**Year 3 Curriculum Map 2019-20**

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| **Subject** | **Term 1** | **Term 2** | **Term 3** |
| English | * Information texts (instructions)
* Diary writing
* Report Writing (Newspaper reports)
* Setting descriptions
* Biographies (Mary Anning)
 | * Letter writing
* Shape poems
* Stories with familiar settings
 | * Diary writing - revisit from autumn learning.
* Persuasive writing (letters/ advertisements)- revisit from autumn learning.
* Dialogue and scripts (advertisements)
 | * Information texts (Stonehenge) - revisit from autumn learning
* Performance poetry
* Reports and note writing
 | * Information texts (Mummification)
* Report writing- the River Nile
* Persuasive writing (Amasis’ wife) - revisit from spring learning.
 | * Biographies (Howard Carter)-revisit from autumn learning.
* Story writing
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| 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.
 | **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 an opaque object
* find patterns in the way that the size of shadows change.
 | **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
* Describe the simple functions of the basic parts of the digestive system in humans
* Identify the different types of teeth in humans and their simple functions
 | **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, depending on which poles are facing.
 | **Plants*** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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
* 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.
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| History | **Volcanoes- Mount Vesuvius*** A depth study linked to one of the British areas of study listed above (Mary Anning- Lyme Regis)
* the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 | **Stone age to Iron age*** changes in Britain from the Stone Age to the Iron Age
* This could include:  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
* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Skara Brae)
 | **Ancient Egypt***  the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
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| Geography | **Human and physical geography** Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes**Locational knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)**Place knowledge**Location Study- Hawaii (volcanic eruptions) understand geographical similarities and differences | **Geographical skills and fieldwork**Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Look into scavenging type activity to link with Stone Age)**Locational knowledge** Land-use patterns; and understand how some of these aspects have changed over timeHuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources. Tap into/recap chn’s knowledge from autumn learning. | **Locational knowledge** locate the world’s countries, using maps to focus on Europe (ancient civilisations)**Geographical skills and fieldwork**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedUse the eight points of a compass, four and six-figure grid references, symbols and key.**Place Knowledge**Egypt- past and present (key physical and human characteristics, countries, and major cities) |
| Computing | **Digital communications & the web*** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
*  understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 | **Collecting, exploring and handling data*** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
 | **Produce, edit and publish media- presentation** | **Multimedia- recording and editing audio** | **Coding, robotics and gaming** *  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  use sequence, selection, and repetition in programs; work with variables and various forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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| Art | Printing- marbling maps | Painting (mountains/ volcanoes) | Drawing- Chalks and pastels (cave paintings) | Collaging and Textiles- tie dye (Bronze Age cloaks) | Sculpture- Modroc masksMoulding clay (Shabti figures) | Digital art |
| DT | 3D volcanoes | Egyptian bread (link to Judaism) |  | Hydraulics(Rising sarcophagus) |
| PE | Set4U: Real gymReal PE- 1Games - Strike/field (Lancs -cricket | Set4U: Games - InvasionReal PE- 2  Dance-Mountains/ volcanoes?  | Set4U: Games - InvasionReal PE- 3Dance – Stone Age | Set4U: Games - Strike/field Real PE-4Athletics | Set4U: Real GymReal PE -5Games - Net Wall (Gary -tennis) | Set4U: Net Wall or AthleticsOutdoor & adventurous |
| Spanish |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |
| RE | Christianity- What makes a good leader? | Christianity-What does it mean to be inspirational? | Judaism- who inspires you? | Christianity- what qualities make a good leader? | Islam- who has the X factor? | Hinduism- what is expected of a person following a belief or religion? |
| PSHEE(SEAL/Matrix) | New beginnings  | Getting on and falling out- say no to bullying | Going for goals | Good to be me | Relationships/ drugs | Changes  |