Year 3 Curriculum Map

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Title | Scavengers and Settlers | Active Planet | Super humans | Growing, growing, growing | Lungs of the Earth |  |
| History | * Finding out about our earliest ancestors. * Exploring the tools/skills our ancestors needed to survive. * Using evidence to find out about a prehistoric homes and way of life. * Using primary and secondary sources of information. * Finding out about a Stone Age village. * Finding out about Bronze and Iron Age cultures. * Researching and presenting research in different formats. * Use timeline to place events in chronological order. | The devastation of Pompeii.  Famous volcanoes and earthquakes. |  |  |  |  |
| Art and Design | Creating our own prehistoric cave paintings.  Printing cave paintings. | Use pencilling techniques to make observational drawings of volcanoes.  Explore cross-hatching, hatching and stippling to create shade and tone depending on depth of field and creating shadows.  Artist study- Van Gogh | Using wire/plasticine/foil to shape and manipulate to create sculptures of the human body.  Artist study – FE Williams |  | Creating collages using different materials including fabrics.  Developing a range of materials to weave with.  Pointillism – control over coloured dots, so tone and shading is evident.  Artist study – Georges Seurat |  |
| Science | ROCKS  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter. | FORCES AND MAGNETS  Compare how things move on different surfaces  Notice that some forces need contact between two objects, but magnetic forces can act at a distance  Observe how magnets attract or repel each other and attract some materials and not others  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | NUTRITION, SKELETON AND MUSCLES  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Identify that humans and some animals have skeletons and muscles for support, protection and movement. | PLANTS  Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.  Investigate the ways in which water is transported within plants.  Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | LIGHT  Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque objects.  Find patterns in the way that the size of shadows change. |  |
| Physical Education | **Games - Hockey**  Play competitive games – attack and defend.  **Swimming skills** | **Gymnastics**  Develop flexibility, strength, technique control and balance. Compare performances and improve.  **Swimming skills** | **Dance - Bollywood**  Perform dances using a range of movement patterns. Compare performance and improve.  **Swimming skills** | **Games - Tennis**  Net, court, wall games.  Play competitive games – attack and defend.  **Gymnastics**  Develop flexibility, strength, technique control and balance. Compare performances and improve. | **Games - Rounders**  Run, jump, throw and catch in isolation and together. Play competitive games – strike and field.  **Athletics**  Running, jumping, throwing, competition, technique, compare performances and improve PB. | **Dance –** linked to Summer 2 topic  Perform dances using a range of movement patterns. Compare performance and improve.  **OAA**  Take part in outdoor and adventurous activity challenges both individually and within a team |
| Design and Technology | Design, create and evaluate pottery, based on one of the Stone Age period we have explored. |  | * Food technology: * How to plan, prepare and evaluate a healthy meal. | Food technology:  Growing plants in the allotment to prepare as food in Summer 2.  Understanding where our food comes from and how it is transported and packaged. |  | Food technology:  Designing and preparing a healthy salad with the food grown in the allotments. |
| PSHE/SMSC | School rules, feelings, goals and aspirations. | Friendship and anti-bullying. | Online-safety | Drug education – life bus | Financial capability | RSE |
| Computing | Use publisher to create a fact page about the Stone Age.  Film an advert for a Stone Age home using a green screen recording app. | Using Scratch to make simple animations with a focus on selection. | * Use food scanning app to research how much sugar in different drinks. Use excel to present the data and PowerPoint to discuss findings with different groups. | Researching a topic.  Blogging.  Communicating internationally. | Use adobe spark video to animate letter about Palm oil. |  |
| Online Safety | Children will be taught:   * to recognise more detailed examples of personal information and why this should be kept private and only shared with people in our trust club and to tell when I feel pressured or worried * to explain risks of communicating with someone online that I don’t know well and how “knowing” someone online is different to knowing someone in real life * to know my online actions have real life consequences * to know the importance of abiding by online safety rules and explain how to report negative behaviour * to be able to explain how technology can distract me from important things I should be doing and suggest strategies to help me limit my screen time * to be able to use the internet to find things out using simple key words and search engines * to explain why copying someone else’s work from the internet without permission can cause problems | | | | | |
| Geography |  | About how the Earth is formed.  How volcanoes erupt.  The different types of volcano.  What causes an earthquake.  How earthquakes can be measured.  Naming countries and geographical regions.  Labelling a map with famous mountain ranges.  Using coordinates.  Making maps. |  | Where the plants we eat come from and the impact on the environment.  Using maps and other sources for information.  Creating maps. | Study of Brazil, human and physical geography of the country, where it is, what it is like, comparison between the UK.  Comparison between human and physical geography of a region in the UK and South America (Brazil)  Naming countries and geographical regions. |  |
| Music – not taught every half term | *Let Your Spirit Fly* (Charanga Unit) - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked. | Animal magic – understand how music can be used to represent the attributes of animals. Appreciate and recognise parts of The Carnival of the Animals by Camille Saint-Saens | Recorder- ‘Blown Away’ - an integrated approach to learning the recorder. 6-week unit of work starting with the basics, but with resources available for children who are non-beginners. | *Bringing Us Together (*Charanga Unit) -This is a disco song about friendship, peace, hope and unity. Listen and Appraise other Disco songs. | Feel the Pulse – Be able to identify the differences between pulse and rhythm in music. Perform within a group and find your “groove” by keeping the pulse. | Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music |
| RE | How did the church begin?  Is Christian worship the same all over the world? | Why are presents given at Christmas - and what might Jesus think about it all? | How can a synagogue help us to understand the Jewish faith?  . | Easter: What happened – what matters most to Christians? | What does it mean to be a Muslim? | What is wisdom? |
| MFL (Spanish) | Pupils can start listening, speaking, writing and reading in a new language. Children will be taught:   * Days of the week * Colours * Numbers 1 to 10 * Greetings (hello, goodbye…) and emotions * Use a few words or short sentences to communicate with others | | | | | |