

Year 3 Long Term Curriculum Map

Year 3	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
English	The BFG Own Version Narrative <ul style="list-style-type: none"> • Recount (diary) • Character description • Wanted Poster • New chapter • Instructions • Letter The Barnabus Project Brochures <ul style="list-style-type: none"> • Instructional writing • Descriptions • Advertisements • Letters of advice • Dialogue 	The Tear Thief Newspaper Articles <ul style="list-style-type: none"> • Shared poems • Diary entries • Persuasive posters • Letters of explanation • Discussions The First Drawing Own historical narrative. <ul style="list-style-type: none"> • Character description • Diaries • Recounts 	The Tin Forest Persuasive Information leaflets <ul style="list-style-type: none"> • Persuasive posters • Information leaflets • Postcards • Diaries • Wishes • Setting descriptions Jim, A Cautionary Tale Narrative Poems <ul style="list-style-type: none"> • Warning Posters • Announcements • Alternative endings • Performance poetry • letters of apology 	Escape from Pompeii Newspaper report <ul style="list-style-type: none"> • Diary entries • Persuasive posters • Letters of explanation • Discussions 	Cloud Tea Monkeys Non-Chronological Reports <ul style="list-style-type: none"> • Descriptions • 'How to' guides • Letters Discussions	Flotsam Narrative (sequel) <ul style="list-style-type: none"> • Postcards • Setting description • Non-chronological report • Message in a bottle Our Tower Extended fantast narrative <ul style="list-style-type: none"> • Poems • Setting descriptions • Diary entries • Dialogue • Letters of thanks
Maths	Place Value Addition & Subtraction	Addition & Subtraction Multiplication & division	Multiplication & division Length & perimeter	Fractions Mass & Capacity	Money Time	Shape Statistics
Science	Animals including Humans (Skeletons & Movement) <ul style="list-style-type: none"> • Identify that humans and some animals have skeletons and muscles for support, movement and protection. 	Nutrition & Diet <ul style="list-style-type: none"> • 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. Rocks	Fossils & Soils <ul style="list-style-type: none"> • Describe in simple terms how fossils are formed when living things that have lived are trapped within rock. • Recognise that soils are made rocks and organic matter. 	Light <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that 	Plants <ul style="list-style-type: none"> • Identify and describe the functions of different parts of a flowering plant. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room 	Forces and magnets <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact, but magnetic forces can act at a distance. • Observe how magnets attract and repel some materials and not others.

Year 3 Long Term Curriculum Map

		<ul style="list-style-type: none"> Compare and group together different kinds of rocks based on their appearance and simple physical properties. 		<p>there are ways to protect the eyes.</p> <ul style="list-style-type: none"> Recognise that shadows are formed when the light from a light source is blocked. Find patterns in the way that the size of shadows can change. 	<p>to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> Investigate the way water is transported within plants. Explore the part that flowers play in the life cycle of a flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of whether they attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel depending on which poles are facing.
Computing	Online Safety <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. 	Drawing and Desktop Publishing <ul style="list-style-type: none"> Draw/manipulate different shapes/lines, order/group objects, combine text/images, create effective layout. 	Programming Turtle Logo and scratch <ul style="list-style-type: none"> Design, write and debug programs Sequence, selection and repetition Logical reasoning 	Word Processing <ul style="list-style-type: none"> Select, use and combine a variety of software. Use technology safely, respectfully and responsibly. 	Online Searchers/ Surfers <ul style="list-style-type: none"> Understand what the internet is and how it works. How to use search engines to make safe searches. To use different website links to find reliable information. Different ways of copying/pasting images from a website. Create magazine article using research skills. 	Presentation skills <ul style="list-style-type: none"> Select, use and combine a variety of software Create templates, add themes, transitions and animations to slides. Insert audio/video.
History		Stone Age to Iron Age			The Romans	

Year 3 Long Term Curriculum Map

	<p>rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <ul style="list-style-type: none"> • Social: communication, support and encourage others, keep myself and others safe, collaboration, • Emotional: confidence, honesty, determination, independence, perseverance • Thinking: comprehension, observe and provide feedback, tactics, select and apply skills 	<p>rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <ul style="list-style-type: none"> • Social: communication, support and encourage others, keep myself and others safe, collaboration, • Emotional: confidence, honesty, determination, independence, perseverance • Thinking: comprehension, observe and provide feedback, tactics, select and apply skills 	<p>rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <ul style="list-style-type: none"> • Social: communication, support and encourage others, keep myself and others safe, collaboration, • Emotional: confidence, honesty, determination, independence, perseverance • Thinking: comprehension, observe and provide feedback, tactics, select and apply skills 	<p>rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <ul style="list-style-type: none"> • Social: communication, support and encourage others, keep myself and others safe, collaboration, • Emotional: confidence, honesty, determination, independence, perseverance • Thinking: comprehension, observe and provide feedback, tactics, select and apply skills 	<p>rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <ul style="list-style-type: none"> • Social: communication, support and encourage others, keep myself and others safe, collaboration, • Emotional: confidence, honesty, determination, independence, perseverance • Thinking: comprehension, observe and provide feedback, tactics, select and apply skills 	<p>rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <ul style="list-style-type: none"> • Social: communication, support and encourage others, keep myself and others safe, collaboration, • Emotional: confidence, honesty, determination, independence, perseverance • Thinking: comprehension, observe and provide feedback, tactics, select and apply skills
PE (FDS)	<p>Fundamentals</p> <ul style="list-style-type: none"> • Physical: balance, run, dodge, hop, jump, skip • Social: respect, communication, co-operation, safety • Emotional: determination, perseverance, honesty, independence • Thinking: comprehension, 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll • Social: work safely, collaboration, supportive • Emotional: perseverance, confidence, independence • Thinking: observe and provide feedback, 	<p>Dance</p> <ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships • Social: share ideas, respect, collaboration, inclusion, leadership, work safely • Emotional: confidence, acceptance, sensitivity, perseverance 	<p>Yoga</p> <ul style="list-style-type: none"> • Physical: balance, strength, flexibility, co-ordination • Social: collaboration, share ideas, work safely, support others • Emotional: honesty, confidence, awareness of others, perseverance • Thinking: comprehension, select and apply, 	<p>Athletics</p> <ul style="list-style-type: none"> • Physical: sprint, jump for distance, push throw, pull throw • Social: collaborate, work safely • Emotional: determination, perseverance • Thinking: observe and provide feedback, comprehension, explore technique 	<p>Fitness</p> <ul style="list-style-type: none"> • Physical: balance, run, dodge, hop, jump, skip • Social: respect, communication, co-operation, safety • Emotional: determination, perseverance, honesty, independence • Thinking: comprehension,

Year 3 Long Term Curriculum Map

	select and apply, tactics, exploration	creativity, select and apply skills	<ul style="list-style-type: none"> Thinking: select and apply actions, creativity, observe and provide feedback 	identify areas of strength and areas for development, reflection		select and apply, tactics, exploration
D&T		Food - healthy and varied diet. <ul style="list-style-type: none"> select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. Food preparation and cooking techniques practised by making a food product using an existing recipe. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. 		Electrical systems Simple circuits and switches. <ul style="list-style-type: none"> investigate and analyse a range of existing battery-powered products. develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. 		Mechanical systems - Pneumatics <ul style="list-style-type: none"> investigate, analyse and evaluate familiar objects that use air to make them work. investigate a range of pneumatic mechanisms. select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. know and use technical vocabulary relevant to the project.
Art	Drawing - Da Vinci Mona Lisa <ul style="list-style-type: none"> know that portraits are 		Painting - Willie Bester - Township scene		Sculpture -Giacometti <ul style="list-style-type: none"> know who Giacometti is and that he 	

Year 3 Long Term Curriculum Map

	<p>pictures of people</p> <ul style="list-style-type: none"> know that portraits had an important role in history before photography know that the majority of human faces have the same proportions and positions. know that pencils vary in grade and harder pencils produce a lighter tone and softer (B) pencils produce a darker tone. know that Van Gogh was a famous Italian artist who practised a variety of styles. 		<ul style="list-style-type: none"> explore the artist Willie Bester recall knowledge of mixing primary colours to create new ones. use black and white to create tone. use DIGITAL ART to create different textures to depict different areas within a digital landscape e.g. water, grass, tree bark etc. 		<p>experimented with drawing, painting and sculpture.</p> <ul style="list-style-type: none"> develop an understanding of the proportions of the human figure. know that sculptures need a strong, stable base in order to stand upright. 	
Music	<p>Recorders</p> <ul style="list-style-type: none"> Stave, Semibreve Minim Perform Duet Repeat sign Notes B, A, G Group performance. 	<p>Unit 1 Pulse</p> <p>Sing and play confidently, maintaining a steady pulse</p> <ul style="list-style-type: none"> Apply word chants to rhythms and link each syllable to a musical note Use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests 	<p>Unit 3 Rhythm</p> <p>Play rhythms from graphic notation or simple standard notation</p> <ul style="list-style-type: none"> Play rhythms confidently while maintaining a consistent pulse Demonstrate understanding of the 	<p>Unit 4 Pitch:</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <ul style="list-style-type: none"> Show good awareness of pitch matching when singing Aurally identify, recognise, and use graphic notation to 	<p>Recorders</p> <ul style="list-style-type: none"> Bar lines Double lines Minim Time signature Dotted notes Ostinato Note E <p>Group performances</p>	<p>Unit 6 20th Century Music:</p> <ul style="list-style-type: none"> Identify and perform features of House music. Identify and perform features of Reggae music.

Year 3 Long Term Curriculum Map

	<ul style="list-style-type: none"> Hear a melody and create a graphic score. Create simple rhythmic patterns and melodies. 	<ul style="list-style-type: none"> Maintain a part in a piece and respond to visual and aural cues. Comment on own and other people's performances using Yr 3 vocabulary learnt <p>Unit 2 Voice Sing fluently in unison and pitch match accurately.</p> <ul style="list-style-type: none"> Maintain my own part when singing a song with more than one part, following performance directions. Use expression, dynamics and actions to enhance my vocal performance Comment on own and other people's performances using yr 3 vocabulary. 	<p>difference between pulse and rhythm whilst performing songs and playing instruments.</p> <ul style="list-style-type: none"> Take part in a performance, following musical signals and maintain a strong sense of pulse 	<p>represent basic changes in pitch within a limited range</p> <ul style="list-style-type: none"> Comment on own and other people's performances using Yr 3 vocabulary learnt <p>Unit 5: Listen to and use features of music from other traditions, genres and times</p> <ul style="list-style-type: none"> Compose following the basic sections of song structure Use technology to create, change and combine sounds 		<ul style="list-style-type: none"> Identify and perform features of Rock and Roll music. Create and practise a piece of music using features of different genres.
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 Matters</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 Safe and Harmful Objects</p> <p>Being Responsible</p> <ul style="list-style-type: none"> Rights and responsibilities 	<p>Relationships</p> <ul style="list-style-type: none"> Friendships 	<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	J'Apprends Le Francais	Les Instruments	Les Saisons	Les Fruits	Les Legumes	Les Glaces

Year 3 Long Term Curriculum Map

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