

YEAR 3 CURRICULUM MAP

**YEAR 3 PLANNING**

Topic - taught through Literacy and foundation subject lessons

Science - taught weekly and may or may not link to topic  
(Working Scientifically objectives to be covered within each unit)

Other subjects

RE/ Computing - Each subject will have a terms worth of weekly lessons that again, may or may not link to topic

French - weekly lessons with French specialist using the 'Early Start' scheme

Music - weekly Ukulele lessons

PE – See separate long term PE plan

SRE – Teaching SRE with confidence scheme of work

**Curriculum Objectives**

**WOW moments / trips**

**High quality texts / writing opportunities**

**Stone Age to Iron Age**

<b>Autumn 1</b>	<b>Topic</b>	Clue day – DNA workshop	Stig of the Dump by Clive King
	<p><b>History</b></p> <p><b>Hi2/1.1 Pre-Roman Britain</b></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>b. Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>c. Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><b>Art &amp; Design – Cave paintings</b></p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>		

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	Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <a href="#">a range of materials</a>		
	<b>Science</b>		
	<b>Sc3/3.1 Rocks</b>		
	Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties		
	Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock		
	Sc3/3.1c recognise that soils are made from rocks and organic matter.		
	<b>R.E</b>		
	<b>Christianity</b> At least areas of study 1 and 2		
<b>Engineers and Explorers</b>			
<b>Autumn 2</b>	<b>Topic</b>		
	<b>Design &amp; Technology</b>		
	<b>DT2/1.1 Design</b>		
	DT2/1.1a 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		
	DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		
	<b>DT2/1.2 Make</b>		
	DT2/1.2a select from and use a wider range of tools and equipment to perform <a href="#">practical tasks</a> accurately		
		DT Project – designing a moon buggy for Michael Strongarm. Apply scientific knowledge.	I-Hero books
		Mission to Mars – discussion and debate	Space Adventure stories
		Tim Peake	Letters to Michael Strongarm

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<p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>DT2/1.3 Evaluate</b></p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p><b>DT2/1.4 Technological Knowledge</b></p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use <a href="#">mechanical systems</a> in their products</p> <p>DT2/1.4c understand and use <a href="#">electrical systems</a> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>	<p>Ernst Shackleton vs Henry Worlsey – modern tools</p>	
<p><b><u>Science</u></b></p>		
<p><b>Sc3/4.2 Forces and Magnets</b></p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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</p>		

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	<p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		
	<b>R.E</b>		
	<b>Islam</b>		
	At least areas of study 1 and 5		
<b>Location Location Location</b>			
<b>Spring 1</b>	<b>Topic</b>	Link with Stag Lane Junior	Letter writing
	<p><b>Geography – Comparing two locations (Wymondham / Edgware)</b></p> <p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Ge2/1.2 Place Knowledge</b></p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p><b>Ge2/1.3 Human and Physical Geography</b></p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: <b>types of settlement</b> and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Skype</p> <p>Create portraits to send to the children at Stag Lane – learn about an artist and recreate their style</p>	<p>Send emails</p> <p>Write leaflets to send to the children at Stag Lane</p> <p>Persuasive letters to Mr Nixon</p>

**Ge2/1.4 Geographical Skills and Fieldwork**

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Art – Portraits**

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with [a range of materials](#)

Ar2/1.3 about great artists, architects and designers in history.

**Science**

**Sc3/4.1 Light**

Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light

Sc3/4.1b notice that light is reflected from surfaces

Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object

Sc3/4.1e find patterns in the way that the size of shadows change.

**Computing**

E-Safety / emails

**The Ancient Egyptians**

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<b>Spring 2</b>	<p><b><u>Topic</u></b></p>	
	<p><b><u>History</u></b></p> <p><b>Hi2/2.3 Ancient Civilizations</b></p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> <li>a. Ancient Sumer;</li> <li>b. The Indus Valley;</li> <li>c. <b>Ancient Egypt; or</b></li> <li>d. The Shang Dynasty of Ancient China</li> </ul> <p><b><u>Geography</u></b></p> <p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1a locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b><u>Art</u></b></p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with <b>a range of materials</b></p>	
	<p><b><u>Science</u></b></p>	

Trip to castle

Bake off Ancient Egyptian cakes

Canopic jars

Drama – discovering Tutankhamun’s tomb

Google maps to locate Giza and explore Egypt today

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	<p>Science experiments linked to topic – levers and forces / mummify a tomato</p>		
	<p><b><u>Computing</u></b></p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>		
<b>Farm to Fork</b>			
<b>Summer 1</b>	<p><b><u>Topic</u></b></p>	Science and farming week	Charlotte’s Web by E.B.White
	<p><b><u>Geography</u></b></p> <p><b>Ge2/1.1 Locational Knowledge</b></p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Ge2/1.2 Place Knowledge</b></p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>Planting</p> <p>Visit to Morley Farm</p> <p>Trip to Morrisons</p> <p>Calculating food miles – link to Geography</p> <p>Fairtrade baking?</p>	<p>Instructional writing – how to look after chickens</p> <p>Research and non-fiction writing about the farm</p> <p>Tasty poems</p>

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<p><b>Ge2/1.3 Human and Physical Geography</b></p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: <b>types of settlement</b> and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Design &amp; Technology</u></p> <p><b>DT2/2.1 Cooking &amp; Nutrition</b></p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>	Trade game / activity	
<p><u>Science</u></p>		
<p><b>Sc3/2.1 Plants</b></p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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</p>		

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	<p>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		
	<b>R.E</b>		
	<b>Hinduism</b>		
	At least areas of study 1 and 5		
<b>A Midsummer Night's Dream</b>			
<b>Summer 2</b>	<b>Topic</b>	Trip to Stag Lane	Imovie recount of trip and write up
	<b>History</b> – <i>Learn about a famous person from British history (William Shakespeare)</i>		
	<p><b>Hi2/2.2 Extended chronological study</b></p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	Performance of A Midsummer Night's Dream	Shakespeare Descriptions
	<b>Science</b>	Sports week	Big story maps and retelling
	<p><b>Sc3/2.2 Animals including humans</b></p> <p>Sc3/2.2a 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</p> <p>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		
	<b>Computing</b>		

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	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		
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