

## 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  | Escape from Pompeii   | Extreme Earth   | Around the World  | Light  |
| <b>English</b> | <p>The Hodgeheg.</p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Description</li> <li>Recount</li> <li>Diary writing</li> <li>Information texts</li> </ul>   | <p>Ug: Boy genius of the Stone Age and his search for soft trousers.</p> <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>   | <p>Escape from Pompeii</p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Diary</li> <li>Letter</li> <li>Newspaper report.</li> </ul>  | <ul style="list-style-type: none"> <li>Non-chronological report.</li> </ul> <p>Girl and Robot -</p> <ul style="list-style-type: none"> <li>Narrative</li> </ul> | <ul style="list-style-type: none"> <li>Postcards</li> <li>Non-chronological report</li> <li>Narrative (sequel)</li> <li>Diary entry.</li> <li>Instructions.</li> </ul>  | <p>The Firework Maker's Daughter.</p> <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<br>Addition & Subtraction  | Addition & Subtraction<br>Multiplication & division   | Multiplication & division<br>Length & perimeter   | Fractions<br>Mass & Capacity  | Fractions<br>Money<br>Time  | Shape<br>Statistics  |
| <b>Science</b> | <p><b>Animals including Humans</b></p> <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> | <p><b>Rocks</b></p> <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> | <p><b>Forces and magnets</b></p> <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> |   | <p><b>Plants</b></p> <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> | <p><b>Light</b></p> <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.  | materials on the basis of whether they attracted to a magnet, and identify some magnetic materials. <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> |   | transported within plants. <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>   | formed when the light from a light source is blocked. <ul style="list-style-type: none"> <li>Find patterns in the way that the size of shadows can change.</li> </ul>   |
| <b>Computing</b> | <b>Online Safety</b> <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> | <b>Drawing and Desktop Publishing</b> <ul style="list-style-type: none"> <li>Draw/manipulate different shapes/lines, order/group objects, combine text/images, create effective layout.</li> </ul> | <b>Logo and scratch</b> <ul style="list-style-type: none"> <li>Design, write and debug programs</li> <li>Sequence, selection and repetition</li> <li>Logical reasoning</li> </ul>   | <b>Word Processing</b> <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> | <b>Online Searchers/ Surfers</b> <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> | <b>Presentation skills</b> <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><br>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><br>(family): Homes<br><br><b>Baptism/Confirmation</b><br>(belonging): Promises   | <b>Judaism</b><br><br><b>Advent/Christmas</b><br>(loving): Visitors   | <b>Local church</b><br>(community): Journeys<br><br><b>Eucharist</b> (relating):<br>Listening and sharing   | <b>Lent/ .Easter</b> (giving):<br>Giving all                         | <b>Pentecost</b> (serving):<br>Energy<br><b>Reconciliation</b> (Inter-relating): Choices.   | <b>Other World Faiths</b><br><br><b>Universal church</b><br>(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><br>Throwing, sprinting, jumping  | <b>Unit 1 - Ball Skills</b><br>Invasion focus<br>Passing and receiving   | <b>Gymnastics - Unit 1 -</b><br>L   | <b>Unit 3 - Net/ court/ Wall games</b><br>Tennis, badminton, volleyball  | <b>Athletics Unit 2</b>  | <b>Unit 4 - Striking and Fielding</b><br>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><br>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 Francais</b><br><b>I'm learning French!</b>  | <b>Musical Instruments</b><br><b>Les Instruments</b>  | <b>Seasons</b><br><b>Les Saisons</b>   | <b>Fruits</b><br><b>Les Fruits</b>  | <b>Ice-creams</b><br><b>Les Glaces</b>  | <b>Vegetables</b><br><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> |