

Curriculum Map – Year Three	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Stone Age to Iron Age		Romans		Forests	
Writing 	<u>Genre:</u> Narrative Non-Fiction – Holiday Brochure Poetry Non-Fiction – Social Media Post		<u>Genre:</u> Narrative Poetry		<u>Genre:</u> Narrative Non-Fiction – Explanation Text Non-Fiction – Non-Chronological Report Non-Fiction – Letter	
Curriculum Text: 	<u>Text:</u> Stone Age Boy Skara Brae (Prehistoric Britain), by Dawn Finch		<u>Text:</u> The Magic Paintbrush, by Julia Donaldson The True Story of Three Little Pigs by Jon Scieszka		<u>Text:</u> Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden Earthquakes Based on the book 'Earth-Shattering Events' by Robin Jacobs The Gardener, by Sarah Stuart	
Maths 	<u>Strands:</u> Place Value Addition Subtraction Multiplication Division <u>Times tables:</u> Three Four		<u>Strands:</u> Multiplication Division Measurement – money Statistics Measurement – length & perimeter Fraction s <u>Times tables:</u> Eight		<u>Strands:</u> Fractions Measurement – time Properties of shape Measurement – mass & capacity <u>Times tables:</u> Three Four Eight	

Science



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
- recognise that soils are made from rocks and organic matter
- explore different kinds of rocks and soils, including those in the local environment.

Forces

- 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

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- be introduced to the relationship between structure and function: the idea that every part has a job to do.
- explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary

Animals Including Humans

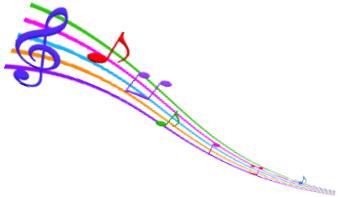
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.


Plants


- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- be introduced to the relationship between structure and function: the idea that every part has a job to do.
- explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction
- 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
- investigate the way in which water is transported within plants
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.


		<ul style="list-style-type: none"> • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. • observe that magnetic forces can act without direct contact, • explore the behaviour and everyday uses of different magnets 	<p>from plant to plant</p> <ul style="list-style-type: none"> • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 		
Art & Design	<p><u>Painting and Mixed Media</u> Prehistoric Animals</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. 	<p><u>Sculpture and 3D</u> Abstract Shape and Space</p> <ul style="list-style-type: none"> • Planning and thinking through the making process to create 3D forms. • Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). • Exploring how shapes can be used to create abstract artworks in 3D. 	<p><u>Drawing</u> Growing Artists</p> <ul style="list-style-type: none"> • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Confidently using a range of materials, selecting and using these appropriately with more independence. 		

	<ul style="list-style-type: none"> • Confidently using a range of materials, selecting and using these appropriately with more independence. • Mixing colours with greater accuracy and beginning to consider how colours can be used expressively. • Using mixed media techniques to make different surfaces for painting and drawing. • Using subject vocabulary to describe and compare creative works. • Using their own experiences to explain how art works may have been made. 	<ul style="list-style-type: none"> • Using sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> • Drawing with expression and beginning to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Confidently explaining their ideas and opinions about their own and other's art work, giving reasons. • Using sketchbooks as part of the problem-solving process and making changes to improve their work
<p>Design Technology</p> 	<p><u>Cooking and Nutrition</u> Eating Seasonally</p> <ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Knowing how to prepare themselves and a workspace to cook safely in, learning the basic 	<p><u>Digital World</u> Electronic Charm</p> <ul style="list-style-type: none"> • Problem solving by suggesting potential features on a Micro:bit and justifying my ideas. • Developing design ideas for a technology pouch. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. 	<p><u>Structures</u> Constructing a castle</p> <ul style="list-style-type: none"> • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes. • Designing and/or decorating a castle tower on CAD software. • Constructing a range of 3D geometric shapes using nets.


	<p>rules to avoid food contamination.</p> <ul style="list-style-type: none"> • Following the instructions within a recipe. • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart. 		<ul style="list-style-type: none"> • Using a template when cutting and assembling the pouch. • Following a list of design requirements. • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch. • Applying functional features such as using foam to create soft buttons. • Analysing and evaluating an existing product. • Identifying the key features of a pouch. 		<ul style="list-style-type: none"> • Creating special features for individual designs. • Making facades from a range of recycled materials. • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs. 	
<p>Music</p> 	<p>Musical Spotlight: Writing Music Down</p> <p>Social Question: How Does Music Bring Us Closer Together?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking 	<p>Musical Spotlight: Playing in a Band</p> <p>Social Question: What Stories Does Music Tell Us About the Past?</p> <ul style="list-style-type: none"> • Tempo: Andante — at 	<p>Musical Spotlight: More Musical Styles</p> <p>Social Question: How Does Music Help Us Get to Know Our Community?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (92 bpm) • Time signature: 4/4 • Time signature: 4/4 — there are 	<p>Musical Spotlight: More Musical Styles</p> <p>Social Question: How Does Music Help Us Get to Know Our Community?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (92 bpm) • Time signature: 4/4 • Time signature: 4/4 — there are 	<p>Musical Spotlight: Enjoying Improvisation</p> <p>Social Question: How Does Music Make a Difference to Us Every Day?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (104 bpm) • Time signature: 2/4 • Time signature: 3/4 — there are 	<p>Musical Spotlight: Opening Night</p> <p>Social Question: How Does Music Connect Us with Our Planet?</p> <ul style="list-style-type: none"> • Tempo: Andante — at a walking pace (92 bpm) • Time signature: 2/4 • Time signature: 2/4 — there are

	<p>pace (100 bpm)</p> <ul style="list-style-type: none"> •Time signature: 2/4 •Time signature: 4/4 — there are four crotchet beats in a bar •Key signature: C major Key signature: G major — there is one sharp in the key signature (#) •Notes: C, D, E, G, A <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>a walking pace (104 bpm)</p> <ul style="list-style-type: none"> •Time signature: 2/4 •Time signature: 2/4 — there are two crotchet beats in a bar •Key signature: C major •Key signature: C major — there are no sharps or flats in the key signature •Notes: C, D, E, G, A <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>four crotchet beats in a bar</p> <ul style="list-style-type: none"> •Key signature: G major •Key signature: A minor — there are no sharps or flats in the key signature •Notes: G, A, B, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>four crotchet beats in a bar</p> <ul style="list-style-type: none"> •Key signature: G major •Key signature: A minor — there are no sharps or flats in the key signature •Notes: G, A, B, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>three crotchet beats in a bar</p> <ul style="list-style-type: none"> •Key signature: F major •Key signature: C major — there are no sharps or flats in the key signature •Notes: F, G, A, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>two crotchet beats in a bar</p> <ul style="list-style-type: none"> •Key signature: F major •Key signature: F major — there is one flat in the key signature (b) •Notes: F, G, A, C, D <p>Rhythmic patterns using: Minims, crotchets and quavers</p>
<p>History</p> 	<p><u>Skill: Chronological Understanding</u></p> <ul style="list-style-type: none"> • place the time studied on a time line • sequence events or artefacts • use dates related to the passing of time 	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> • use and compare a range of sources to find out about a period • observe small details – artefacts, pictures • identify and give reasons for different ways in which the past is represented 				

	<ul style="list-style-type: none"> • find out about everyday lives of people in time studied • compare with our life today – make comparisons <p><u>Knowledge: Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> • time periods including Stone Age, Bronze Age, Iron Age • hunter-gatherers and early farmers – Skara Brae • technology, travel, art and culture • Hill forts and settlements • Amesbury Archer 	<ul style="list-style-type: none"> • distinguish between different sources and evaluate their usefulness • understand representations of the period studied <p><u>Knowledge: The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> • The invasion of Julius Caesar • The Roman empire and it's army • British resistance – Boudica • Romanisation of Britain – art, dress, language, engineering and the roman legacy 	
<p>Geography</p> 	<p><u>Where does our food come from?</u></p> <ul style="list-style-type: none"> • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. 		<p><u>Why is the rainforest important to us?</u></p> <ul style="list-style-type: none"> • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.




	<ul style="list-style-type: none"> • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected. 		<ul style="list-style-type: none"> • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area. 			
<p>Computing</p> 	<p><u>Computing systems and networks – Connecting computers</u></p> <ul style="list-style-type: none"> • To explain how digital devices function • To identify input and output devices 	<p><u>Creating media – Animation</u></p> <ul style="list-style-type: none"> • To explain that animation is a sequence of drawings or photographs • To relate animated movement with a 	<p><u>Programming A – Sequence in music</u></p> <ul style="list-style-type: none"> • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start 	<p><u>Data and information – Branching databases</u></p> <ul style="list-style-type: none"> • To create questions with yes/no answers • To identify the object attributes needed to collect relevant data 	<p><u>Creating media – Desktop publishing</u></p> <ul style="list-style-type: none"> • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings 	<p><u>Programming B – Events and actions</u></p> <ul style="list-style-type: none"> • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions

	<ul style="list-style-type: none"> • To recognise how digital devices can change the way we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network 	<p>sequence of images</p> <ul style="list-style-type: none"> • To plan an animation • To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation 	<ul style="list-style-type: none"> • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description 	<ul style="list-style-type: none"> • To create a branching database • To explain why it is helpful for a database to be well structured • To identify objects using a branching database • To compare the information shown in a pictogram with a branching database 	<ul style="list-style-type: none"> • To add content to a desktop publishing publication • To consider how different layouts can suit different purposes • To consider the benefits of desktop publishing 	<ul style="list-style-type: none"> • To adapt a program to a new context • To develop my program by adding features • To identify and fix bugs in a program • To design and create a maze-based challenge
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<p>RE</p> 	<p><u>What do different people believe about God?</u></p> <ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians, Hindus and Muslims • Retell and suggest the meanings of stories from sacred texts about people who encountered God • Identify how and say why it makes a difference in people's lives to believe in God • Identify some similarities and differences between ideas about what God is like in different religions <p>Discuss and present their own ideas about why there are many ideas about God and express their</p>	<p><u>Why is the Bible so important for Christians today?</u></p> <ul style="list-style-type: none"> • Recall and name some Bible stories that inspire Christians • Identify at least two ways Christians use the Bible in everyday life • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation 	<p><u>Strand: What does it mean to be a Christian in Britain today?</u></p> <ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith • Ask good questions about what Christians do to show their faith • Describe some examples of what Christians do to show their faith, 	<p><u>Strand: Why do people pray?</u></p> <ul style="list-style-type: none"> • Describe what some believers say and do when they pray • Respond thoughtfully to examples of how praying helps religious believers • Make connections between what people believe about prayer and what they do when they pray 	<p><u>Strand: Why are festivals important to religious communities?</u></p> <ul style="list-style-type: none"> • Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) • Make connections between stories, symbols and beliefs with what happens in at least two festivals • Ask questions and give ideas about what 	



	<p>own understanding of God through words, symbols and the arts</p>	<ul style="list-style-type: none"> • Give examples of how and suggest reasons why Christians use the Bible today <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right</p>	<p>and make connections with some Christian beliefs and teachings</p> <ul style="list-style-type: none"> • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes • Explain similarities and differences between at least two different ways of worshipping in two different Christian churches <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences</p>	<p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p>	<p>matters most to believers in festivals (e.g. Easter, Eid)</p> <ul style="list-style-type: none"> • Identify similarities and differences in the way festivals are celebrated within and between religions • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives
<p>PSHE</p>	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • what makes a family • features of family life 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • the value of rules and laws • rights, freedoms and responsibilities 	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • health choices and habits • what affects feelings 		

	<p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • personal boundaries • safely responding to others • the impact of hurtful behaviour <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • recognising respectful behaviour • the importance of self-respect • courtesy and being polite 		<p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • how the internet is used • assessing information online <p><u>Money and work</u></p> <ul style="list-style-type: none"> • different jobs and skills • job stereotypes <p>setting personal goals</p>		<ul style="list-style-type: none"> • expressing feelings <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • personal strengths and achievements • managing and reframing setbacks <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • risks and hazards <p>safety in the local environment and unfamiliar places</p>	
<p>BV</p> 		<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance of Others</p>	<p>Democracy</p>
	<p><u>Unit Knowledge: Bonjour</u></p> <ul style="list-style-type: none"> • To greet and say goodbye to someone • To ask someone's name & say your own • To ask how someone is & respond to same question 	<p><u>Unit Knowledge: En classe</u></p> <ul style="list-style-type: none"> • To identify classroom objects • To identify colours & describe an object's colour • To say your age • To recognise & repeat 	<p><u>Unit Knowledge: Mon corps</u></p> <ul style="list-style-type: none"> • To identify parts of the body • To describe eyes and hair appearance • To recognise days of the week 	<p><u>Unit Knowledge: Les animaux</u></p> <ul style="list-style-type: none"> • To identify animals and pets • To recognise & use numbers 11-20 • To give someone's name <p>To describe someone</p>	<p><u>Unit Knowledge: Ma Famille</u></p> <ul style="list-style-type: none"> • To identify family members • To recognise & spell with letters of the alphabet • To list household items 	<p><u>Unit Knowledge: Bon Anniversaire!</u></p> <ul style="list-style-type: none"> • To recognise & ask for snacks • To give basic opinions • about food • To use numbers 21-31 • To recognise and use the months • To form dates

	<ul style="list-style-type: none"> To learn some basic nouns To count numbers 1-10 	classroom instructions	To give basic character descriptions		<ul style="list-style-type: none"> To use basic prepositions <i>sur</i> & <i>dans</i> to describe position 	
<p>PE</p>  	<p><u>Dance</u></p> <ul style="list-style-type: none"> Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings <p><u>Ball Skills – Netball</u></p> <ul style="list-style-type: none"> Make a series of passes to team mates moving 	<p><u>Racquet Skills</u></p> <ul style="list-style-type: none"> Tap the shuttlecock off racquet (tapping it up off the racket). Tap the shuttlecock into a target area. Stand in a ready position holding a racquet correctly (up in line with net). Begin to practise an overhead clear and lift shot. Begin to attempt to serve the shuttlecock straight from hands. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water <p><u>Gymnastics</u></p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. <p><u>Rounders</u></p> <ul style="list-style-type: none"> Be able to play simple rounders games

	<p>towards a scoring area.</p> <ul style="list-style-type: none"> • Show some signs of using a chest pass and shoulder pass. • Show a target to indicate where I'd like to pass to. • Know where space is and try to move into it. • Understand the need to get away from an opponent. • Mark another player and defend when needed. 	<p><u>Invasion Games</u> <u>- Rugby</u></p> <ul style="list-style-type: none"> • Move holding a rugby ball • Know where to score a try and how to position the ball to score a try • Move into spaces to avoid defenders • Make a backward pass to team mates, using the direction most comfortable • Know to tag team mates when to defend <p><u>Invasion Games</u> <u>- Football</u></p> <ul style="list-style-type: none"> • Begin to dribble a ball making small touches • Begin to send a football to 	<p>and submerge.</p> <ul style="list-style-type: none"> • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water <p><u>OAA</u></p> <ul style="list-style-type: none"> • Plan and orientate around obstacles for example PE apparatus /tables/chairs <p>Begin to work cooperatively with others to solve challenges.</p>	<ul style="list-style-type: none"> • Use a greater number of own ideas for movement in response to a task. • Combine arm actions with skips/leaps/steps/jumps & spins in travel • Travel while using various hand apparatus,(ribbon/hoop/rope/ball) <p>Know principles of balance and apply them on floor & apparatus</p>	<p>recording scores.</p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • Throw and catch under pressure. • Use fielding skills to stop the ball effectively. • Learn batting control. • Learn the role of backstop. • Play in a tournament and work as team, using tactics in order to beat another team. • Play in a tournament and work as team, using tactics in order to beat another team 	<ul style="list-style-type: none"> • Apply some rules to games. • Develop and use simple rounders skills using different size bats, batting tees, and different size balls.
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		<p>someone on team.</p> <ul style="list-style-type: none">• Keep a ball under control.• Know where space is and try to move into it.• Mark another player and defend when needed.				
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