



THE NATIONAL CURRICULUM OUTDOORS: YEAR 3

The following table gives an overview of the topics and links to the Curriculum for Wales for the Year 3 units from *The National Curriculum Outdoors: Year 3*, written by Deborah Lambert, Michelle Roberts and Sue Waite.

The four purposes: All progressions in this book meet the four purposes of the Curriculum for Wales to some extent: healthy, confident individuals; enterprising, creative contributors; ambitious, capable learners, ethical informed citizens.

Integral skills: All progressions in this book develop the following integral skills: creativity and innovation; critical thinking and problem solving; planning and organising; personal effectiveness.

The lesson plans within The National Curriculum Outdoors series have been mapped by outdoor learning consultant Dawn Thomas. Dawn runs Nature Days, which provides curriculum-linked field days on the Gower Peninsula in South Wales and teacher training. She has been involved in outdoor education for over 20 years and has developed numerous resources to support educators in teaching the Curriculum for Wales outdoors.

The National Curriculum Outdoors: Year 3 English

<p>The National Curriculum Outdoors: Year 3</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Language, Literacy and Communication</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p> <p>Lesson 2: Listen to and discuss a wide range of poetry. Prepare poems to perform, showing understanding through intonation, tone, volume and action.</p> <p>Lesson 3: Retrieve and record information from non-fiction books and articles. Draft and write narratives, creating settings, characters and plots.</p> <p>Lesson 4: Retrieve and record information from non-fiction books and articles. Identify how language, structure and presentation contribute to meaning.</p> <p>Lesson 5: Listen to and discuss a wide range of poetry. Prepare poems to perform, showing understanding through intonation, tone, volume and action.</p> <p>Lesson 6: Listen to and a wide range of poetry. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Retrieve and record information from non-fiction books and articles.</p>	<p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p>

The National Curriculum Outdoors: Year 3 Maths

<p>The National Curriculum Outdoors: Year 3</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Mathematics and Numeracy</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Draw and make 2D shapes using modelling materials. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measure and compare lengths.</p> <p>Lesson 2: Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Lesson 3: Draw and make 2D shapes using modelling materials and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Compare lengths and measure the perimeter of simple 2D shapes.</p> <p>Lesson 4: Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Lesson 5: Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Lesson 6: Make 2D shapes using modelling materials and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Compare lengths of simple 2D shapes.</p>	<p>The following statements of what matters are explored:</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p>	<p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us. Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>4: Matter and the way it behaves defines our universe and shapes our lives.</p>

The National Curriculum Outdoors: Year 3 Science

<p>The National Curriculum Outdoors: Year 3</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: Compare and group together different kinds of rock on the basis of their appearance and simple physical properties.</p> <p>Lesson 2: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Lesson 3: Recognise that soils are made from rock and organic matter. Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Lesson 4: Recognise that soils are made from rock and organic matter. Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Lesson 5: Geography: Describe and understand key aspects of volcanoes. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Lesson 6: Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p>The following statements of what matters are covered:</p> <p>1: Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>4. Matter and the way it behaves defines our universe and shapes our lives.</p>	<p>Humanities</p> <p>The following statements of what matters are covered:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Special considerations:</p> <p>Provide a rich context for exploring the issues of natural hazards and disasters.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p>

The National Curriculum Outdoors: Year 3 Geography

The National Curriculum Outdoors: Year 3	How does this link to the Curriculum for Wales?	How does this link to the Curriculum for Wales?
Topic coverage	Humanities	Other subject areas
<p>Lesson 1: Use fieldwork to observe human and physical features in the local area using maps and plans.</p> <p>Lesson 2: Locate the world's countries, using maps. Name and locate countries and cities of the UK. Use maps, atlases, globes and digital mapping to locate countries. Use fieldwork to observe human and physical</p> <p>Lesson 3: Use maps to focus on Europe (countries and major cities). Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 4: Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 5: Locate the world's countries, using maps to focus on Europe. Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 6: Locate the world's countries, using maps to focus on Europe. Use fieldwork to observe human and physical features in the local area.</p>	<p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Special considerations:</p> <p>Equip learners with the skills to question, use and analyse maps, images, and Geographical Information Systems.</p>	<p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>1: Developing physical health and well-being has lifelong benefits.</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p>

The National Curriculum Outdoors: Year 3 History

<p>The National Curriculum Outdoors: Year 3</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: To study the Victorians in British history, to extend pupils' chronological knowledge.</p> <p>Lesson 2: To recognise a significant turning point in British history</p> <p>Lesson 3: To understand the differences between a Victorian and present-day child</p> <p>Lesson 4: To acknowledge how Victoria has shaped this nation and the impact that Beatrix Potter had within it.</p> <p>Lesson 5: To comprehend how Victorians influenced and were influenced by the wider world.</p> <p>Lesson 6: To understand historical concepts such as continuity and change.</p>	<p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4: Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>Special considerations:</p> <p>Develop historical interpretation understanding and source-based skills.</p> <p>Expose learners of all ages to a range of historical periods on a local, national and global scale, making the links and connections that support the development of a detailed chronological 'map' of the past.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3: The world around us is full of living things which depend on each other for survival.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>4: Literature fires imagination and inspires creativity.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>1: Developing physical health and well-being has lifelong benefits.</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>Expressive Arts</p> <p>The following statements of what matters are covered:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>

The National Curriculum Outdoors: Year 3 Art and Design

<p>The National Curriculum Outdoors: Year 3</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Expressive Arts</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Lesson 1: To use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Lesson 2: To use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Lesson 3: To use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials</p> <p>Lesson 4: To use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Lesson 5: To use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Lesson 6: To use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>To learn about great artists in history.</p>	<p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Humanities</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Science and Technology</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>4. Matter and the way it behaves defines our universe and shapes our lives.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p> <p>Health and Wellbeing</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p>

The National Curriculum Outdoors: Year 3 Design and Technology

<p>The National Curriculum Outdoors: Year 3</p> <p>Topic coverage</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>	<p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>
<p>Throughout this unit, children will: Use research and develop design criteria to inform design of innovative, functional and appealing products, fit for purpose and aimed at specific individuals or groups. Generate, develop, model and communicate ideas through discussion and sketches. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional and aesthetic properties. Investigating 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>4. Matter and the way it behaves defines our universe and shapes our lives.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p>	<p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p> <p>Mathematics and Numeracy</p> <p>The following statements of what matters are explored:</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p>

The National Curriculum Outdoors: Year 3 Music

The National Curriculum Outdoors: Year 3	How does this link to the Curriculum for Wales?	How does this link to the Curriculum for Wales?
Topic coverage	Language, Literacy and Communication	Other subject areas
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs.</p> <p>Engage in conversations; ask and answer questions.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally.</p>	<p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">1. Languages connect us.2. Understanding languages is key to understanding the world around us. <p>International Languages</p> <ol style="list-style-type: none">3: Expressing ourselves through languages is key to communication.	<p>Humanities</p> <ol style="list-style-type: none">3. Our natural world is diverse and dynamic, influenced by processes and human actions. <p>Science and Technology</p> <ol style="list-style-type: none">2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.5. Forces and energy provide a foundation for understanding our universe.

The National Curriculum Outdoors: Year 3 Religious Education

The National Curriculum Outdoors: Year 3	How does this link to the Curriculum for Wales?	How does this link to the Curriculum for Wales?
Topic coverage	Humanities	Other subject areas
<p>Lesson 1: A: Describe, explain and analyse beliefs and practices, recognising the diversity that exists within and between communities and amongst individuals. B: Appreciate and appraise varied dimensions of religion or a worldview. C: Articulate beliefs, values and communities clearly in order to explain why they may be important in their own and other people's lives.</p> <p>Lesson 2 – 6: A: Describe, explain and analyse beliefs and practices, recognising the diversity that exists within and between communities and amongst individuals. B: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. C: Find out about and investigate key concepts and questions of meaning, purpose and truth. Learning about religion (AT1): Identify religious beliefs and teachings in order to give a coherent account of a believer's response to the world. Learning from religion (AT2): Reflect upon questions of meaning and purpose. Identify and respond to values and commitments in themselves and others.</p>	<p>The following statements of what matters are explored:</p> <p>2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4. Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p>Special considerations:</p> <p>Provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition.</p> <p>Provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning.</p> <p>Reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>Mathematics and Numeracy</p> <p>The following statements of what matters are explored:</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>4: How we engage with social influences shapes who we are and affects our health and well-being.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>