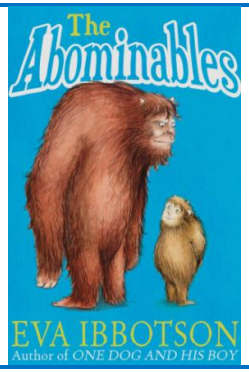
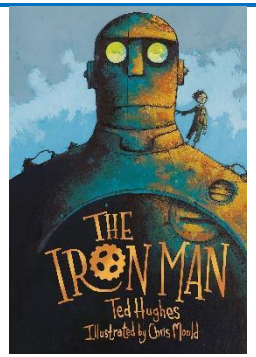
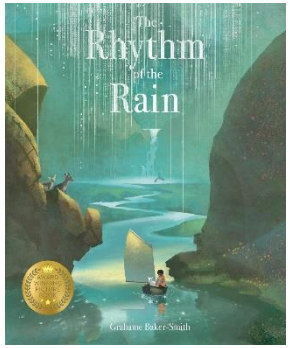
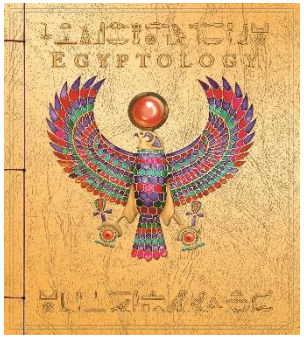
Year 3 Curriculum Map 2021-22

Subject	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mountains & The North West		Stone Age-Iron Age		Ancient Egypt	
Focus Texts:	 					
English	• Information texts (instructions) • Diary writing • Report Writing (Newspaper reports) • Setting descriptions • Biographies (Mary Anning)	• Threat narrative • Setting description • List poem • Kennings • Explanation	• Setting Narrative • Kenning Poem • Diary extract	• Information- River Leaflet • Thank you poem	• Egyptian Mystery Narrative	• Diary to inform
Reading – Steps to Reading	Science - Forces and Magnets/ Rocks	**Reading Breadth:** Stories and Poetry - Different forms	**Geography -** Mountains and Rivers	**Reading Breadth:** Fairy Stories and Poetry - Different forms	**History -** Egyptians	**Reading Breadth:** Stories and Plays and Poetry - Different forms
Maths	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Money Statistics Length and Perimeter		Fractions Time Properties of Shape Mass and Capacity	

		Fractions			
Cross-curricular Maths	**Geography** - bar charts (Statistics) (comparing the climate of a chosen destination throughout the year). - ordering heights of mountains (place value & measurement) **Science** - soil permeability investigation - measuring the water that passes through (Volume & Capacity). **History –** chronological order of events in Mary Anning's life (place value & time).	**History** - hunting and gathering tally/ frequency tables and comparing data: greater than/ less than (Statistics). **Easter** - egg hunt (problem solving with fractions). **Science** - Friction investigation - measuring the distance a car travels on different surfaces (Length) **Science -** Strength of magnets - measuring the distance that different magnets pick up paperclips, bar chart to compare the results (Height & Length).		**History** - comparing the reign of different Pharaohs using the date that they became leaders and when they died (Place value/ addition and subtraction). **D&T**- Textiles – measuring fabric **D&T**- Rising sarcophagus (Measuring lengths) **Science** - water transportation in plants investigation (measuring how far the water has travelled each hour- line graph to compare the two plants).	
Science	**<u>Rocks</u>** • 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.	**<u>Animals including humans</u>** • 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 • Touch on why plants' nutrients are different from animals and how plants	**<u>Forces and Magnets</u>** • 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	**<u>Plants</u>** • 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	**<u>Light</u>** • 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

		receive nutrients • 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	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.	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.	light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.
History	**<u>Fossils</u>** • A study linked to one of the British areas of study - Mary Anning; Lyme Regis • Create a timeline of Mary Anning's life and achievements	**<u>Stone Age to Iron Age</u>** • Create a timeline ordering events and findings from the Stone Age to the Bronze Age • changes in Britain from the Stone Age to the Iron Age • This includes: ☐ 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	**<u>Ancient Egypt</u>** • the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		

			is significant in the locality (Skara Brae)		
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 Map reading to identify places with hills and mountains. Use the eight points of a compass to identify where we are in the UK. **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** Look in depth at what makes up the Northwest including Urban, Rural and Coastal areas.		**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 time Human 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 studied Use 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) Rivers
Computing (Purple Mash) (Discrete & in-discrete computing – used throughout	**Unit 3.2 Online Safety (3)** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable	**Unit 3.1 Coding (6)** Work and to detect and correct errors in algorithms and programs design, write and debug programs that accomplish	**Unit 3.3 Spreadsheets** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a	**Unit 3.6 Branching Databases (4)** **Unit 3.8 Graphing (2)** To understand how yes/no questions are structured & answered	**Unit 3.5 Email (6)** **Unit 3.7 Simulations (3)** **Unit 3.4 Touch-typing (4)** To learn to open, construct and reply by email in a safe manner including attachments. To understand simulations in real and imaginary situations. To explore simulations

the Curriculum)	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	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	range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	to contribute to class branching database and then create and debug their own database. To set up a graph and enter data to be able to produce a graph for maths investigations. Explore a range of graphical formats.	and test predictions considering their usefulness. To recognise patterns in simulations. To develop understanding and names of fingers and keyboard keys to develop typing techniques.	
Art	Printing- marbling maps	Art - sculpture Clay houses		*Stone age art *Class mural on Stonehenge *Painting		
DT			Food – Healthy Soups *Design		Textiles- Egyptian slippers *Design	Ancient Egypt Sarcophagus *Construction

			*Make *Evaluate		*Make *Evaluate	*QCA Unit 3C *Use hydraulics
PE	Set4U - Real Gym Rugby Coaching	Real Dance Real PE	Cricket Coaching Fitness	Football Gymnastics	Tennis coaching Dodgeball	Athletics Basketball
Spanish	A New Start Simple greetings, name phrases,numbers and colours.	The Calendar and Celebrations Greetings, feelings, name- asking and answering a simple question. Days of the week, months of the year.	Animals I like and don't like Epiphany Introduce/revisit and extend domestic animals. Simple like and dislike phrase.	Carnival and Playground Games Celebrate carnival. Revisit language from Aut 1, Aut 2 and Spr 1.	Food we eat everyday Breakfast food and drink, fruit and vegetables. Explore typical Spanish foods.	Going on a Picnic Geography of Spain Consolidate numbers, colours, authentic food, Likes and dislikes.
Music	Let Your Spirit Fly (R&B)	Glockenspiel Stage 1 (Learn to accompany simple songs)	Three Little Birds (Reggae)	The Dragon song (Music from around the world)	Bringing Us Together (Disco)	Reflect, rewind and Replay (Theory of Music)
RE *Key Question:* ***Who should we follow?***	Christianity- the church What makes a good leader?	Christianity- God How (and why) have some people served God?	Islam- Why is the Prophet Muhammad an example for Muslims?	Christianity- Jesus What does it mean to be a disciple of Jesus?	Sikhism – Why are the Gurus important to Sikhs?	Hindu Dharma – Why is family an important part of Hindu life?
PSHE Jigsaw	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me