

Curriculum Map for Year 3

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p style="text-align: center;">Europe</p> <p>How has the world been inspired by Europe, particularly Italy, France and England? Locate, understand and compare environmental regions, key physical and human characteristics, culture, counties and major cities, whilst designing and making art-straw landmark structures of Paris, Rome and London to help teach others about Europe beyond the UK.</p>	<p style="text-align: center;">Stone Age to Iron Age</p> <p>How did stone, bronze and iron change Britain forever? Learn about the fascinating changes from early scavengers to life in tribal Celtic kingdoms: how technology, culture, beliefs and art transformed this land significantly; and how their tools, weapons, art, burial grounds and buildings, tell us about life so very long ago.</p>	<p style="text-align: center;">The Roman Empire</p> <p>How was Iron Age Britain changed by a powerful invading army? Who were they and did they succeed? Learn about: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance led by Boudica. Compose music to represent an aspect of Roman/British life or an event studied this term.</p>	<p style="text-align: center;">Mexico</p> <p>If Mexico never existed, how would my life be different? Locate, understand and compare Mexico and UK environmental regions, key physical and human characteristics, culture, counties, and major cities, including climate, tropics, biomes and how these effect the human features of trade, economy, food and agriculture focused on chocolate and ingredients for nutritious Mexican meals. Learn to sing in the popular Mexican Spanish language.</p>	<p style="text-align: center;">Mayans</p> <p>How was Mayan civilization different from the Bronze to Roman Ages of Britain? How did the Mayans change my life today? Contrast Mayan society with British history, focusing on technology, culture and art such as religion, head dresses, leaders, pocti-tock, climate, food, pyramids, cocoa beans, trade and city states, including the creation of your own Mayan and European inspired clay mask.</p>	<p style="text-align: center;">Natural Disasters</p> <p>How have natural disasters changed our world and what can we do about it? Describe and understand key aspects of volcanoes and earthquakes and the impact these have had to the human and physical geography of places in Europe and America, whilst constructing earthquake resistant buildings to help rebuild fallen communities.</p>
English Texts	<ul style="list-style-type: none"> -Who's afraid of the Big Bad Book by Lauren Child -The Wolf's Story by Toby Forward -The Three Pigs by David Weisner 	<ul style="list-style-type: none"> -Ug: Boy Genius of the Stone Age by Raymond Briggs -Stone-age Boy by Satoshi Kitamura -Stone Age Bone Age by Mick Manning 	<ul style="list-style-type: none"> -The Orchard Book of Roman Myths by Geraldine McGaughrean -Discover...The Roman Empire by Imogen Greenburg 	<ul style="list-style-type: none"> -Adelita by Tomi DePaola, -The Princess and the Warrior: A Tale of Two Volcanoes -Esquivel, Space-Age Sound 	<ul style="list-style-type: none"> -Charlie and the Chocolate Factory by Roald Dahl -The Chocolate Tree by Linda Lowery 	<ul style="list-style-type: none"> -Escape from Pompeii by Christina Balitt -The Abominables by Eva Ibbotson <p>Heritage week text: Alice in Wonderland by Lewis Carroll.</p>

	-Into the Forest by Anthony Browne -Revolt Rhymes by Roald	The Secrets of Stonehenge by Mick Manning		-Me, Frida by Amy Novesky..		Suggested version: Alice's Adventures in Wonderland, abridged version by Lewis Carroll
Mathematics	Place value; Addition and Subtraction	Addition and Subtraction; Multiplication and Division	Multiplication and Division; Money; Statistics	Measurement; Fractions	Time; Shape; Mass and Capacity	Statistics; Fractions
Science	<p>Plants Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. 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.</p>	<p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 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>Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other,</p>	<p>Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own 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>Plants Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Light 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 there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change.</p>

			depending on which poles are facing.			
Geography /History	<p>GEOGRAPHY Name and locate Kent and nearby counties, countries and cities of the UK and Europe. Locate the world's countries and describe features using maps to focus on Europe. Italy France and UK study - locate, understand and compare environmental regions, key physical and human characteristics, culture countries, countries and major cities. [England/ London, France/Paris, Italy/ Rome]</p>	<p>HISTORY Changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>HISTORY The Roman Empire and life in Roman Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD42 and the power of its army successful invasion by by Claudius including Hadrian's Wall British resistance, for example, Boudica</p>	<p>GEOGRAPHY Locate, name and compare 7 continents of the world, then focus on central America. Mexico and UK study - locate, understand and compare environmental regions, key physical and human characteristics, counties, countries and major cities. Includes climate, tropics, biomes Human features of trade, economy, food, agriculture focused on chocolate and ingredients for Mexican dishes.</p>	<p>HISTORY Mayan civilization c. AD 900 a non-European society that provides contrasts with British history [how was Myan civilization different from Britain's Bronze Age, Iron Age and Roman Britain?] religion, head dresses, leaders, pocti-tock, climate, food, pyramids, cocoa beans, trade, city states,</p>	<p>GEOGRAPHY/HISTOYRY Describe and understand key aspects of volcanoes and earthquakes -link to rock cycle in science. Study and locate human and physical features and impact of volcanoes within - Italy [Mt Vesuvius, Pompei], Iceland [Eyjafjallajökull], and North America [Mt St, Hellens, Washington], And earthquakes within North America [San Francisco], and others within living memory</p>
Art /Design and Technology	<p>D.T, Understand how key events and individuals in design and technology have helped shape the world Design and make art-straw landmark structures of Paris, Rome and London - part of a large floor</p>	<p>Art Study cave paintings as a source of information about life in the Stone Age. Explore range of marks using poster paint using a range of tools [fingers, hands, knuckles, twigs, leaves, paint brush]</p>		<p>D.T. (cooking and nutrition) Prepare and measure ingredients for nutritious Mexican meals Bake whole meal tortillas know where and how a variety of ingredients</p>	<p>Art Mayan clay masks Study patterns of shape and marks made in Mayan art. Compare to marks made in Van Gough's and Seurat's work. Create a contrasting clay mask with 1 half using geometric Mayan</p>	<p>D.T. Understand how key events and individuals in design and technology have helped shape the world Design and make earthquake resistant buildings from art-straws, reinforced by wood (basic measuring</p>

	<p>map to help teach the younger children about the world. Apply understanding of how triangle, arched and square shapes help to strength structures Dry brush finishing techniques for one facade of the structure</p>	<p>Know about the work of Van Gough [focus on his use of marks, thick paint and movement] and understand the historical and cultural development of his art form. Make Van Gough inspired cave art representing an aspect of that time. Compare to how other artists have used marks in different ways, e.g. George Seurat pointillist techniques</p>		<p>are grown, reared, caught and processed. understand and apply the principles of a healthy and varied diet</p>	<p>marks and pattern, the other side using Van Gough's thick lines and swirls or Seurat's pointillist techniques</p>	<p>and sawing skills} or lollipop sticks Apply understanding of how triangle, arched and square shapes help to strength structures and how wood can reinforce structures.</p>
<p>Music</p>	<p>Opera Singer - Pavarotti Italian composer - Verdi Building - Music Express [Beat] Environment - Music Express - [Composition]</p>	<p>Ho Ho Ho - Charanga [singing] In the past - Music Express [Pitch] Time - Music Express [Beat]</p>	<p>Sounds - Music Express [Exploring Sounds] Communication - Music Express [Composition]</p>	<p>Human Body - Music Express [Structure] (Science) Food and Drink - Music Express [Performance] (Science)</p>	<p>Habanera' and 'Toreador Song - Bizet (Ten pieces) Ancient Worlds - Music Express [Structure]</p>	<p>Storm Interlude- Benjamin Britten (Ten Pieces) Poetry - Music Express [Performance]</p>
<p>Computing</p>	<p>Coding</p>	<p>Online safety Spreadsheets</p>	<p>email</p>	<p>touch typing</p>	<p>Branching Databases</p>	<p>Simulations Graphing</p>

Spanish	Numbers 0-10 Greetings Classroom instructions	Performing a Spanish Nativity play	Ask for and give name Revision of numbers 0-10	Vocabulary relating to Easter time Weather conditions	Colours Names of fruit	Days of the week Months of the year
PE	OAA Orienteering	Football Skill of dribbling with a ball	Hockey Develop control of a hockey ball	Cricket Develop ability to throw and catch	Basketball Rules of the game and dribbling the ball	Athletics Long jump, sprint, triple jump, throwing events
	Health related exercise Develop pupil's fitness	Gymnastics Showing balance and extension	Dance Moving in a clear, fluent and expressive manner	Parkour Develop knowledge of parkour .Maintain balance when moving	High 5 Netball Correct footwork and move the ball with one arm	Handball To throw and catch effectively
PSHE	Mental Health : Friendship	Keeping safe: What is bullying ?	Mental Health: Dealing with feelings	Drug, alcohol and tobacco education: What is a drug?	Fun, food and fitness: edible and active	Financial capability: saving, sending and borrowing
RE	PEOPLE OF GOD What is it like to follow God?	SIKHISM What is important for Sikh people? CHRISTMAS theme 2 lessons	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE LEARNING</i>	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?