

Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Scavengers and Settlers	Active Planet	How humans work	Growing, growing, growing	Into the Wild	
History	<p>Finding out how fossils are made and what we can learn from them.</p> <p>Finding out about our earliest ancestors.</p> <p>Exploring the skills our ancestors needed to survive.</p> <p>Using evidence to find out about a prehistoric hunter.</p> <p>Finding out about a river valley civilisation.</p> <p>Finding out about a Stone Age village.</p> <p>Finding out about Bronze and Iron Age cultures.</p>	<p>About the devastation of Pompeii.</p> <p>Famous volcanoes and earthquake (Japan) and through brain build research.</p>				
Art and Design	<p>Creating our own prehistoric cave paintings.</p> <p>Experiment making paint. (Warhol)</p> <p>Printing cave paintings.</p>	<p>Use pencilling techniques to make observational drawings of volcanoes.</p> <p>Explore cross-hatching, hatching and stippling to create shade and tone depending on depth of field and creating shadows.</p> <p>Artist study- Van Gogh</p>	<p>Using wire/plasticine/foil to shape and manipulate to create sculptures of the human body.</p> <p>Artist study - FE Williams</p>		<p>Extend exploring colour mixing to applying colour mixing.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism - control over coloured dots, so tone and shading is evident.</p>	
Science	<p>ROCKS</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>FORCES AND MAGNETS</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but</p>	<p>NUTRITION, SKELETON AND MUSCLES</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own</p>	<p>PLANTS</p> <p>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</p> <p>Explore the requirements of plants for life and</p>	<p>LIGHT</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p>	

	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>food; they get nutrition from what they eat</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the ways in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque objects</p> <p>Find patterns in the way that the size of shadows change</p>	
Physical Education	<p>Games Run, jump, throw and catch in isolation and together. Play competitive games - attack and defend.</p> <p>Hockey</p> <p>Swimming skills</p>	<p>Gymnastics Develop flexibility, strength, technique control and balance. Compare performances and improve. Compete (<i>ropes and gym wall</i>)</p> <p>Swimming skills</p>	<p>Dance Flexibility, strength, technique control and balance, perform using range of movement patterns. Compare performance with previous. Link actions and sequences. Bollywood.</p> <p>Swimming skills</p>	<p>Games Net, court, wall games</p> <p>Tennis</p> <p>Physi fun - multiskills</p>	<p>Gymnastics Develop flexibility, strength, technique control and balance. Compare performances and improve. Compete (<i>ropes and gym wall</i>)</p> <p>Athletics Running, jumping, throwing, competition, technique, compare performances and improve PB. performances and improve. Compete</p>	<p>Dance - linked to Summer 2 topic</p> <p>Athletics Running, jumping, throwing, competition, technique, compare performances and improve PB. performances and improve. Compete</p>
Design and Technology	<p>Cooking - using vegetables from the allotment</p> <p>Design, create and evaluate pottery, based on</p>		<p>How to plan and prepare a healthy meal as part of Impact Day.</p>	<p>Growing plants in the allotment and how this links to last terms healthy meal planning.</p>	<p>Create a diorama of a rainforest habitat.</p>	

	one of the periods we have explored.					
PSHE/SMSC	<p>School rules, feelings, goals and aspirations.</p> <p>Circle time: Chn get to discuss their own and others' feelings.</p> <p>Watching the news: discussing moral and ethical issues.</p> <p>Music Appreciation</p> <p>Cave paintings: Meaning behind them, discuss spiritual meaning of some paintings.</p> <p>Video about Stonehenge: Discussion about people's beliefs and how this effected our landscape.</p> <p>RE: Before Christianity; learning about the roots of the religion and cultural influences.</p> <p>Scavengers and Settlers: finding out about our ancestors, reflecting n their decisions/life choices and how they are different to our own.</p> <p>Family Trees - family dynamics.</p> <p>Thinking Thursdays linked to assembly focus.</p>	<p>Friendship and anti-bullying.</p> <p>Circle time: Chn get to discuss their own and others' feelings.</p> <p>Watching the news: discussing moral and ethical issues.</p> <p>Why people continue to live in volcanic areas despite the dangers.</p> <p>Organisations that help in natural disasters. - expectations.</p> <p>Music Appreciation</p> <p>Charity - International Aid Organisations</p> <p>Bonfire Night: Think about Guy Fawkes and his morals, discuss his intentions ad other people's opinions.</p> <p>Music Appreciation</p> <p>Bonfire Night: Learning about cultural heritage, where holidays are coming from</p> <p>Active planet: Sense of enjoyment and</p>	Online-safety	<p>Drug education - life bus</p> <p>Circle time: Chn get to discuss their own and others' feelings</p> <p>Watching the news: discussing moral and ethical issues</p> <p>Plants - caring for eco systems.</p> <p>Food and where it comes from. Healthy living</p> <p>Circle time: Chn get to discuss their own and others' feelings</p> <p>Watching the news: discussing moral and ethical issues</p> <p>How is our school different to other children's</p>	<p>Financial capability</p> <p>About the jobs people do in an airport. About the jobs people do on an airplane.</p> <p>Vocational Roles within airports. Invite parent who works in industry.</p> <p>Holidays - who takes holidays? Why?</p>	<p>RSE</p> <p>Circle time: Chn get to discuss their own and others' feelings</p>

		fascination in learning about our planet Thinking Thursdays linked to assembly focus.				
Computing	Front cover for topic using publisher.	Using Scratch to make simple animations.	Create graphs and bar charts to record information collected.	Researching a topic. Blogging Communicating internationally	Animating letter about Palm oil.	
Internet Safety	Children will be taught how to: <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
Geography		About how the Earth is formed. How volcanoes erupt. The different types of volcano. What causes an earthquake. How earthquakes can be measured. Naming countries and geographical region. Labelling a map with famous land marks. Using coordinates. Making maps for a story.		About the Where the plants we eat come from.	About the connections we have with different places in the world. Study of Brazil, human and physical geography of the country, where it is, what it is like, comparison between the UK. Comparison between human and physical geography of a region in the UK, European country and North or South America (Brazil) About the places that we can travel to from our local airport. About the jobs that people do in an airport. About the jobs people do on an airplane. How to plan an airport. How airport expansion can affect the environment. How weather can affect air travel. Naming countries and geographical regions. Local walk - to look at urban and rural to compare the two.	

Music - not taught every half term	<i>Let Your Spirit Fly</i> (Charanga Unit) - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked	Animal magic - understand how music can be used to represent the attributes of animals. Appreciate and recognise parts of <i>The Carnival of the Animals</i> by Camille Saint-Saens	Recorder- 'Blown Away' - an integrated approach to learning the recorder. 6-week unit of work starting with the basics, but with resources available for children who are non-beginners.	<i>Bringing Us Together</i> (Charanga Unit) -This is a disco song about friendship, peace, hope and unity. Listen and Appraise other Disco songs.	Feel the Pulse - Be able to identify the differences between pulse and rhythm in music. Perform within a group and find your "groove" by keeping the pulse.	Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music
International	Finding out how we can work together to learn new skills and achieve our goals.	Where materials come from. About international organisations that work after natural disasters. About the knock-on effects of earthquakes and volcanic activity.		Where different plants grow	About the use of passports and visas around the world.	
RE	How did the church begin? Is Christian worship the same all over the world?	Why are presents given at Christmas - and what might Jesus think about it all?	How can a synagogue help us to understand the Jewish faith?	Easter: What happened - what matters most to Christians?	What is Sikhism?	What is wisdom?
French	Pupils can greet and say their names, count up to 31 and say when it is their birthday.					