

## Year 3 Long Term Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme / Topic:	Healthy Me!	Savage Stone Age	Rotten Romans	Italy	Jack and the Beanstalk	Light
English:	The Hodgeheg. <ul style="list-style-type: none"> <li>• Narrative.</li> <li>• Description.</li> <li>• Recount</li> <li>• Diary writing.</li> <li>• Information texts.</li> </ul>	Ug: Boy genius of the Stone Age and his search for soft trousers. Story of Mary Anning. Stig of the Dump. <ul style="list-style-type: none"> <li>• Narrative.</li> <li>• Film review.</li> <li>• Persuasive - advert.</li> <li>• Biography.</li> <li>• Non-chronological report.</li> </ul>	Myths and legends- Romulus and Remus History Hackers (E book) <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Newspaper report.</li> <li>• Letter home.</li> <li>• Play scripts.</li> <li>• Poetry</li> </ul>	Non-fiction Texts <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary entry</li> <li>• Persuasive Advert</li> <li>• Non-chronological report.</li> </ul>	<ul style="list-style-type: none"> <li>• Diary entry.</li> <li>• Instructions.</li> <li>• Narrative.</li> <li>• Explanations</li> </ul>	The Firework Maker's Daughter. <ul style="list-style-type: none"> <li>• Narrative.</li> <li>• Diary writing.</li> <li>• Play script.</li> <li>• Instructions.</li> <li>• Balanced Argument</li> </ul>
Maths: (Discrete daily sessions with links made to topics where possible)	Number and place value Addition and subtraction Problem solving, reasoning	Multiplication and division Problem solving, reasoning	Multiplication and division Measurement: Money Statistics Problem solving, reasoning	Length and Perimeter Fractions Problem solving, reasoning	Fractions Time Problem solving, reasoning	Geometry: Properties of Shapes Measurement: Mass and Capacity Problem solving, reasoning
Science:	Animals including Humans (nutrition, muscles and movement) <ul style="list-style-type: none"> <li>• Identify that animals need the right types and amounts of nutrition</li> <li>• Animals cannot make their own food</li> </ul>	Rocks <ul style="list-style-type: none"> <li>• Compare and group rocks based on their appearance and physical properties</li> <li>• Describe the formation</li> <li>• Describe in</li> </ul>	Forces and magnets <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Recognise that some forces need contact, but magnetic forces can act at a distance</li> </ul>		Plants <ul style="list-style-type: none"> <li>• Identify and describe the functions and arts of a flowering plant</li> <li>• Explore the requirements for growth</li> <li>• Investigate water</li> </ul>	Light <ul style="list-style-type: none"> <li>• Recognise they need light to see</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun</li> </ul>

## Year 3 Long Term Curriculum Map

	<ul style="list-style-type: none"> <li>Identify that humans and some animals have skeletons and muscles for support, movement and protection</li> </ul>	<p>simple terms how fossils are formed</p> <ul style="list-style-type: none"> <li>Recognise that soils are made rock and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>Observe how magnets attract and repel some materials and not others</li> <li>Compare and group materials on the basis of being attracted to a magnet</li> <li>Predict whether two magnets will attract or repel depending on which poles are facing</li> </ul>		<p>transportation</p> <ul style="list-style-type: none"> <li>Explore the part that flowers play in the life cycle of a flowering plant</li> </ul>	<p>can be dangerous</p> <ul style="list-style-type: none"> <li>Recognise that shadows are formed when a light source is blocked</li> <li>Find patterns in the way shadows change</li> </ul>
<b>ICT:</b>	<p>Logo and scratch</p> <ul style="list-style-type: none"> <li>Design, write and debug programs</li> <li>Sequence, selection and repetition</li> <li>Logical reasoning</li> </ul> <p>ESafety</p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly</li> </ul>	<p>Word Processing</p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software</li> </ul>	<p>Drawing and Desktop Publishing</p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software</li> </ul>		<p>Internet research and word processing.</p> <ul style="list-style-type: none"> <li>Understand computer networks</li> <li>Use search technologies</li> </ul>	<p>Presentation skills and Publishing.</p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software</li> </ul>
<b>History:</b>		<p>Stone Age to Iron Age</p>	<p>The Romans</p> <ul style="list-style-type: none"> <li>Invasions</li> </ul>			

## Year 3 Long Term Curriculum Map

		<ul style="list-style-type: none"> <li>Surviving</li> <li>Skara Brae</li> <li>Stonehenge</li> <li>Hill forts</li> </ul>	<ul style="list-style-type: none"> <li>Roman Roads</li> <li>Boudicca's Rebellion</li> <li>Hadrian's Wall</li> <li>Gods and Goddesses</li> <li>Roman baths</li> </ul>			
<b>Geography:</b>	<b>Locational Knowledge:</b> <ul style="list-style-type: none"> <li>Continents</li> <li>Europe.</li> <li>Key physical and human features, counties, major cities.</li> <li>Atlases, globes</li> </ul>	<b>Human and Physical:</b> <ul style="list-style-type: none"> <li>Skara Brae.</li> <li>Stonehenge.</li> </ul>	<b>Location Knowledge:</b> <ul style="list-style-type: none"> <li>Roman Empire.</li> <li>Roman roads.</li> <li>Roman place names.</li> </ul>	<b>Location Knowledge:</b> <ul style="list-style-type: none"> <li>Italy - rivers, mountains, volcanoes, settlement, land use, trade, natural resources.</li> <li>8 points of the compass</li> <li>4/6 fig grid reference</li> <li>ordnance survey map to build knowledge of wider world.</li> </ul>		<b>Geographical skills and Fieldwork:</b> <ul style="list-style-type: none"> <li>Measure, record human and physical features in the local area.</li> <li>8 points of the compass</li> <li>4/6 fig grid reference</li> <li>ordnance survey map to build knowledge of UK.</li> <li>Maps, digital mapping</li> </ul>
<b>RE:</b>	Domestic church (family): Homes Baptism/Confirmation (belonging) : Promises	Judaism Advent/Christmas (loving): Visitors	Local church (community): Journeys Eucharist (relating) : Listening and sharing	Lent/.Ester (giving) : Giving all	Pentecost (serving): Energy Reconciliation (Inter-relating) :Choices.	Other World Faiths Universal church (world) : Special Places
<b>PE:</b>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> </ul> Invasion Games Hockey and basketball	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> </ul> Invasion Games Netball football,	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> </ul> Net and Wall games Tennis, badminton,	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> </ul> Invasion Games Tag rugby	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> <li>Safe self rescue</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> <li>Safe self rescue</li> </ul>

## Year 3 Long Term Curriculum Map

	Passing and receiving	dodgeball Attacking and defending	volleyball	Multiskills	Athletics Val Sabin	Striking and Fielding Kwik cricket, rounders
<b>Design &amp; Technology:</b>	To make a healthy alternative to sweets <ul style="list-style-type: none"> <li>Understand the principles of a healthy and varied diet</li> </ul>	Develop techniques in textiles. To make a pair of stone age trousers linked to the story of Ug. Join materials using glue and stitch	Make a Roman shield <ul style="list-style-type: none"> <li>Design a functional , appealing product.</li> <li>Apply knowledge of how to strengthen, stiffen and reinforce structures</li> <li>Select from a range of tools</li> <li>Select from a range of construction materials</li> <li>Evaluate against own criteria</li> </ul> Make a magnetic board game.	Make pizza and design own packaging <ul style="list-style-type: none"> <li>Design a functional , innovative product.</li> <li>Model through pattern pieces, sketches</li> <li>Evaluate against own criteria</li> </ul>		Design and make water rockets. <ul style="list-style-type: none"> <li>Annotated sketches</li> <li>Cross-sectional diagrams</li> <li>Select from a range of tools</li> <li>Select from a range of construction materials</li> <li>Evaluate against own criteria</li> </ul> Design and make a shadow puppet theatre.
<b>Art:</b>	<ul style="list-style-type: none"> <li>Show pattern and texture by adding dots. Pointillist style to create river scenes.</li> <li>Draw lines of different thickness. Sketching hedgehogs</li> <li>Wax and charcoal</li> </ul>	Design and make a symmetrical Stone Age bracelet. Clay Stone Age pots. Cave painting. To develop painting techniques. To develop	Design a Roman mosaic	To take inspiration from the greats. European art and artists. Cezanne fruit, fields flowers. Michael Angelo - paint upside down.	Develop drawing techniques. Sketching fruits and plants/flowers To develop print techniques. Use fruit/vegetables for printing to create	Create a collage of a firework display.

## Year 3 Long Term Curriculum Map

	mountain scenes.	techniques in collage. Collage of the dump from Stig of the Dump.			wallpaper.	
<b>Music:</b>	Unit 1 Pulse <ul style="list-style-type: none"> <li>• Range of sounds</li> <li>• Play the rhythm</li> <li>• Create own rhythm</li> <li>• Steady pulse as a group</li> <li>• Perform</li> </ul>	Recorders <ul style="list-style-type: none"> <li>• Stave, treble clef</li> <li>• Crochet</li> <li>• Quaver</li> <li>• Repeat sign</li> <li>• Notes B, A, G</li> </ul>	Unit 3 Rhythm <ul style="list-style-type: none"> <li>• Rhythm and pulse</li> <li>• Internalising words</li> <li>• Compose</li> <li>• Compose and notate rhythms</li> <li>• Perform and assess.</li> </ul>	Recorders <ul style="list-style-type: none"> <li>• Bar lines</li> <li>• Double lines</li> <li>• Minim</li> <li>• Time signature</li> <li>• Dotted notes</li> <li>• Ostinato</li> <li>• Note E</li> </ul>	Unit 6 To listen to and use features of recorded music <ul style="list-style-type: none"> <li>• House</li> <li>• Rock&amp;Roll</li> <li>• Reggae</li> </ul>	Recorders <ul style="list-style-type: none"> <li>• Tied notes</li> <li>• Semibreve</li> <li>• Slurred notes</li> <li>• Duet</li> <li>• Note D</li> </ul>
<b>PSHE:</b>	Exploring Emotions <ul style="list-style-type: none"> <li>• Feelings</li> </ul> Being Me <ul style="list-style-type: none"> <li>• What makes you, you?</li> </ul>	Bullying <ul style="list-style-type: none"> <li>• Bullying</li> </ul> Difference and Diversity <ul style="list-style-type: none"> <li>• Stereotyping</li> </ul>	Being Safe <ul style="list-style-type: none"> <li>• Road safety/consent</li> </ul>	Being Healthy <ul style="list-style-type: none"> <li>• Food</li> </ul> Drug Education <ul style="list-style-type: none"> <li>• Safe and Harmful Objects</li> </ul>	Being Responsible <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> </ul>	Money Matters <ul style="list-style-type: none"> <li>• Earning Money</li> </ul> Changes <ul style="list-style-type: none"> <li>• Uncomfortable Changes</li> </ul>