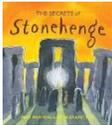
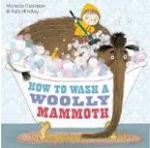
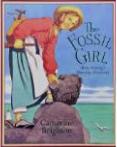
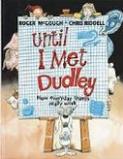
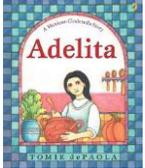
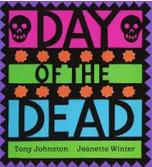
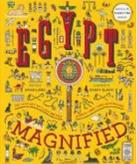
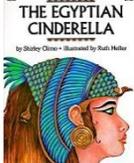
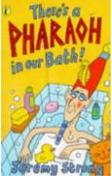
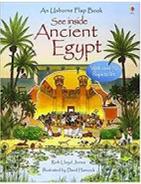


Year 3 – Curriculum Map 2021-2022

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 activity linked to Stone Age to begin topic.	Building Stonehenge	Mexican objects led enquiry	Mexico Day – food, music, clothing, dancing.	Ancient Egypt objects/photo led enquiry	Building a pyramid
Visits and visitors		Visit to Jewish Heritage Centre linked to R.E topic based on Judaism.	Mexican workshop	Mexico Day	Leeds City Museum ancient Egypt workshop.	Moving Words drama and poetry workshop Harlow Carr and workshop (Science)
Community Links		Visit to the Jewish Heritage Centre, Shadwell		Link to Mexican restaurant	Visit to Leeds City Museum	

English	<u>'Stone Age Boy'</u> -Descriptive writing (recalling) -Persuasive writing Drama – linked to 'Stone Age Boy' <u>Skara Brae</u> -Non-chronological reports <u>Secrets of Stonehenge</u> -persuasive writing (AFOREST), - Non-fiction - writing a leaflet about 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>'Until I Met Dudley'</u> – - Explanations about how items work. - instructions <u>'Adelita'</u> (Mexican Cinderella) – Narrative writing / retelling story and writing own versions of story. Drama – linked to 'Adelita'	<u>'The Day of the Dead'</u> -poetry writing Drama – linked to 'Day of the Dead' <u>'Mexico'</u> – Non fiction - writing an advert to promote Mexico and regions of Mexico	<u>'Egypt Magnified'</u> – making cartoons/Freeze frames <u>'An Egyptian Cinderella'</u> – -Narrative – Retelling story, Diary entries, - Comparing Cinderella stories and writing their own version	<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>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>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 (macro and micro nutrients)	<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:	Investigation about which material would make a good blackout curtain.	Biography about Mary Anning	Explanation about how magnets work.	Poem about the skeleton	Recount of a plant growing.	Diary extract of a plant hunter.
Investigative Science – Focus question?	<u>What is the best light source for a lighthouse?</u> Children will investigate and identify the best light source for a light house.	<u>How do fossils form? (Creating own fossils)</u> Children will create their own fossil and write about what they have done.	<u>How can paper be lifted from the table without touching it?</u> Children will think about ways to lift sheets of paper off the table.	<u>What muscles do we use?</u> Children will take part in different activities and think about the different muscles they can feel being used.	<u>Which plant grows the best?</u> Children will observe (regularly) and record how plants grow under different conditions.	<u>Which plants are safe to eat?</u> Children will look at and sort different plants that we eat and plan a meal.

<p>DT</p>		<p>Food Children will: -learn about the different food groups and understand what they need to have a healthy, balanced diet. - design, make and 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.</p> 		<p>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.</p> 		<p>Textiles Children will -use the running and overstretch to design, make and evaluate a 2D shape into a 3D product -create a template before they sew Topic based activities – Ancient Egypt. Children will make Egyptian Dancer models by moulding the shape using different techniques.</p> 
<p>Art</p>	<p>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</p>		<p>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.</p> 		<p>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.</p>	
<p>History</p>	<p>Prehistoric Britain from the Stone Age to the Iron Age Children will: -learn about life in the Stone Age – clothes, homes, diet and Stonehenge. -sequences the different eras of time and find out about the differences between the Ages.</p>	<p>Prehistoric Britain from the Stone Age to the Iron Age Children will: -identify that the Bronze Age followed the Stone Age and that Bronze was discovered by mixing tin and copper. -identify that the Iron Age followed the Bronze Age and developments made</p>	<p>Mexico Children will: -learn about Aztecs and how they settled in Mexico.</p>	<p>Mexico Children will: -learn about traditional Mexican celebrations including Day of the Dead.</p>	<p>Ancient Egypt Children will: -learn about one of the earliest civilisations, Ancient Egypt where and when it appeared and Egyptian life.</p>	<p>Ancient Egypt Children will: -learn about Egyptian life (continued), Gods and Goddesses, beliefs and religion. -learn about the discoveries made include the tomb of Tutankhamun.</p>
<p>Writing Focus:</p>		<p>Non-chronological report about the features in a stone Age house.</p>		<p>Poetry about Day of the Dead</p>	<p>Non-chronological report about life in ancient Egypt.</p>	<p>Diary of Howard Carter.</p>

Geography	<p>Stone Age to Iron Age. Children will: -locate Scotland, the Orkney Isles and Skara Brea on a map. -identify human and physical characteristics of the area.</p>		<p>Mexico. Children will: -locate Mexico on a map and a globe, identifying that it is in N America. -identify the human and physical characteristics of the country and the main cities. -find out about the climate of Mexico in relation to it's location on the Tropic of Cancer. -compare and identify similarities and differences between Mexico and the UK.</p>	<p>Mexico. Children will: -look at the human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources in relation to the and where they settled in Mexico.</p>	<p>Ancient Egypt. Children will:- identify Egypt in an atlas and identify the country is in Africa.</p>	
Writing Focus:	<p>Information leaflet about Skara Brea and other Stone Age place/settlements</p>		<p>Persuasive writing/tourist leaflet encouraging people to visit Mexico.</p>			
Computing	<p>Emailing Children will: -learn how to send emails, including attachments -learn how to be responsible digital citizens</p>	<p>Networks and the internet Children will: -understand how computers communicate, -learn about networks and the internet and how they are used to share</p>	<p>Programming: Scratch Children will:- -use Scratch, with its block-based approach to coding -learn to tell stories and create simple games.</p>	<p>Journey inside a computer Children will: -learn about the different parts of a computer through role-play -develop their understanding of how they follow instructions</p>	<p>Top trumps databases 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</p>	<p>Digital literacy 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.</p>
E safety:	<p>Beliefs, opinions and facts on the internet. Children will: -learn about 'fake news' and not believing everything they see on the internet. -identify the difference between fact, opinion and belief.</p>	<p>When being online makes me upset. Children will: -learn that sometimes online content can cause upset. -learn how to deal with this content.</p>	<p>Sharing Information Children will: -learn that upsetting incidents can be caused if privacy settings are not secure enough. -look at which devices share information.</p>	<p>Rules of social media platforms. 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.</p>		
Music	<p>Traditional instruments and improvisation (Theme: India) Children will: -listen to a range of rag and tal music, identifying traditional instruments -create their own improvisations and perform as a class.</p>	<p>Developing singing technique (Theme: the Vikings) Children will: developing their singing technique; learning to keep in time -work on musical notation and rhythm -perform a song with actions.</p>	<p>Pentatonic melodies and composition (Theme: Chinese New Year) Children will: -revise key musical terminology -play and create pentatonic melodies, composing a piece of music using layered melodies.</p>	<p>Ballads Children will: -learn what ballads are and how to identify their features -convey different emotions when performing them.</p>	<p>Jazz Children will: learn about ragtime style music, Dixieland music and scat singing. -create a jazz motif using a swung rhythm.</p>	<p>Creating compositions in response to an animation (Theme: Mountains) Children will: Listen to music and consider the narrative it could represent. -pay close attention to the dynamics, pitch and tempo and how they change</p>
Composer / artist focus	<p>Kishori Amonkar Sahela Re</p>	<p>Britten This Little Babe</p>	<p>Beethoven Symphony No 5</p>	<p>Anna Clynné Night Ferry</p>	<p>Duke Ellington Take the A train</p>	<p>Mussorgsky Night on a Bare Mountain</p>

<p>PE and Sport</p>	<p><u>Cross country</u> Children will: -begin to develop running skills over longer distances leading to a class race. -reflect on performances and make suggestions to improve them.</p> <p><u>Fitness</u> Children will: -use Joe Wicks type activities improve general stamina, strength, flexibility and fitness. -improve mental health and wellbeing as children return to school. -recognise changes in body temperature, heart rate and breathing and understand how this is linked to exercise</p>	<p><u>Dance - Bollywood</u> Children will: -explore Indian movement and dance using a Bollywood theme. -create dance phrases with a partner and in a small group.</p> <p><u>Striking and fielding</u> Children will: -play simple batting games using small equipment -make up and play a simple ball game with rules</p>	<p><u>Gymnastics - lifting feet high</u> Children will: -develop movements and shapes with the feet high using large apparatus including the apparatus frame, benches, tables, benches, planks and boxes. -use the apparatus frame with confidence and imagination. -sequence showing contrasts in shapes, levels and directions with attempts at extension and precision.</p>	<p><u>Historical / Expressive Dance</u> Linked to class topic</p> <p>Children will: -translate ideas from a stimulus into movement. -improvise freely individually and with a partner.</p> <p><u>Throwing and catching</u> Children will: -improve ball handling skills -travel while bouncing a large ball with control.</p>	<p><u>Invasion games</u> Children will: -explore skills and tactics used in football, netball and hockey using simple small sided games. -use a bat or hockey stick to dribble a small ball.</p> <p><u>Skipping skills</u> Children will: -develop skipping skills both individually and using a long rope.</p>	<p><u>Athletics skills –</u> Children will: -sprint, throw and jump through multi skills and team games. -work in a responsible and safe manner.</p> <p><u>Bat and ball/ tennis skills</u> Children will: -use a bat or tennis racket to tap a ball in the air and to a partner. -suggest some ideas for warm up and know how to dress appropriately for PE.</p>
<p>RE</p>	<p><u>How is new life welcomed?</u> Children will: -learn how babies are welcomed into families. -study some initiation rites such as, infant baptism and Aqiqah. (Unit 2.1)</p>	<p><u>How do Jews Remember God’s Covenant with Abraham and Moses?-</u> Children will: -learn about what it is like to be a Jew and the covenant. -find out about how God is expressed in stories, celebration, ritual and action - -learn that the Torah is a sacred text, the festival of Pesach and the weekly celebration of Shabbat.</p>	<p><u>What do creation stories tell us about our world?</u> Children will: -explore the creation stories from Christianity, Judaism, Islam and Sikhism. -consider how these stories have impacted upon the faiths in the past, and how relevant they are today. -compare and contrast the different creation stories.</p>	<p><u>Who can inspire us?</u> Children will: -explore the concept of leadership and will be an introduced to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews -develop an awareness of the key figures in the Abrahamic religions and their teachings. -learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories.</p>	<p><u>What do Christians believe about a good life?</u> Children will: -understand the importance of the bible for Christians and how it helps Christians to live their lives -explore Jesus’ teachings about rules and behaviour in relation to a variety of Bible stories and parables.</p>	<p><u>How do people express spirituality?</u> Children will: -explore the concept of spirituality and focus on creative ways in which spirituality may be demonstrated. -experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions.</p>
<p>Writing Focus:</p>	<p>Plan a ‘Welcoming Ceremony’ for a new person to their faith.</p>	<p>Writing a newspaper report about the birth of Jesus.</p>	<p>Non Chronological report about different creation stories.</p>	<p>Diary extract of a religious leader – jobs done on a daily/weekly basis</p>	<p>Retelling one of the Bible stories or parables.</p>	<p>Poem about a religious event they have found out about (any religion)</p>

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 our 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