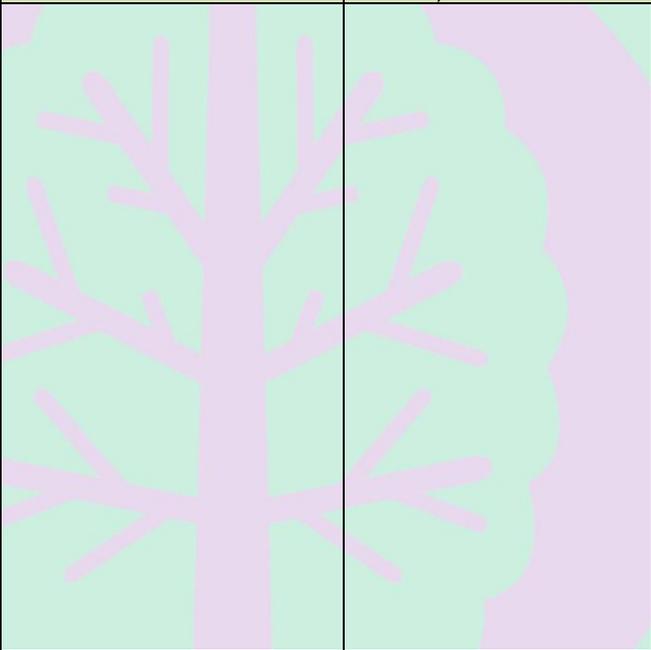
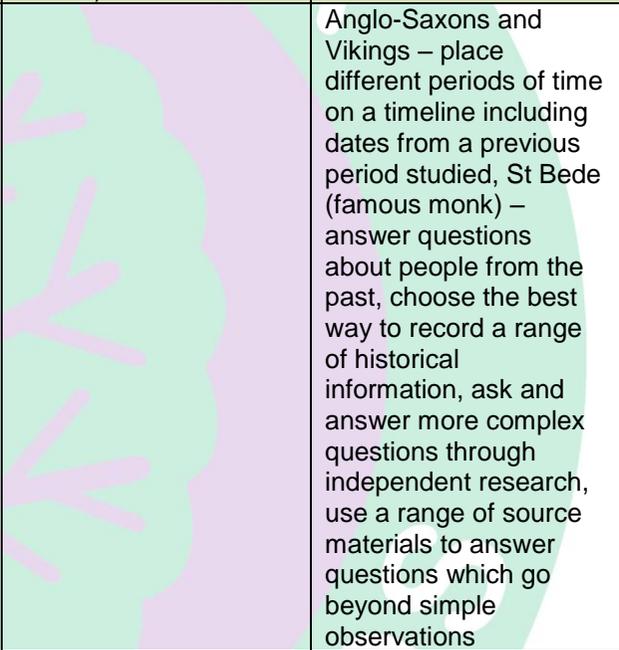


Year 3 Curriculum Map

|             | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6   |
|-------------|---|---|---|---|---|--|
| English     | Non-chronological Reports Historical Fiction - Oliver Biographies Letters Diary Writing/Journals                                  | The Iron Man - Ted Hughes Explanations Instructions Poetry Recounts – pov robot   | Character Profiles Play scripts Greek Myths and Legends (reading) Fables Wishful Thinking - Ali Sparkes   | Recounts Leaflets (persuasive) Performance poetry linked to animals Dilemma Stories Speeches  | Character Profiles Myths and Legends Poetry (shape) Information text (booklet)  | The Wind in the Willows (reading) Newspaper Reports Poetry (Kennings) Journals Debate Instructions |
| Mathematics | Place value and mental calculation, 2D shape, length (including perimeter), statistics, written addition and written subtraction. | Counting, multiplication tables (3x, 4x), written and mental multiplication, written and mental division, time, 3D shape. | Place value, mental addition and subtraction, fractions, fractions division, volume and capacity mass, multiplication (including 8x), multiplication (statistics, measure, money).              | 2D & 3D shape (inc. sorting), addition and subtractions (statistics), fractions, position and direction, time.  | Multiplication facts (statistics), addition and subtractions (measures), multiplication and division (measures), 2D shape (inc. sorting), decimals (addition and subtraction, money), 3D shape (inc. sorting).  | Place value (measures), metal calculations, fractions, measures, statistics.                       |
| Topic title | Revolution  |   | Mighty Metals   | Predator  | Traders And Raiders   | Flow   |
| Science     | Electricity   |   | Forces & magnets – investigate different strengths, label north & south poles, polar attraction & Earth's magnetic poles. Working scientifically – use carts made in D&T to conduct a fair test | Food chains (investigate that all food begins with a plant), talk to a vet, fossils (images of fossils from predatory dinosaurs), plant parts and functions (carnivorous and predatory plants), water transportation in plants, skeletal systems (how the skeleton & muscles work together), explore world of parasites, working scientifically | Soil, compare in detail a range of rock or soil samples, analyse water samples and record findings, use natural materials to make a mountain, aquatic plants, working scientifically – draw a simple conclusion based on evidence from an enquiry or observation. |  |

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| <p>Computing</p> | <p>Digital photography</p>   | <p>Creating spread sheets, using presentation software</p>                          | <p>Algorithms, flow diagrams, online research, using logical reasoning, graphics software, digital presentations (make a new predator – a picture of a family member with an animal)</p> | <p>Animation, digital images</p>  | <p>Online research and communication</p>   |
| <p>History</p>   | <p>The Victorians – timelines, summarise and present information, acknowledge different points of view and explain why they are important in understanding history, provide reasons for and outcomes of the main events and changes in historical periods, describe how a period of history has impacted positively or negatively on modern society.</p> |  |    | <p>Anglo-Saxons and Vikings – place different periods of time on a timeline including dates from a previous period studied, St Bede (famous monk) – answer questions about people from the past, choose the best way to record a range of historical information, ask and answer more complex questions through independent research, use a range of source materials to answer questions which go beyond simple observations</p> |  |
| <p>Geography</p> | <p>Cities &amp; transport in Victorian times, using maps, explain how physical and human processes lead to diversity and change in places</p>  |   | <p>Human and physical, predators in urban landscapes, Fieldwork, using maps to locate countries and continents</p>   | <p>Using maps, locate and name geographical features on an Ordnance Survey map, sketching maps including standardised symbols, settlements, Europe</p>  | <p>Using maps (locate rivers/streams), fieldwork, water cycle (four main stages), human &amp; physical features (use depth data to draw a river profile), identify how people both damage and improve the environment, rivers of</p> |

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|              |  |   |   |   |   | the world, countries and cities of the UK, use geological vocabulary to describe geographical processes   |
| Art & Design | Artists of the Victorian period – ‘The First Council of Queen Victoria,’ printing – ‘William Morris’ chn carve patterns into polystyrene tiles. Discuss similarities and differences in art from the Pre-Raphaelite artists, stage an exhibition   |   | Embossed pattern & pictures – different effects and imprints in the foil, making jewellery using wire, metal beads, foils and clasps  | Use a range of photography to sketch birds and animals, 3D scale models   | Patterns & print making using Anglo-Saxon pattern work, make sketch books, create an exhibition   | Copy and create patterns and textures with a range of paints – water colours, abstract painting   |
| DT           | Victorian home craft, Model buildings – choose the best materials for a task, design products  |   | Product evaluation, using research to inform design, make simple spinners & mini parachutes & a simple cart, selecting materials, making wind chimes, building an iron man, using electrical circuits   | Selecting and using materials (collage & textiles)  | Jewellery and weapon making, models of Anglo Saxon homes, Clay Rune stones (carve letters from the runic alphabet into soap), plan a Trade Fair and sell your wares   | Mechanical systems - create and use simple gears, pulleys, cams, levers and linkages, structures – create shell or frame structures using diagonal struts to strengthen them.   |
| Music        | Victorian parlour songs  |   | Performing using metal objects for instruments  |   | Singing and composing lyrics  |   |
| PHSCE        | New Beginnings   | Friendship  | Going for Goals   | Good to be Me   | Relationships   | Changes   |
| PE           | <b>Invasion Games</b><br><b>Physical Me:</b> To develop FMS of travelling, balancing and object control combining movements with control. To make up / invent a 2 v1 / 2 v2 game to include a broad range of these FMS. To know how to and can pass balls and other objects in different ways and into spaces so that my partner has | <b>Invasion Games</b><br><b>Physical Me:</b> To perform a range of FMS in isolation and combination. To Keep possession of the ball against a defender plying in an uneven 3 v 1 / 3 v 2 game which attacks a goal. To combine pace, direction and control to prevent the other attackers from scoring. | <b>Gymnastics</b><br><b>Physical Me:</b> To know how to and be able to hold and control a range of stable balances in the air and within personal space. To demonstrate a clarity of shape and fluent links to other actions. To link at least 3 actions with at least one being a stable balance | <b>Striking and Fielding</b><br><b>Physical Me:</b> To perform a range of FMS for S & F: striking, fielding and bowling and use these skills in 3's to create a batting / bowling game<br><br><b>Gymnastics</b><br><b>Physical Me:</b> To perform a sequence with a minimum of 3 actions with a focus on contrasting body shapes and changes of | <b>Net and Wall</b><br><b>Physical Me:</b> To develop FMS of travelling in different directions with increasing speed, stopping, landing, sending and receiving with a ball and or racket.<br><br>how to improve. | <b>Athletics</b><br><b>Physical Me:</b> To safely explore the different type jumps on their own, then in combination evaluating the use of arms, legs and rhythm to see which gets them the furthest or highest. To explore the use of arms and legs to see which technique will improve their speed. |

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|        | <p>to move to receive them and apply them in a range of situations</p> <p><b>Gymnastics</b><br/><b>Physical Me:</b> To safely select and perform at least 3 actions in a sequence and improve control and fluency of performance both on the floor and the apparatus</p> | <p><b>Gymnastics</b><br/><b>Physical Me:</b> To select and link at least 3 actions in a sequence demonstrating contrasting speed. To show tension and clarity of shape when balancing. To use the apparatus to help me perform. To be able to use ropes and bar with control.</p> |  | <p>direction and dynamics<br/>To demonstrate control and fluency in performance</p> |   |  |
| French |  |   |  |   |   |  |
| RE     | <p><b>Believing</b><br/><b>What do different people believe about God?</b><br/>(Christians, Hindus and/or Muslims)<br/>Why is the Bible do important for Christians Today?</p>   | <p><b>Expressing</b><br/><b>Why do people pray?</b><br/>(Christians, Hindus and/ Muslims)<br/>Why are festivals important to religious communities?<br/>(Christians and Hindus)</p> <p>Which places are special and why? What makes some places sacred?</p>                       |  |   | <p><b>Living</b><br/><b>What does it mean to be a Christian in Britain today?</b><br/>Where do we belong?<br/>What does it mean to belong to a faith community?</p> |  |