

Year 3 Long Term Curriculum Map

Year 3	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme:	Healthy Me!	Savage Stone Age	Rotten Romans	Italy	Jack and the Beanstalk	Light
English	<p>The Hodgeheg.</p> <ul style="list-style-type: none"> Narrative Description Recount Diary writing Information texts 	<p>Ug: Boy genius of the Stone Age and his search for soft trousers.</p> <ul style="list-style-type: none"> Narrative Letter writing. Instructions Comic Strip Persuasive writing Comparing authors 	<p>Myths and legends Romulus and Remus</p> <ul style="list-style-type: none"> Narrative Newspaper report. Letter home. Play scripts. Instructions Poetry 	<ul style="list-style-type: none"> Narrative Non-chronological report. Diary entry 	<ul style="list-style-type: none"> Diary entry. Instructions. Narrative. Explanations 	<p>The Firework Maker's Daughter.</p> <ul style="list-style-type: none"> Narrative Play script Persuasive argument. Poetry
Maths	Place Value Addition & Subtraction	Addition & Subtraction Multiplication & division	Multiplication & division Length & perimeter	Fractions Mass & Capacity	Fractions Money Time	Shape Statistics
Science	<p>Animals including Humans (nutrition, muscles and movement)</p> <ul style="list-style-type: none"> Identify that animals need the right types and amounts of nutrition Animals cannot make their own food Identify that humans and some animals have skeletons and muscles for support, movement and protection 	<p>Rocks</p> <ul style="list-style-type: none"> Compare and group rocks based on their appearance and physical properties Describe in simple terms how fossils are formed Recognise that soils are made rock and organic matter <p>Mary Anning.</p>	<p>Forces and magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Recognise that some forces need contact, but magnetic forces can act at a distance Observe how magnets attract and repel some materials and not others Compare and group materials on the basis of being 		<p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions and arts of a flowering plant Explore the requirements for growth Investigate water transportation Explore the part that flowers play in the life cycle of a flowering plant 	<p>Light</p> <ul style="list-style-type: none"> Recognise they need light to see Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous Recognise that shadows are formed when a light source is blocked Find patterns in the way shadows change

Year 3 Long Term Curriculum Map

			<p>attracted to a magnet</p> <ul style="list-style-type: none"> • Predict whether two magnets will attract or repel depending on which poles are facing 			
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly. • Recognise acceptable and unacceptable behaviour. • Identify a range of ways to report concerns about content/contact. 	<p>Logo and scratch</p> <ul style="list-style-type: none"> • Design, write and debug programs • Sequence, selection and repetition • Logical reasoning 	<p>Drawing and Desktop Publishing</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software 	<p>Word Processing</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software. 	<p>Online Searchers/Surfers</p> <ul style="list-style-type: none"> • Understand computer networks • Use search technologies • Select, use and combine a variety of software. 	<p>Presentation skills</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software
History		<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • Survival in the Stone Age • Skara Brae • Mining for copper • Stonehenge • Hill forts • Druids 	<p>The Romans</p> <ul style="list-style-type: none"> • Spread of the Roman Empire • Roman Roads • Changes due to the spread of the Roman Empire • Hadrian's Wall • Gods and Goddesses • Roman baths 			
Geography	<p>Europe -</p> <ul style="list-style-type: none"> • concentrating on their environmental regions, 			<p>Extreme Earth - Volcanoes and earthquakes linked to Italy.</p>	<p>All around the world Measure, record human and physical features in the local area.</p> <ul style="list-style-type: none"> • 8 points of the 	<p>Geographical skills and Fieldwork:</p> <ul style="list-style-type: none"> • 4/6 fig grid reference • ordnance

Year 3 Long Term Curriculum Map

	<ul style="list-style-type: none"> key physical and human characteristic countries, and major cities Italy - rivers, mountains, volcanoes, settlement, land use, trade, natural resources. <p>Atlases and Globes</p>				compass	<p>survey map to build knowledge of UK</p> <ul style="list-style-type: none"> 4/6 fig grid reference <p>Maps, digital mapping</p>
RE	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
PE	Swimming <ul style="list-style-type: none"> Swim 25m Front crawl, Backstroke, Breaststroke, Dolphin 	Swimming <ul style="list-style-type: none"> Swim 25m Front crawl, Backstroke, Breaststroke, Dolphin 	Swimming <ul style="list-style-type: none"> Swim 25m Front crawl, Backstroke, Breaststroke, Dolphin 	Swimming <ul style="list-style-type: none"> Swim 25m Front crawl, Backstroke, Breaststroke, Dolphin 	Swimming <ul style="list-style-type: none"> Swim 25m Front crawl, Backstroke, Breaststroke, Dolphin Safe self rescue 	Swimming <ul style="list-style-type: none"> Swim 25m Front crawl, Backstroke, Breaststroke, Dolphin Safe self rescue
PE (FDS)	Athletics Unit 1 - Throwing, sprinting, jumping	Unit 1 - Ball Skills Invasion focus Passing and receiving	Gymnastics - Unit 1 - L	Unit 3 - Net/ court/ Wall games Tennis, badminton, volleyball	Athletics Unit 2	Unit 4 - Striking and Fielding Kwik cricket, rounders
D&T		Stone age trousers: <ul style="list-style-type: none"> Develop techniques in textiles. Join materials using glue and stitch 	Roman shield: <ul style="list-style-type: none"> Design a functional, appealing product. Apply knowledge of how to strengthen, stiffen and reinforce 	Pizza: <ul style="list-style-type: none"> Make pizza and design own packaging Design a functional, innovative product. Model through 		Shadow puppet theatre: Design and make a shadow puppet theatre.

Year 3 Long Term Curriculum Map

			<p>structures</p> <ul style="list-style-type: none"> • Select from a range of tools • Select from a range of construction materials • Evaluate against own criteria • Make a magnetic board game. 	<p>pattern pieces, sketches</p> <ul style="list-style-type: none"> • Evaluate against own criteria 		
Art	<p>Pointillism</p> <ul style="list-style-type: none"> • Show pattern and texture by adding dots. Pointillist style to create river scenes. • Draw lines of different thickness. • Sketching hedgehogs 	<p>Stone age pot:</p> <ul style="list-style-type: none"> • Design and make a Clay Stone Age pot. <p>Cave painting:</p> <ul style="list-style-type: none"> • Develop painting techniques. 	<p>Roman Mosaic:</p> <ul style="list-style-type: none"> • Design and make a Roman mosaic. 	<p>European painting:</p> <ul style="list-style-type: none"> • To take inspiration from the greats. • European art and artists. Cezanne fruit, fields flowers. Michael Angelo - paint upside down. 	<p>Sketching:</p> <ul style="list-style-type: none"> • Develop drawing techniques. Sketching fruits and plants/flowers <p>Printing:</p> <ul style="list-style-type: none"> • Develop print techniques. • Use fruit/vegetables for printing to create wallpaper. 	<p>Collage:</p> <ul style="list-style-type: none"> • Create a collage of a firework display.
Music	<p>Recorders</p> <ul style="list-style-type: none"> • Stave, • Semibreve • Minim • Perform • Duet • Repeat sign • Notes B, A, G • Group performance. • Hear a melody 	<p>Unit 1 Pulse</p> <ul style="list-style-type: none"> • Range of sounds • Play the rhythm • Create own rhythm • Steady pulse as a group <p>Voice:</p> <ul style="list-style-type: none"> • Create and lead 	<p>Recorders</p> <ul style="list-style-type: none"> • Bar lines • Double lines • Minim • Time signature • Dotted notes • Ostinato • Note E <p>Pitch:</p> <ul style="list-style-type: none"> • Create simple rhythmic 	<p>Unit 3 Rhythm</p> <ul style="list-style-type: none"> • Rhythm and pulse • Internalising words • Compose • Compose and notate rhythms • Create and lead a group performance 	<p>Recorders</p> <ul style="list-style-type: none"> • Tied notes • Semibreve • Slurred notes • Duet • Note D <p>Music technology and structure:</p> <ul style="list-style-type: none"> • create, change 	<p>20th Century Music</p> <ul style="list-style-type: none"> • recognise and describe some features of film music • listen to and use features of recorded music from different traditions, genres, styles and times

Year 3 Long Term Curriculum Map

	<p>and create a graphic score.</p> <ul style="list-style-type: none"> • Create simple rhythmic patterns and melodies. 	<p>a group performance</p> <ul style="list-style-type: none"> • Hear a melody and create a graphic score 	<p>patterns, melodies and accompaniments</p>	<ul style="list-style-type: none"> • Hear a melody and create a graphic score <p>Pitch:</p> <ul style="list-style-type: none"> • Create simple rhythmic patterns and melodies. 	<p>and combine sounds.</p> <ul style="list-style-type: none"> • Recognise and use basic musical structure. 	
PSHE	<p>Exploring Emotions</p> <ul style="list-style-type: none"> • Feelings <p>Being Me</p> <ul style="list-style-type: none"> • What makes you, you? 	<p>Bullying</p> <ul style="list-style-type: none"> • Bullying <p>Difference and Diversity</p> <ul style="list-style-type: none"> • Stereotyping 	<p>Being Safe</p> <ul style="list-style-type: none"> • Road safety/consent 	<p>Being Healthy</p> <ul style="list-style-type: none"> • Food <p>Drug Education</p> <ul style="list-style-type: none"> • Safe and Harmful Objects 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Rights and responsibilities <p>Relationships</p>	<p>Money Matters</p> <ul style="list-style-type: none"> • Earning Money <p>Changes</p> <ul style="list-style-type: none"> • Uncomfortable Changes <p>A Journey in Love</p>
French	<p>J'Apprends Le Francais</p> <p>I'm learning French!</p>	<p>Seasons</p> <p>Les Saisons</p>	<p>Musical Instruments</p> <p>Les Instruments</p>	<p>Fruits</p> <p>Les Fruits</p>	<p>Ice-creams</p> <p>Les Glaces</p>	<p>Transport</p> <p>Les Transports</p>