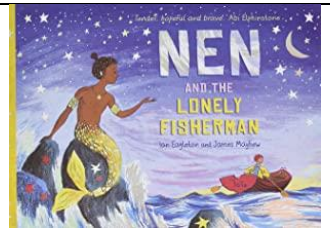
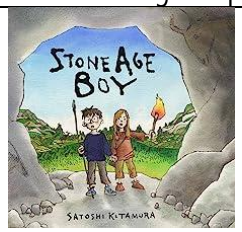
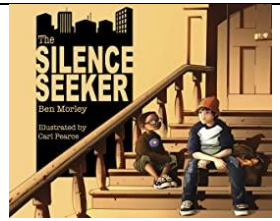
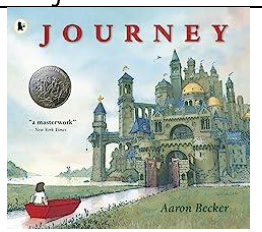
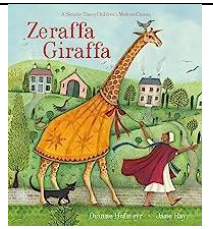
Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 My World—Where am I?		 Stone Age to Iron Age – How did life in Britain change?		 Ancient Egypt - What made it so successful?	
Experiences			Cresswell Crags Trip		Mansfield Museum?	
Writing Units						
	Outcome Recount: write a letter in role recounting events of the story	**Outcome** Fiction: write a fantasy story based on a classic tale	**Outcome** Fiction: write a story set in the Stone Age	**Outcome** Fiction: rewrite the story in third person with dialogue	**Outcome** Fiction: write an adventure story	**Outcome** Persuasion: write a leaflet
Geography	<u>My World – Where am I?</u> 1) What are the countries of the UK and regions of England? **<u>What are the key geographical features of the UK?</u>** 2) What are the settlements of the UK and the counties of England? 3) What are the human features of the UK? 4) What are the physical features of the UK? **<u>How can I use maps to understand a place?</u>** 5) How can I use compasses, key and symbols to read a map?		**<u>Land Use – Field work</u>** 1) What are the types of land use? 2) What are the important features of a settlement, and why do settlers choose specific places? 3) How can I record the facilities that are available in my local area? 4) How can I present and analyse information about local facilities?		**<u>Conservation of Bees – Fieldwork</u>** 1) What can we learn about bees? 2) What are the key issues affecting bees? 3) How can our school environment help bees? 4) How can we plan and carry out effective ways to help conserve bees? 5) How can I record and evaluate the effectiveness of bee conservation in my school?	

	6) How can I use four-figure grid references to read a map? **How can I use maps to learn more about the UK?** 7) What are the key topographical features found in the UK? 8) How have land use patterns changed over time in the UK? **What are the key characteristics of my region?** 9) What are the East Midlands key human and physical features? 10) Can I create a sketch map of my local area?					
History			**Stone Age to Iron Age – How did life in Britain change?** **What was life like in the Paleolithic and Mesolithic?** 1) What was lifelike in the Paleolithic andMesolithic? 2) What changed from the Paleolithic to the Mesolithic? 3) What did people eat in the Paleolithic and Mesolithic? **What key changes took place from the Neolithic to the Bronze Age?** 4) How did the search for food change in the Neolithic? 5) What tools were used in the Neolithic? 6) Who were the beaker people? 7) How did tools change after the Neolithic? **How did daily life change from the Stone Age tothe Iron Age?** 8) How did the Bronze Age move into the Iron Age? 9) What are roundhouses? 10) What is a hillfort? 11) What was life like in the East Midlands during the Stone Age?		Ancient Egypt - What made it so successful? **How did Early Egypt begin and what was it like there?** 1) What is the chronology of Ancient Egypt? 2) What was life like in early Egypt? 3) Did the Ancient Egyptians write anything down? **How did Ancient Egypt change during the Old Kingdom?** 4) Who were the Egyptian gods? 5) What did the Ancient Egyptians believe about the afterlife? 6) How were the pyramids built? **What changes took place from the Old Kingdom up to the end of the Egyptian Empire?** 7) What were the consequences of invasion on the Old Kingdom of Ancient Egypt? 8) What were the success of the New Kingdom? 9) Who was Ramses II? 10) How did the Egyptian Empire end?	
Maths	Place Value x 3 weeks Addition and Subtraction x 5 weeks Multiplication and Division A x 4 weeks		Multiplication and Division B x 3 weeks Measurement – Length and Perimeter x 3 weeks Fractions A x 3 weeks Measurement – Mass and Capacity x 3 weeks		Fractions B x 2 weeks Measurement – Money x 2 weeks Measurement – Time x 3 weeks Geometry – Shape x 2 weeks Statistics x 2 weeks Consolidation x 1 week	
Reading	**The Human Skeleton** Non-Chron Report 2a/2b/2c **Mexican Folk Tales**	**On the Day of the Dead** Poetry 2b/2d	**The Arabian Peninsula** Non-Chron Report 2s/2b/2c **King Midas**	**Voyage of Discovery** Non-Chron Report 2b/2c/2d **Hansel and Gretel**	**The Arctic Ocean** Non-Chron Report 2a/2b/2c	**Someone who helps animals** Narrative 2b/2d

	Narrative 2b/2d **Hunter Gathers** Non-Chron Report 2a/2b/2d	**Counties and the regions of England** Non-Chron Report 2b/2b **Edmund Hillary's Amazing Achievements** Narrative 2b/2d	Narrative 2b/2c/2d	Playscript 2b/2d	**How were the dead mummified in Egypt?** Explanation 2a/2b/2c **King and Queen escaping the dragon!** Narrative 2b/2d	**Food** Poetry 2b/2d **Infographic on rocks** Non-Chron Report 2a/2b/2c
Art	**William Morris** 1. To explore the artwork of William Morris 2. To explore and understand the Arts and Crafts movement 3. To observe and sketch natural objects 4. To design a printing block inspired by William Morris 5. To create and print using a printing block inspired by William Morris		**Famous Buildings** 1. To explore and examine buildings in a range of architectural styles. 2. To explore the architecture of Sir Christopher Wren. 3. To explore colour and pattern in the design of St Basil's Cathedral. 4. To explore the design features of the Taj Mahal. 5. To examine the architecture of the Sydney Opera House. 6. To be able to design a building for a particular purpose.		**Seurat and Pointillism** 1. To find out who Georges Seurat was and explore his style of art. 2. To explore how to create art in the style of pointillism 3. To explore how Seurat used colours in his artwork. 4. To explore Seurat's paintings and how he created effects and shading. 5. To explore the work of other Pointillist artists. 6. To be able to create a piece of pointillism artwork.	
DT	**Cooking and Nutrition** **Eating Seasonally** 1. Where in the world? 2. British Seasonal Foods 3. Rainbow food 4. Making Tarts		**Mechanical Systems – Mechanical Posters** 1. Mechanical systems – investigate 2. Levers and Linkages 3. Designing 4. Prototypes 5. Finishing a product 6. Evaluation		**Structure – Castles/Pyramids** 1._Features of a castle 2.Designing a castle 3.Nets and structures 4.Building a castle	
Computing	**Creating Media** **Desktop Publishing** 1. To recognise how text and images communicate information 2. To recognise that text and layout can be edited 3. To choose appropriate page settings 4. To add content to a desktop publishing document	**Programming** **Sequencing Sound** 1. To explore a new programming environment 2. To identify that commands have an outcome 3. To explain that a program has a start 4. To recognise that a sequence of commands can have an order 5. To change the appearance of my project	**Data and Information** **Branching Databases** 1. To create questions with yes/no answers 2. To identify the attributes needed to collect data about an object 3. To create a branching database 4. To explain why it is helpful for a database to be well structured 5. To plan the structure of a branching database	**Computer Systems and Networks** **Computer Networks** 1. To explain how digital devices function 2. To identify input and output devices 3. To recognise how digital devices can change the way that we work 4. To explain how a computer network can be used to share information 5. To explore how digital	**Programming** **Events and Actions** 1. To explain how a sprite moves in an existing project 2. To create a program to move a sprite in four directions 3. To adapt a program to a new context 4. To develop my program by adding features 5. To identify and fix bugs in a program	**Creating Media** **Stop Frame Animations** 1. To explain that animation is a sequence of drawings or photographs 2. To relate animated movement with a sequence of images 3. To plan an animation 4. To identify the need to work

	5. To consider how different layouts can suit different purposes 6. To consider the benefits of desktop publishing	6. To create a project from a task description	6. To independently create an identification too	devices can be connected 6. To recognise the physical components of a network	6. To design and create a maze-based challenge	consistently and carefully 5. To review and improve an animation 6. To evaluate the impact of adding other media to an animation
PE – 3A	Express **Gymnastics – Travelling and linking Actions/Rolls** Teacher Led **OAA**	Express **Gymnastics – Handstand, cartwheels, round offs and jumps** Teacher Led **Games - Throwing and catching a ball**	Mr Saleh **Games – Travelling with a ball/Using** Mr Saleh **Athletics - Jumping**	Mr Saleh **Games - Striking and Hitting a ball** Mr Saleh **Athletics – Throwing/Running**	Mr Saleh **Games – Attacking and Defending/Passing a ball** Lauren **Dance**	Mr Saleh **Athletics – Sports Day Practise** Lauren **Gymnastics – Shapes and Balances - Yoga**
PE – 3B	Mr Saleh **Games – Travelling with a ball/Using Space** Teacher Led **OAA**	Mr Saleh **Athletics – Throwing/Running** Teacher Led **Games - Throwing and catching a ball**	Express **Gymnastics - Travelling and linking Actions/Rolls** Lauren **Dance**	Express **Gymnastics – Handstand, cartwheels, round offs and jumps** Lauren **Gymnastics – Shapes and Balances - Yoga**	Mr Saleh **Games - Striking and Hitting a ball** Mr Saleh **Athletics – Jumping**	Mr Saleh **Games – Attacking and Defending/Passing a ball** Mr Saleh **Athletics – Sports Day Practise**
RSHE	**No Outsiders** To understand what discrimination means (x1)	**No Outsiders** To understand what a bystander is (x1)	**No Outsiders** To be welcoming (x1)	**No Outsiders** To recognise a stereotype (x1)	**No Outsiders** To recognise and help an outsider (x1)	**No Outsiders** To consider living in Britain today (x1)
	Health and Happy Friendships Being a good friend (x3) (Discovery Ed)	**Similarities and Differences** Valuing and respecting one another (x3) (Discovery Ed)	**Caring and Responsibility** Responsibility and boundaries (x3) (Discovery Ed)	**Families and committed relationships** Different types of committed relationships (Discovery Ed) (x3)	**Healthy Bodies, healthy minds** Sleep, food and hygiene (Discover Ed) (x3)	**Coping with Change** 1. Coping with feelings when things change (Discovery Ed)
	E-Safety (Project Evolve) (x1) Self-Image and Identity – To explain ways in which someone might change their identity depending on what they are doing online	**E-Safety** (Project Evolve) (x1) Online Relationships – To explain what is meant by 'trusting someone online' why this is different from 'liking someone online' and why it is important to be careful about who to trust	**E-Safety** (Project Evolve) (x1) Online Relationships - To explain how someone's feelings can be hurt by what is said or written online.	**E-Safety** (Project Evolve) (x1) Online Reputation - To give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be	**E-Safety** (Project Evolve) (x1) Online Bullying - To give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal	**E-Safety** (Project Evolve) (x1) Managing Inline Information - To explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they

		online including what information and content they are trusted with		careful before sharing anything personal		might be shared online, e.g. in videos, memes, posts, news stories etc.
	Additional Lesson as Required	**Shared Responsibilities** Needs of living things (x1) (Teacher Planned) To know ways of carrying out shared responsibility for protecting the environment in school and at home, how every day choices can affect the environment	**Ourselves, growing and changing Perseverance and Self Esteem (Teacher Planned)** (x1) - To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	**Healthy Lifestyles (Y&T)** Health – Sun Safety (x1) - To explain the benefits and dangers of the sun and to know how to protect themselves from the harmful rays of sun	**Additional Lesson as Required**	**Additional Lesson as Required**
MFL 2023/2024	**All About Me** 1. To know simple greetings and responses 2. To know numbers to ten and use the correct pronunciation. 3. To write numbers down 4. To use their knowledge of numbers to say their birthday. 5. To know family members and link this to their own family setup. 6. To consolidate our knowledge of simple French phrases and greetings through an end of unit project (Wanted Poster).	**Games and Songs** 1. To know numbers to 20. 2. To learn simple games and link with opinion. 3. To write numbers 1 to 20. 4. To recognise and pronounce the names of animals. 5. To focus on the 'a' sound. 6. To consolidate our understanding of games and songs through an end of unit project.	La Phonetique (1 Lessons) J'Apprends Le Francais 1. (6 Lessons)	Les animaux 1. (6 lessons)	1. Les instruments	Je peux 1.(6 lessons)
MFL 2024/2025	La Phonetique (1 Lessons) J'Apprends Le Francais (6 Lessons)	Les animaux	Les instruments	Je peux	Les glaces (6 lessons)	Les Legumes (6 lessons)
Music (EMMC v2)	**Writing Music Down**	**Playing in a Band**	**Composing Using Your Imagination**	**More Musical Styles**	**Enjoying Improvisation**	**Opening Night**
RE	**Beliefs and Questions**	**Worship and Sacred Places** Where, how and why do people worship?	**Religion, Family and Community: Prayer** How do religious families and communities practice their faith?		**Inspirational People from the Past** What can we learn from inspiring people in sacred texts and in the history of religions?	

Science 2023/2024	**Our Changing World** 1. How do leaves change through the year? What seeds can we find through the year? How do flowers change through the year? 2. What colour are berries? 3. How often do insects visit plants? **Amazing Bodies** 1. What do we need to eat to stay healthy? 2. How does an adventurer stay healthy? 3. Why do we have a skeleton? 4. How do muscles help us move? 5. Do our bodies affect how well we do things? 6. How good are we at different activities?	**Can You See Me?** 1. What do we need to see? 2. Which is the shiniest? 3. How can we make it easier to be seen at night? 4. How can I make a shadow? 5. Can you change the shape of a shadow? 6. Can you change the size of a shadow? **Our Changing World (revisit)** 1. How do leaves change through the year? What seeds can we find through the year? How do flowers change through the year?	**Forces, Friction and Magnets** 1) What makes it move? 2) How long does a top spin on different surfaces? 3) How well can an object slide on different surfaces? 4) How do magnets affect each other? 5) Which materials are magnetic? 6) How strong are the magnets?	**Rocks, Soils and Fossils** 1. How are rocks different and what rock is this? 2. What are rocks used for? 3. How are soils different? 4. Which soils hold water? 5. What is this fossil? 6. Who was Mary Anning and how did she become a palaeontologist?	**Flowering Plants and Plant Growth** 1) What do leaves do? 2) What do roots and stems do? 3) What are the functions of the parts of a flowering plant? 4) What happens if plants do not have enough space? 5) How are plants different?	**Flowering Plants Life Cycle** 1) What is inside a flower? 2) What is animal pollination? 3) What is wind pollination? 4) What are fruits? 5) How are seeds dispersed?
Science 2024/2025	**Light and Shadows** 1) What do we need to see? 2) Which object is the most reflective? 3) How are shadows made? 4) Is my shadow like me? 5) How can we change the size of a shadow?	**Movement and Nutrition** 1) What nutrition do we get from our food? 2) Which nutrients are in school dinners? 3) What is in a human skeleton? 4) How do muscles help humans to move? 5) How are vertebrate and invertebrate bodies supported? 6) Are all vertebrate skeletons the same?	**Forces, Friction and Magnets** 1) What makes it move? 2) How long does a top spin on different surfaces? 3) How well can an object slide on different surfaces? 4) How do magnets affect each other? 5) Which materials are magnetic? 6) How strong are the magnets?	**Rocks, Soils and Fossils** 1. How are rocks different and what rock is this? 2. What are rocks used for? 3. How are soils different? 4. Which soils hold water? 5. What is this fossil? 6. Who was Mary Anning and how did she become a palaeontologist?	**Flowering Plants and Plant Growth** 1) What do leaves do? 2) What do roots and stems do? 3) What are the functions of the parts of a flowering plant? 4) What happens if plants do not have enough space? 5) How are plants different?	**Flowering Plants Life Cycle** 1) What is inside a flower? 2) What is animal pollination? 3) What is wind pollination? 4) What are fruits? 5) How are seeds dispersed?