

Year 3

Religion	Autumn			Spring			Summer		
	Domestic church / homes /Judaism	Baptism / promises	Advent/ Christmas Visitors/ journeys	Local church Community/ listening and sharing	Eucharist Relating/meals	Lent/Easter Giving all Stations of the cross	Pentecost/energy	Reconciliation Choices	Universal church World/ Special places Islam
Learning challenge Big Question	What do rocks tell us about how the earth was formed? <i>Science driver</i> What makes the earth angry? <i>Geography Driver</i>	Who first lived in Britain? <i>History Driver</i>	How can we rediscover the wonders of the ancient world? <i>History Driver</i> How far can you throw your shadow? <i>Science Driver</i>	Is it magic? <i>Science Driver</i>	Does blossom lead to fruit? <i>Science driver</i> Why do so many people go on holiday to the Med? <i>Geography Driver</i>	How do our bodies move? <i>Science Driver</i>			
Science Skills/Knowledge	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		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 a solid object find patterns in the way that the size of shadows change	compare how things move on different surfaces notice that some forces need contact between 2 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 2 poles	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed	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 other animals have skeletons and muscles for support, protection and movement			
	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 								

<p>History Skills/Knowledge</p>		<p>Chronological understanding Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Knowledge and Interpretation Appreciate that the early Brits would not have communicated as we do or have eaten as we do. Begin to picture what life would have been like for the early settlers. Recognise that Britain has been invaded by several different groups over time. Historical enquiry Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about a period in history. Research a specific event from the past. Use 'information finding' skills to help them write about historical information? Through research, identify similarities and differences between given periods in history.</p>	<p>Chronological understanding Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Knowledge and Interpretation Realize that invaders in the past would have fought fiercely, using hand to hand combat. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Historical enquiry Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about a period in history. Research a specific event from the past. Use 'information finding' skills to help them write about historical information? Through research, identify similarities and differences between given periods in history.</p>			
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	<p>Pupils should develop a chronologically secure knowledge and understanding of British, local and world 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.</p>					
<p>Geography Skills/Knowledge</p>	<p>Geographical Enquiry Use correct geographical words to describe a place and the events that happen there. Identify key features of a locality by using a map. Begin to use 4 figure grid references. Accurately plot NSEW on a map. Use some basic map symbols. Make accurate measurement of distances within 100Km.</p> <p>Physical Geography Use maps and atlases appropriately by using contents and indexes. Describe how volcanoes are created. Describe how earthquakes are created. Confidently describe physical features in a locality.</p> <p>Human Geography Describe how volcanoes have an impact on people's lives. Confidently describe human features in a locality. Explain why a locality has certain human features.</p> <p>Geographical knowledge Locate and name some of the world's most famous volcanoes.</p>				<p>Geographical Enquiry Use correct geographical words to describe a place and the events that happen there. Identify key features of a locality by using a map.</p> <p>Physical Geography Use maps and atlases appropriately by using contents and indexes. Confidently describe physical features in a locality. Locate the Mediterranean and explain why it is a popular holiday destination. Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p> <p>Human Geography Confidently describe human features in a locality. Explain why a locality has certain human features. Explain why a place is like it is. Explain how the lives of people living in the Mediterranean would be different from their own.</p> <p>Geographical knowledge Name a number of countries in the Northern Hemisphere. Name and locate some well-known European countries. Name and locate the capital cities of neighbouring European countries. Awareness of different weather in different parts of the world, especially Europe.</p>	

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Continuous Geography - Maps - world, Europe, OS. Using Atlases

European Countries

Use correct geographical words to describe a place and the events that happen there.

Confidently describe human features in a locality. Explain why a locality has certain human features. Explain why a place is like it is.

<p>Texts</p>	<p>Fiction:</p> <ul style="list-style-type: none"> • After the fall- Dan Santat (1 week) • Stone Bone Girl - Mary Anning (3 weeks) <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Volcanoes and Earthquakes by Gina Nuttal • Kingfisher Young Knowledge Fossils 	<p>Fiction:</p> <ul style="list-style-type: none"> • Ug boy Genius of the Stone Age (3 weeks) • One Small Blue Bead (2 weeks) <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Usborne, Prehistoric Britain • The secrets of Stone Henge (English Heritage) 	<p>Fiction:</p> <ul style="list-style-type: none"> • Egyptian Cinderella (3 weeks) • Search for the tomb of Osiris. • There's a pharaoh in my bath <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Usborne see inside ancient Egypt 	<p>Fiction:</p> <ul style="list-style-type: none"> • The Magic Paintbrush (3 weeks) <p>Non-Fiction:</p> <ul style="list-style-type: none"> • What makes a Magnet 	<p>Fiction:</p> <ul style="list-style-type: none"> • The Magic Paintbrush (3 weeks) <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Spain Information 	<p>Fiction:</p> <ul style="list-style-type: none"> • Oliver and the Seawigs (4 weeks)
<p>English Writing and Drama For detail see English Progression maps</p>	<p>Linked to topic</p> <ul style="list-style-type: none"> • Character & setting • Information writing • Non-chronological reports • Fact writing 	<p>Linked to topic</p> <ul style="list-style-type: none"> • Story writing, • Diary • Account of historical events 	<p>Linked to topic</p> <ul style="list-style-type: none"> • Character & setting • Story writing • Recount 	<p>Linked to topic -</p> <ul style="list-style-type: none"> • Character & setting • Explanation writing • Instruction writing 	<p>Linked to topic</p> <ul style="list-style-type: none"> • Letter/diary • Poetry • Instructions 	<p>Linked to topic</p> <ul style="list-style-type: none"> • Story writing

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<p>Maths For detail see Maths Progression map</p>	<p>Linked to topic Data handling - volcanoes</p> <p>Discrete</p> <p>Number facts Mental calculation Calculation- multiplication and division Geometry</p>	<p>Linked to topic Time</p> <p>Discrete</p> <p>Number facts- roman numerals Column methods Measuring - time Data</p>	<p>Linked to topic</p> <p>Discrete</p> <p>Counting in 4s Doubling and halving Measuring Statistics</p>	<p>Linked to topic - bar charts</p> <p>Discrete</p> <p>Estimation Problem solving Fractions Time</p>	<p>Linked to topic</p> <p>Discrete</p> <p>Calculation- Add and subtract 3D numbers Money</p>	<p>Linked to topic</p> <p>Discrete</p> <p>Time Problem solving Estimation Fraction Measure</p>
<p>Computing</p>	<p>Linked to topic Collecting and presenting data about rocks Flexi tree</p> <p>Productivity Collecting, analysing, evaluating and presenting data and information. Collecting, analysing, evaluating and presenting data and information</p>	<p>Linked to topic Animation of the stone age/iron age.</p> <p>Creativity Use technology purposefully to create digital content. Use technology purposefully to store, retrieve, organise and manipulate digital content.</p>	<p>Programming Design programs that accomplish specific goals. Write programs that accomplish specific goals. Debug programs that accomplish specific goals. Explain how a simple algorithm works. debugging and Scratch</p>	<p>Computational Thinking Detect and correct errors in algorithms and programs debugging and Scratch</p>	<p>Computer Networks Use services to connect and collaborate with other children within the school. Power Point</p>	<p>Email - attachments, contacts, safe downloads.</p> <p>Communication/ Collaboration Use services to connect and collaborate with other children outside of the school. Use an email provider to send emails with attachments. Children begin to use a range of online communication tools, such as forums, email and polls in order to formulate, develop and exchange ideas.</p>
<p><i>Online safety</i></p>	<p>Information literacy Privacy and Security</p>	<p><i>Self-image and self-identity</i></p>	<p>Online reputation Digital footprint Health, wellbeing and lifestyle</p>	<p><i>Online bullying</i></p>	<p>Online relationships and communications</p>	<p>Copyright and ownership – BugClub Green gooseberry resource</p>

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<p>MFL</p>	<p>Greetings Commands Feelings</p>	<p>Greetings Commands Feelings</p>	<p>About me - saying name; age; birthday Family Numbers</p>	<p>About me - saying name; age; birthday Family Numbers</p>	<p>Numbers Colours</p>	<p>Numbers Colours</p>
<p>Creative arts Art</p>	<p>Linked to topic Geography Painting Volcano painting inspired by Jackson Pollock Predict with accuracy the colours that they mix . Know where each of the primary and secondary colours sits on the colour wheel.</p>	<p>Linked to topic Drawing Producing a cave painting with charcoal/pastels Use sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture. Christmas Use 3D skills - pop-up Create pop-ups. Cut very accurately.</p>		<p>Linked to topic History Use collage - Mosaics Cut very accurately. Overlap materials. Experiment using different colours. Use mosaic and montage.</p>	<p>Linked to topic Science Printing Producing a print with flowers Make a printing block. Make a 2 colour print. Linked to Geography topic Antonio Gaudi art Painting Predict with accuracy the colours that they mix . Know where each of the primary and secondary colours sits on the colour wheel.</p>	<p>Linked to Science topic Use drawing skills through expressions Show facial expressions in their drawings.</p>

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<p>Creative Arts DT</p>	<p>Linked to topic</p> <p>Mouldable materials</p> <p>Making a model volcano</p> <p>Select the most appropriate materials</p> <p>Use a range of techniques to shape and mould.</p> <p>Use finishing techniques.</p>	<p>Paper engineering- Stiff and flexible sheet materials</p> <p>Pop up Christmas Cards of the nativity scene</p> <p>Use the most appropriate materials.</p> <p>Work accurately to make cuts and holes.</p> <p>Join materials.</p>	<p>Linked to History topic</p> <p>Shadow puppet show</p> <p>Join textiles of different types in different ways.</p> <p>Choose textiles both for their appearance and also qualities.</p> <p>Creating Egyptian Masks</p> <p>Select the most appropriate materials.</p> <p>Use a range of techniques to shape and mould.</p> <p>Use finishing techniques.</p>	<p>Linked to topic</p> <p>Magnetic D/T project</p> <p>Select the most appropriate tools and techniques to use for a given task.</p>		<p>Linked to topic</p> <p>Cooking and nutrition</p> <p>Creating healthy food</p> <p>Pizza or bread making with Toni</p> <p>Choose the right ingredients for a product.</p> <p>Use equipment safely.</p> <p>Make sure that the product looks attractive.</p> <p>Describe how combined ingredients come together.</p>
<p>Expressive Arts Music</p>	<p>Charanga -</p> <p>How does music bring us closer together?</p> <p>And</p> <p>How does music tell us about the past?</p>	<p>Carols - Nativity</p>	<p>Charanga Unit -</p> <p>Glockenspiel 1</p> <p>Music History:</p> <p>Classical Music:</p> <p>Mozart, Beethoven, Haydn</p> <p><i>Choose sounds to represent different things? -</i></p> <p><i>Notation carried from year 2</i></p>	<p>Charanga</p> <p>-Three little birds</p>	<p>Charanga - How does music help us get to know our community?</p> <p>And</p> <p>How does music make a difference to us every day?</p> <p><i>Choose sounds to represent different things? - Notation carried from year 2</i></p>	<p>Charanga:</p> <p>Reflect, Rewind, Replay</p>
<p>P.E</p> <p>Further detail to be found in PE progression map and Get Set PE Scheme</p>	<p>Games (Invasion)</p> <p>Football (coach)</p> <p>Fitness (teachers)</p>	<p>Games (Invasion)</p> <p>Tag Rugby (coach)</p> <p>Dance (teachers)</p>	<p>Games (Invasion)</p> <p>Basketball (coach)</p> <p>Gymnastics (teachers)</p>	<p>Games (Invasion)</p> <p>Hockey (coach)</p> <p>Rounders (teachers)</p>	<p>Striking and fielding</p> <p>Tennis (coach)</p> <p>Athletics (teachers)</p>	<p>Striking and fielding</p> <p>Rounders (coach)</p> <p>Team building and outdoor adventurous activities (teachers)</p>

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<p>PSHE</p>	<p>Ten Ten Module 1 Created and loved by God Unit 1 Session 1 Get up Session 2 The Sacraments NSPCC Speak out Stay Safe</p>	<p>Ten Ten Module 1 Created and loved by God Unit 1 Session 1 Jesus my friend Friend ship week/ anti bullying Multicultural week Firework safety</p>	<p>Ten Ten Module 2 Created to love others Unit 2 Session 1 Family, friends and others Session 2 When things feel bad. Life Bus Safer Internet Day</p>	<p>Ten Ten Module 2 Created to love others Unit 3 Session 1 Sharing online Session 2 Chatting online Session 3 Safe in my body</p>	<p>Ten Ten Module 3 Created to live in community Unit 1 Session 1 A community of love Session 2 what is the church ?</p>	<p>Ten Ten Module 3 Created to live in community Unit 2 Session 1 How do I love others ? Road safety</p>
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