect rainforests from deforestation.	
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History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
• n/a 	• n/a      	• n/a 	• n/a 

Languages (French): Threshold Concepts

Listening and Speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
• Listen attentively to spoken language and show understanding by joining in	• Read carefully and show understanding of words, phrases and	• Appreciate stories, songs, poems and rhymes in the language in the context of naming body parts.	• Broaden vocabulary and develop ability to understand new words that are introduced into familiar written



and responding in the context of giving and following classroom instructions. • Listen attentively to spoken language and show understanding by joining in and responding in the context of everyday actions. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.	simple writing in the context of naming body parts.		material, including through using a dictionary; understanding basic grammar of feminine and masculine nouns in the context of clothing.
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Music: Threshold Concepts – Kapow - Ballads

Listening and evaluation	Notation	Improvising and composing	Performing
• Explaining their preferences for a piece of music using musical vocabulary. • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-	•	• Composing a piece of music in a given style with voices and instruments.	• Offering constructive feedback on others' performances. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.



dimensions of music) when discussing improvements to their own and others' work.			
PE: Threshold Concepts (Highlight focus areas for Half Term)			
KS2			
Cognitive	Manipulation	Physical	
Anticipation	Attitude	Agility	
Evaluation	Accuracy	Control	
Peer Mentoring	Dribbling	Physical Processing	
Tactical Variation	Fielding and Catching	Power	
Team Work	Passing	Speed	
Understanding Rules	Shooting	Strength	
	Striking		
PHSCE: Threshold Concepts			
n/a			
Pupils learn: • To recognise bullying (including online) and how it can make people feel Pupils. • About different types of bullying and how to respond to incidents of bullying Pupils • What to do if they witness bullying Pupils			
RE: Threshold Concepts			
Pupils working towards the age-related expectations for their year group will be able to:	Pupils working at the age-related expectations (ARE) for this year group will be able to:	Pupils who are deepening and widening their knowledge and understanding will be able to:	



Year: 3 Term: Autumn 2 Topic: Fantastic Fossils

