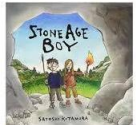
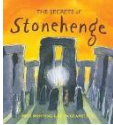
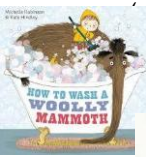
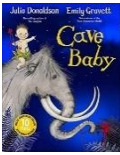
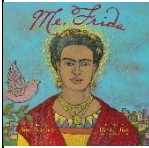
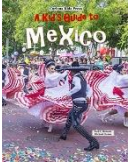
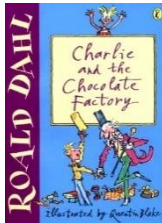
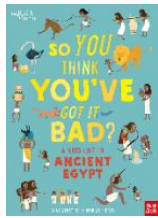
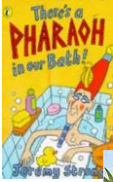
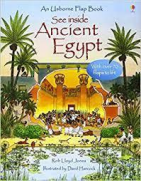
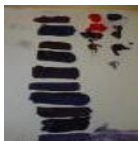


Year 3 – Curriculum Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Stone Age to The Iron Age 		Mexico 		Ancient Egypt 	
Curriculum Link	History	History	Geography	Geography	History Geography	History
Breadth	How did life change from the Stone Age to the Iron age?		How is Mexico similar and different to the U.K?		What achievements did the ancient Egyptians make?	
Core Text (s)	     		 			  
Hook	Drama and teamwork activity linked to Stone Age to begin topic (cave baby).	Building Stonehenge	Mexican objects led enquiry	Mexico Day – food, music, clothing, dancing.	Ancient Egypt objects/photo led enquiry. Making mummies.	Building a pyramid
Visits and visitors	Stone Age trip: Herd Farm			Mexico Day	Leeds City Museum ancient Egypt workshop.	
Community Links				Link to Mexican restaurant	Visit to Leeds City Museum	

English	<u>'Cave Baby'</u> -Descriptive writing, exploring characters feelings. -Drama <u>'Stone Age Boy'</u> -Descriptive writing (recalling)- Writing own stories based on structure of stone age boy. Drama – linked to 'Stone Age Boy' <u>Secrets of Stonehenge</u> -persuasive writing (AFOREST), - Non-fiction - writing a leaflet/poster for Stonehenge	<u>'Mary Anning and the Sea Dragon'</u> – Non Chronological reports/Newspaper reports. <u>'How to Wash a Woolly Mammoth'</u> – instruction writing Drama – linked to 'How to Wash a Woolly Mammoth' <u>Skara Brae</u> -Non-chronological reports – information leaflets.	<u>'Me Frida'</u> - Poetry- writing own poems. <u>'Mexico'</u> – -Non chronological report about Mexico- geographical facts.	<u>'Charlie and the chocolate factory'</u> -Alternative endings to the story. -Persuasive writing- Advert for a chocolate bar. -Instructions- How to make chocolate. -Descriptive writing about characters.	<u>'So you think you've got it bad?'</u> - Instructions of how to make a mummy. - Story structures- cartoon story map. -Non-Chronological reports about life in Egypt.	<u>'There's a Pharaoh in Our Bath'</u> – Narrative writing, retells, sequencing, reports Drama- linked to 'There's a Pharaoh in Our Bath'. <u>'See Inside Egypt'</u> - Non – Chronological reports and diaries/experiences. - Captions and labels.
Maths	<u>Place Value up 1000</u> -Identifying Hundreds, Tens and Ones and finding numbers greater than and less than. -Finding 1, 10, and 100 more or less than numbers to 1000. -Comparing objects and numbers to 1000. Counting in 50s. <u>Addition and subtraction using three digit numbers</u> -Adding and subtracting multiples of 100. -Adding and subtracting single digits and 2 digit numbers to three digit numbers -Adding two three digit numbers crossing 10 or 100. -Subtracting a three digit number from a three digit number with an exchange.	<u>Multiplication and Division</u> Identifying that multiplication and division uses equal groups. -Recapping 2s, 5s and 10s timetables -Multiplying and dividing by 3, 4 and 8 and using them to solve problems.	<u>Multiplication and Division</u> – -Recapping all taught multiplications -Comparing statements. -Multiplying and dividing two digit numbers by single digits. -Scaling. <u>Measurement - Money</u> -Identifying and finding totals - using pounds and pence. -Converting pounds and pence. -Adding and subtracting amounts of money. -Giving change. <u>Statistics</u> -Interpret and present data using tally charts, bar charts, pictograms and tables.	<u>Measurement – length and perimeter.</u> -Measuring lengths and identifying equivalent lengths (mm, cm and m) -Comparing lengths. -Adding and subtracting lengths -Measuring and calculating perimeters. <u>Number – fractions</u> -Identifying unit and non- unit fractions. -finding halves/quarters and thirds -comparing halves and quarters -Counting in fractions	<u>Fractions</u> -Making a whole -finding tenths and equivalent decimals -Identifying equivalent fractions. -Comparing and ordering fractions. -Adding and subtracting fractions with the same denominator. <u>Measurement – time</u> -Identifying months and years. -Hours in a day. -Telling the time to 5 minutes. -Using am and pm. -24 hour clock. -Finding and comparing durations. -Start and end times. -Measuring time in seconds.	<u>Measurement – Geometry of shapes</u> -Identifying turns and angles. -Recognising right angles in shapes and comparing angles. -Horizontal and vertical, Parallel and perpendicular lines and drawing them accurately. -Recognising and describing 2D and 3D shapes -Making 3D shapes. <u>Measurement – mass and capacity</u> -Measuring and comparing mass. -Adding and subtracting mass. Measuring and comparing capacity. -Adding and subtracting capacity.
Science	<u>Rocks</u> Children will: -compare and group rocks, -identify how fossils are formed and what soil is made up of.	<u>Forces and magnets</u> Children will: -compare how things move on different surfaces -that magnets attract and repel and not all objects are magnetic -identify that magnets have two poles.	<u>Animals including Humans</u> Children will: -learn about skeletons and their uses -learn about muscles and how they work. -learn about nutrition and types of food.	<u>Light and Shadows</u> Children will learn: -that they need light to see, -how reflections are made -the sun is a light source - how shadows are made.	<u>Plants</u> Children will: -identify and describe functions of plants (roots, stem, leaves, flowers), -learn the requirements of plants to grow.	<u>Plants</u> Children will: -investigate how water is transported in plants, -learn about the life cycle of flowering plants. - find out about Plant Hunters.
Writing Focus:		Biography about Mary Anning		Investigation about which material would make a good blackout curtain.		

Investigative Science – Focus question?	What is the best light source for a lighthouse? Children will investigate and identify the best light source for a light house.	How do fossils form? (Creating own fossils) Children will create their own fossil and write about what they have done.	How can paper be lifted from the table without touching it? Children will think about ways to lift sheets of paper off the table.	What muscles do we use? Children will take part in different activities and think about the different muscles they can feel being used.	Which plant grows the best? Children will observe (regularly) and record how plants grow under different conditions.	Which plants are safe to eat? Children will look at and sort different plants that we eat and plan a meal.
DT	Food Children -learn and they need - design, evaluate a healthy snack using more than one food group. Topic based activities – The Stone Age Children will create their own ‘Stonehenge’ or equivalent stone monument.	 will: about the different food groups understand what to have a healthy, balanced diet. make and	Mechanical systems Children will: -learn about lever and linkage systems -investigate objects that use this mechanical system -design, make and evaluate a moving picture. Topic based activities - Mexico Cooking and Nutrition – The children will research, make and taste Mexican food. 	Textiles Children will -use the design, make 3D product -create a running and overstitch to and evaluate a 2D shape into a template before they sew Topic based activities – Ancient Egypt. Children will make Egyptian Dancer models by moulding the shape using different techniques.		
Art	Painting Children will: -mix colours effectively, to create mood. -paint a water colour background, and then experiment with different paintbrushes to add texture, patterns and lines to their artwork. Topic based activities – The Stone Age Drawings using different media – The children will create cave painting using pastels  	Drawing Children will: -use different pencil grades to sketch lightly. -add light and shadow to their drawings and learn techniques such as hatching and cross hatching to add texture. Topic based activities - Mexico The children will find out about the tradition of Oji de Dios (Eye of God) which is a weaving activity. 	Printing Children will: -make their own printing blocks using string and create patterns observed in their natural environment and use 2 or more layers of colour to print. Topic based activities – Ancient Egypt. The children will create scrolls of their name using the Ancient Egyptian alphabet. 			
History	Prehistoric Britain from the Stone Age to the Iron Age <i>Children will learn:</i> When was the Stone Age? When was the Bronze Age? What did people wear during the Stone Age? What were the homes like in the Stone Age? What foods did people eat in the Stone Age?	Prehistoric Britain from the Stone Age to the Iron Age <i>Children will learn:</i> What tools did they use in the Stone Age? What were they used for? How were they made? When was the Iron Age? What developments were made throughout the ages? How did the advances in technology impact home life? How and why was the Stonehenge built?		Mexico Children will learn: Who are the Aztecs and how did they settle in Mexico? What are the traditional Mexican celebrations? (discuss celebrations including day of the dead).	Ancient Egypt Children will learn: What are the key differences between Ancient Egypt and modern Britain? What is the importance of after life to Ancient Egyptians? What is a pharaoh and what power do pharaohs hold? What is the importance of god in Ancient Egypt?	Ancient Egypt Children will learn: What was the significance of communication in Ancient Egypt? Who was Howard Carter? How can we show the Ancient civilisation on a timeline and how can we compare this with the same period of time in Britain?

	What did cave paintings resemble and why were they important?	How was Bronze made?				
Writing Focus:	Non-Chronological report about the features in a stone Age house.			Frida Kahlo poetry.	Non-chronological report about life in ancient Egypt.	Diary of Howard Carter.
Geography	<u>Stone Age to Iron Age.</u> Children will learn: Where is Stonehenge? How and why was the Stonehenge built?	<u>Stone Age to Iron Age.</u> Children will learn: Where is Skara Brae?	<u>Mexico.</u> Children will learn: Where is Mexico? What is Mexico's capital city? What languages do they speak in Mexico? What are the human and physical characteristics of the country and main cities? What is the climate in Mexico?	<u>Mexico.</u> Children will learn: What are the trade links in Mexico? What are the similarities and differences between Mexico and the UK? (compare) What was chocolate used for in Mexico and how was it traded?	<u>Ancient Egypt.</u> Children will learn: What are the key differences between Ancient Egypt and modern Britain? Where is the river Nile located and why was it important in Ancient Egypt? Where is Egypt located on a map?	
Writing Focus:	Persuasive writing- advertising poster to persuade people to visit Stonehenge.	Information leaflet about Skara Brea and other Stone age/place settlements.				
Computing	<u>Networks and the internet</u> Children will: -understand how computers communicate, -learn about networks and the internet and how they are used to share	<u>Emailing</u> Children will: -learn how to send emails, including attachments -learn how to be responsible digital citizens	<u>Programming: Scratch</u> Children will:- -use Scratch, with its block-based approach to coding -learn to tell stories and create simple games.	<u>Journey inside a computer</u> Children will: -learn about the different parts of a computer through role-play -develop their understanding of how they follow instructions	<u>Top trumps databases</u> Children will: -develop their understanding of data and databases -play with and create their own Top Trumps cards, -learn how to interpret information by ordering and filtering	<u>Digital literacy</u> Children will: -create a book trailer, storyboarding their trailers beforehand -film and edit their videos and add effects such as transitions, music, voice and text.
E safety:	<u>Beliefs, opinions and facts on the internet.</u> Children will: -learn about 'fake news' and not believing everything they see on the internet. -identify the difference between fact, opinion and belief.	<u>When being online makes me upset.</u> Children will: -learn that sometimes online content can cause upset. -learn how to deal with this content.	<u>Sharing Information</u> Children will: -learn that upsetting incidents can be caused if privacy settings are not secure enough. -look at which devices share information.	<u>Rules of social media platforms.</u> Children will: -learn that we should avoid sharing very personal information with people we do not know. -learn how to project themselves on social media platforms.		

Music	<u>Ballads</u> Learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, learn how to create lyrics by following the structure of a traditional ballad.	<u>Mountains</u> Learn to tell stories through music, considering the narrative it could represent. Learn how dynamics, pitch and tempo change. Create compositions to match an animation, building up layers of texture	<u>Chinese NY</u> Revise key musical terminology, playing and creating pentatonic melodies. Compose a piece of music using layered melodies	<u>The Vikings</u> Develop singing technique: Learn to keep in time and work on musical notation Group performance of a song with actions	<u>Jazz</u> Learn about ragtime style music, traditional jazz and scat singing. Create a jazz motif using a swung rhythm.	<u>India</u> Listen to a range of rag and tal music, identifying traditional instruments. Create improvisations and performing as a class.
Composer / artist focus	Duke Ellington Take the A train	Night on a Bare Mountain Mussorgsky	Beethoven Symphony No 5	Anna Clynnne Night Ferry	Ella Fitzgerald Cry Me a River	Indian Classical Kishori Amonkar Sahela Re
PE and Sport	Fundamental movement skills Multi sports	Dance- Space Multi skills	Functional fitness Gymnastics	Invasion games Dodgeball	Swimming OAA	Swimming Athletics Striking and Fielding
RE	<u>How do the Five Pillars help Muslims to lead a good life?</u> -Children will learn about Muslim beliefs and practices, Allah and the Prophet Muhammad, Five Pillars of Islam as a way of focusing on key beliefs. -They will learn about some key teachings and consider how these reflect and affect the values and lives of believers. -They will recognise the varying responses to ultimate questions.	<u>What do creation stories help people understand the world?</u> -The children will explore the creation stories from Christianity, Judaism, Islam and Sikhism and consider how these stories have impacted upon the faiths in the past, and how relevant they are today. -They will allow pupils to compare and contrast the different creation stories.	<u>How do Jews use stories to remember God’s covenant?</u> -The children will learn about what it is like to be a Jew and the covenant. -They will find out about how God is expressed. -Children will understand the importance of the key figures of Abraham and Moses -They will learn about the festivals of Pesach and the weekly celebration of Shabbat, and how this influences their way of life.		<u>How does the Bible help Christians to live a good life?</u> - The children understand the importance of the bible for Christians and how it helps Christians to live their lives. –Children will explore Jesus’ teachings about rules/behaviour in relation to a variety of Bible stories and parables and how they can relate this to their lives.	<u>How do people express spirituality?</u> -The children will explore the concept of spirituality and focus on creative ways in which spirituality may be demonstrated. -They will experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions.
Writing Focus:			Character profile of either Abraham or Moses.	Diary extract of a Jewish celebration.	Retelling one of the Bible stories or parables.	Poem about a religious event they have found out about (any religion)

PSHE (Jigsaw)	<u>Being Me in My World</u> Children will:- -set personal goals -understand self-identity and worth -recognise positivity in challenges -understand rules, rights and responsibilities -recognises rewards and consequences -understand and make responsible choices -see things from others' perspectives	<u>Celebrating Difference - Families and their differences</u> Children will: -recognise family conflict and how to manage it (child-centred) -talk about witnessing bullying and how to solve it -recognise how words can be hurtful -give and receive compliments	<u>Dreams and Goals</u> Children will: -talk about difficult challenges and how to achieve success -talk about their dreams and ambitions -think about new challenges -understand what motivation and enthusiasm is -recognise and try to overcome obstacles -evaluate learning processes -manage feelings -carry out simple budgeting.	<u>Healthy Me</u> Children will: -create exercise and fitness challenges -understanding food labelling and healthy swaps -talk about attitudes towards drugs -understand how to keep safe and why it's important (online and off line scenarios) -show respect for myself and others -make healthy and safe choices	<u>Relationships</u> Children will: -recognise family roles and responsibilities -understand friendship and negotiation -know how to keep safe online and who to go to for help -understand what being a global citizen is -become aware of how their choices affect others -develop an awareness of how other children have different lives -Express an appreciation for family and friends	<u>Changing Me</u> Children will: -talk about and recognise how babies grow -Understand a baby's needs -recognise and identify outside and inside body changes -look at family stereotypes -challenge their ideas -prepare for transition
Mindmate Lessons	<u>Feeling good and being me.</u> Children will: -reflect on & celebrate their achievements & identify their strengths -identify areas for improvement & set high aspirations & goals	<u>Being the Same and Being Different</u> Children will: -learn how to play & work co-operatively with others. -understand that people often need to play / work together to reach a shared outcome -share their opinions on things that matter to them	<u>Solving problems (Making it better)</u> Children will: -understand that people often need to play / work together to reach a shared outcome - even when they disagree. -begin to understand empathy & why people can be different (in behaviour & image)	<u>Strong Emotions</u> Children will: -recognise that that they may experience strong emotions such as anger -learn there are ways to cope with these strong emotions	<u>Friends and Family</u> Children will: -recognise what is fair & unfair, kind & unkind, what is right & wrong and recognise when people are being unkind either to them or others, -learn what to do when someone is unfair or unkind	<u>Life Changes</u> Children will: -understand the importance of being cooperative with others -understand that change happens & can be challenging --understand that adapting to change is key to developing emotional wellbeing
French	<u>French Greetings with puppets</u> Children will: -learn to introduce themselves -ask how someone is feeling and to say how they are feeling.	<u>French Adjectives of Colour, Size and Shape</u> Children will: -learn how to say the names of colours, describe shapes using the adjectives of colour and size -create an animal from 2D shapes and works of art inspired by French artist, Matisse.	<u>Playground Games</u> Children will: -count, recognise and use the numbers to twelve, -ask how old someone is and say how old they are -compare sentence structures in French and English.	<u>In the Classroom</u> Children will: -learn commands and objects from the classroom -respond to simple instructions -learn items found in a school bag -read and understand short sentences and present a spoken text.	<u>Transport</u> Children will: -decipher new vocabulary using their knowledge of cognates -develop their understanding of sentence structure -identify sounds and perfect their punctuation.	<u>Circle of Life</u> Children will: -explore habitats, food chains and life cycles -broaden their vocabulary and deepen their understanding of sentence structures
Intercultural understanding	<u>European Day of Languages (24/9/21)</u> Children will: -learn about the French language and where else it is used.	<u>Joyeux Noel</u> Children will: - find out about different Christmas traditions in France.	<u>Paris</u> Children will: -learn about the city of Paris and key landmarks.	<u>Easter</u> Children will: -learn about how Easter is celebrated in France and key words for different symbols of Easter	<u>Boules competition</u> Children will: -learn about the French game of Boules and take part in a game.	<u>Celebration event</u> Children will: -identify and name different types of French food -try different food