

### Year 3 Long Term Curriculum Map - 2023-2024

Year 3	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Theme:</b>	Healthy Me!	Savage Stone Age	Rotten Romans	Italy	Jack and the Beanstalk	Light
<b>English</b>	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. <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Letter writing.</li> <li>• Instructions</li> <li>• Comic Strip</li> <li>• Persuasive writing</li> <li>• Comparing authors</li> </ul>	Myths and legends Romulus and Remus <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Newspaper report.</li> <li>• Letter home.</li> <li>• Play scripts.</li> <li>• Instructions</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Non-chronological report.</li> <li>• Diary entry</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>• Play script</li> <li>• Persuasive argument.</li> <li>• Poetry</li> </ul>
<b>Maths</b>	Place Value Addition & Subtraction	Addition & Subtraction Multiplication & division	Multiplication & division Length & perimeter	Fractions Mass & Capacity	Fractions Money Time	Shape Statistics
<b>Science</b>	<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat.</li> <li>• Identify that humans and some animals have skeletons and muscles for</li> </ul>	<b>Rocks</b> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks based on their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when living things that have lived are trapped within rock.</li> <li>• Recognise that soils are made</li> </ul>	<b>Forces and magnets</b> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract and repel some materials and not others.</li> <li>• Compare and group together a variety of everyday</li> </ul>		<b>Plants</b> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of a flowering plant.</li> <li>• 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.</li> <li>• Investigate the way water is</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect the eyes.</li> <li>• Recognise that shadows are</li> </ul>

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	support, movement and protection.	rocks and organic matter.	<p>materials on the basis of whether they attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel depending on which poles are facing.</li> </ul>		<p>transported within plants.</p> <ul style="list-style-type: none"> <li>Explore the part that flowers play in the life cycle of a flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>formed when the light from a light source is blocked.</p> <ul style="list-style-type: none"> <li>Find patterns in the way that the size of shadows can change.</li> </ul>
<b>Computing</b>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly.</li> <li>Recognise acceptable and unacceptable behaviour.</li> <li>Identify a range of ways to report concerns about content/contact.</li> </ul>	<p><b>Drawing and Desktop Publishing</b></p> <ul style="list-style-type: none"> <li>Draw/manipulate different shapes/lines, order/group objects, combine text/images, create effective layout.</li> </ul>	<p><b>Logo and scratch</b></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><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software.</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<p><b>Online Searchers/ Surfers</b></p> <ul style="list-style-type: none"> <li>Understand what the internet is and how it works.</li> <li>How to use search engines to make safe searches.</li> <li>To use different website links to find reliable information.</li> <li>Different ways of copying/pasting images from a website.</li> <li>Create magazine article using research skills.</li> </ul>	<p><b>Presentation skills</b></p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software</li> <li>Create templates, add themes, transitions and animations to slides. Insert audio/video.</li> </ul>

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History		<b>Stone Age to Iron Age</b> <ul style="list-style-type: none"> <li>Survival in the Stone Age</li> <li>Skara Brae</li> <li>Mining for copper</li> <li>Stonehenge</li> <li>Hill forts</li> <li>Druids</li> </ul>	<b>The Romans</b> <ul style="list-style-type: none"> <li>Spread of the Roman Empire</li> <li>Roman Roads</li> <li>Changes due to the spread of the Roman Empire</li> <li>Hadrian's Wall</li> <li>Gods and Goddesses</li> <li>Roman baths</li> </ul>			
Geography	<b>Europe -</b> <ul style="list-style-type: none"> <li>concentrating on their environmental regions,</li> <li>key physical and human characteristic countries, and major cities</li> <li>Italy - rivers, mountains, volcanoes, settlement, land use, trade, natural resources.</li> <li>Atlases and Globes</li> </ul>			<b>Extreme Earth -</b> Volcanoes and earthquakes linked to Italy.	<b>All around the world</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> </ul>	<b>Geographical skills and Fieldwork:</b> <ul style="list-style-type: none"> <li>4/6 fig grid reference</li> <li>ordnance survey map to build knowledge of UK</li> <li>4/6 fig grid reference</li> <li>Maps, digital mapping</li> </ul>
RE	<b>Domestic church</b> (family): Homes  <b>Baptism/Confirmation</b> (belonging): Promises	<b>Judaism</b>  <b>Advent/Christmas</b> (loving): Visitors	<b>Local church</b> (community): Journeys  <b>Eucharist</b> (relating): Listening and sharing	<b>Lent/.Easter</b> (giving): Giving all	<b>Pentecost</b> (serving): Energy <b>Reconciliation</b> (Inter-relating): Choices.	<b>Other World Faiths</b>  <b>Universal church</b> (world): Special Places

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PE	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim 25m</li> <li>Front crawl, Backstroke, Breaststroke, Dolphin</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>	<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>
PE (FDS)	<b>Athletics Unit 1</b> - Throwing, sprinting, jumping	<b>Unit 1 - Ball Skills</b> Invasion focus Passing and receiving	<b>Gymnastics - Unit 1</b> - L	<b>Unit 3 - Net/ court/ Wall games</b> Tennis, badminton, volleyball	<b>Athletics Unit 2</b>	<b>Unit 4 - Striking and Fielding</b> Kwik cricket, rounders
D&T		<b>Stone age trousers:</b> <ul style="list-style-type: none"> <li>Develop techniques in textiles.</li> <li>Join materials using glue and stitch</li> </ul>	<b>Roman shield:</b> <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> <li>Make a magnetic board game.</li> </ul>	<b>Pizza:</b> <ul style="list-style-type: none"> <li>Make pizza and design own packaging</li> <li>Design a functional, innovative product.</li> <li>Model through pattern pieces, sketches</li> <li>Evaluate against own criteria</li> </ul>		<b>Shadow puppet theatre:</b> Design and make a shadow puppet theatre.
Art	<b>Pointillism</b> <ul style="list-style-type: none"> <li>Show pattern and texture by adding</li> </ul>	<b>Stone age pot:</b>	<b>Roman Mosaic:</b> <ul style="list-style-type: none"> <li>Design and make a Roman mosaic.</li> </ul>	<b>European painting:</b> <ul style="list-style-type: none"> <li>To take inspiration from the greats.</li> </ul>	<b>Sketching:</b> <ul style="list-style-type: none"> <li>Develop drawing techniques.</li> </ul>	<b>Collage:</b> <ul style="list-style-type: none"> <li>Create a collage of a firework display.</li> </ul>

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	<p>dots. Pointillist style to create river scenes.</p> <ul style="list-style-type: none"> <li>Draw lines of different thickness.</li> <li>Sketching hedgehogs</li> </ul>	<ul style="list-style-type: none"> <li>Design and make a Clay Stone Age pot.</li> </ul> <p>Cave painting:</p> <ul style="list-style-type: none"> <li>Develop painting techniques.</li> </ul>		<ul style="list-style-type: none"> <li>European art and artists. Cezanne fruit, fields flowers. Michael Angelo - paint upside down.</li> </ul>	<p>Sketching fruits and plants/flowers</p> <p>Printing:</p> <ul style="list-style-type: none"> <li>Develop print techniques.</li> <li>Use fruit/vegetables for printing to create wallpaper.</li> </ul>	
<b>Music</b>	<p><b>Recorders</b></p> <ul style="list-style-type: none"> <li>Stave,</li> <li>Semibreve</li> <li>Minim</li> <li>Perform</li> <li>Duet</li> <li>Repeat sign</li> <li>Notes B, A, G</li> <li>Group performance.</li> <li>Hear a melody and create a graphic score.</li> <li>Create simple rhythmic patterns and melodies.</li> </ul>	<p><b>Unit 1 Pulse</b></p> <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> </ul> <p><b>Voice:</b></p> <ul style="list-style-type: none"> <li>Create and lead a group performance</li> <li>Hear a melody and create a graphic score</li> </ul>	<p><b>Recorders</b></p> <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> <p><b>Pitch:</b></p> <ul style="list-style-type: none"> <li>Create simple rhythmic patterns, melodies and accompaniments</li> </ul>	<p><b>Unit 3 Rhythm</b></p> <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>Create and lead a group performance</li> <li>Hear a melody and create a graphic score</li> </ul> <p><b>Pitch:</b></p> <ul style="list-style-type: none"> <li>Create simple rhythmic patterns and melodies.</li> </ul>	<p><b>Recorders</b></p> <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> <p><b>Music technology and structure:</b></p> <ul style="list-style-type: none"> <li>create, change and combine sounds.</li> <li>Recognise and use basic musical structure.</li> </ul>	<p><b>20th Century Music</b></p> <ul style="list-style-type: none"> <li>recognise and describe some features of film music</li> <li>listen to and use features of recorded music from different traditions, genres, styles and times</li> </ul>
<b>PSHE</b>	<p><b>Exploring Emotions</b></p> <ul style="list-style-type: none"> <li>Feelings</li> </ul> <p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>What makes you, you?</li> </ul>	<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>Bullying</li> </ul> <p><b>Difference and Diversity</b></p> <ul style="list-style-type: none"> <li>Stereotyping</li> </ul>	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>Road safety/consent</li> </ul>	<p><b>Being Healthy</b></p> <ul style="list-style-type: none"> <li>Food</li> </ul> <p><b>Drug Education</b></p> <ul style="list-style-type: none"> <li>Safe and Harmful Objects</li> </ul>	<p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>Rights and responsibilities</li> </ul> <p><b>Relationships</b></p>	<p><b>Money Matters</b></p> <ul style="list-style-type: none"> <li>Earning Money</li> <li></li> </ul> <p><b>Changes</b></p> <ul style="list-style-type: none"> <li>Uncomfortable Changes</li> </ul> <p><b>A Journey in Love</b></p>

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French	<b>J'Apprends Le Français</b> <b>I'm learning French!</b>	<b>Musical Instruments</b> <b>Les Instruments</b>	<b>Seasons</b> <b>Les Saisons</b>	<b>Fruits</b> <b>Les Fruits</b>	<b>Ice-creams</b> <b>Les Glaces</b>	<b>Vegetables</b> <b>Les Legumes</b>
	<ul style="list-style-type: none"> <li>Pinpoint France and other French speaking countries on a map of the world.</li> <li>Ask and answer the question 'How are you?' in French.</li> <li>Say 'Hello' and 'Goodbye' in French.</li> <li>Ask and answer the question 'What is your name?' in French.</li> <li>Count to 10 in French.</li> <li>Say 10 colours in French.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner.</li> <li>Understand articles/determiners and that the definite article/determiner 'the' has a plural form in French.</li> <li>Learn to say and write 'I play an instrument' using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, recall and remember the 4 seasons in French.</li> <li>Recognise, recall and remember a short phrase for each season in French.</li> <li>Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns.</li> <li>Ask somebody in French if they like a particular fruit.</li> </ul> <p>Say what fruits they like and dislike.</p>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in French using 'je voudrais'.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like a cone or a small pot/tub of ice-cream.</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 vegetables in French.</li> <li>Attempt to spell some of these nouns (including the correct determiner/article)</li> <li>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables</li> </ul>