

History

Pupils should continue to develop a chronologically secure knowledge and understanding of, local and history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Geography

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Art

Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Learn about great artists, architects and designers in history.

Computing

Understand computer networks.
Use internet safely and appropriately.

Wigmore Primary School

Creative Curriculum



Medium Term Planning

Year 3 Autumn Term

Maths / English / PSHE

Cross Curricular Links

PHSE: I know how I know how to be a good listener (taking turns).

PHSE: To see things from someone else's point of view.

PHSE: I know how to give and receive a compliment.

English: in non-narrative material, using simple organisational devices such as headings and sub-headings

Design Technology

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups .
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Investigate and analyse a range of existing products.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.
(Wider Opportunities weekly whole class instrumental lessons provided by Music Service).

Mad Hatters

Wow factor

Plaiting Workshop
Hatters Walk