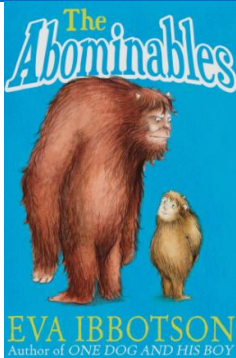
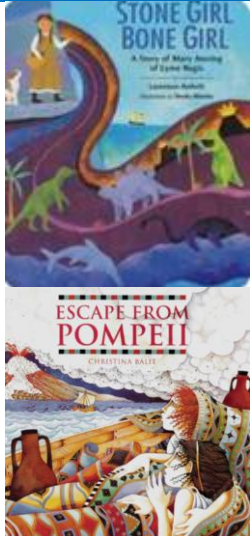
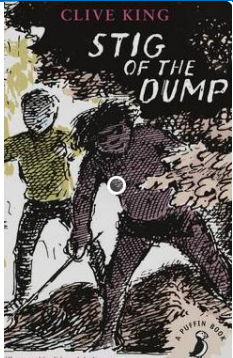
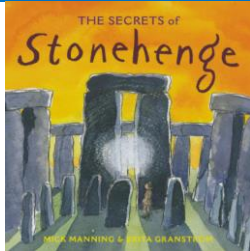
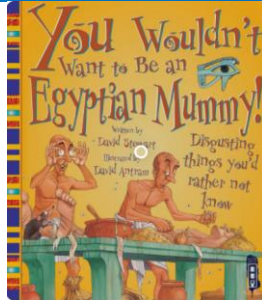
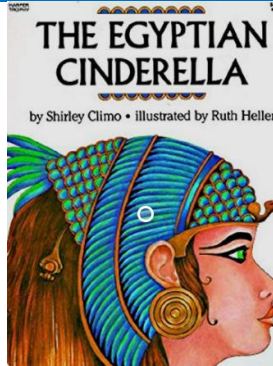


## Year 3 Curriculum Map 2021-22

Subject	Term 1		Term 2		Term 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mountains & Volcanoes		Stone Age-Iron Age		Ancient Egypt	
Focus Texts:						
English	<ul style="list-style-type: none"> <li>Information texts (instructions)</li> <li>Diary writing</li> <li>Report Writing (Newspaper reports)</li> <li>Setting descriptions</li> <li>Biographies (Mary Anning)</li> </ul>	<ul style="list-style-type: none"> <li>Letter writing</li> <li>Shape poems</li> <li>Stories with familiar settings</li> </ul>	<ul style="list-style-type: none"> <li>Diary writing - revisit from autumn learning.</li> <li>Persuasive writing (letters/advertisements)- revisit from autumn learning.</li> <li>Dialogue and scripts (advertisements)</li> </ul>	<ul style="list-style-type: none"> <li>Information texts (Stonehenge) - revisit from autumn learning</li> <li>Performance poetry</li> <li>Reports and note writing</li> </ul>	<ul style="list-style-type: none"> <li>Information texts (Mummification)</li> <li>Report writing- the River Nile</li> <li>Biographies (Howard Carter)- revisit from autumn learning.</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive writing (Amasis' wife) - revisit from spring learning.</li> <li>Story writing</li> </ul>
Maths	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Money Statistics		Fractions Time Properties of Shape	

		Length and Perimeter Fractions	Mass and Capacity		
Cross-curricular Maths	<p><b>Geography</b> - bar charts (<a href="#">Statistics</a>) (comparing the climate of a chosen destination throughout the year).</p> <p><b>Science</b> - soil permeability investigation - measuring the water that passes through (<a href="#">Volume &amp; Capacity</a>).</p> <p><b>History</b> – chronological order of events in Pompeii &amp; Mary Anning’s life (<a href="#">place value &amp; time</a>).</p>	<p><b>History</b> - hunting and gathering tally/ frequency tables and comparing data: greater than/ less than (<a href="#">Statistics</a>).</p> <p><b>Easter</b> - egg hunt (<a href="#">problem solving with fractions</a>).</p> <p><b>Science</b> - Friction investigation - measuring the distance a car travels on different surfaces (<a href="#">Length</a>)</p> <p><b>Science</b> - Strength of magnets - measuring the distance that different magnets pick up paperclips, bar chart to compare the results (<a href="#">Height &amp; Length</a>).</p>	<p><b>History</b> - comparing the reign of different Pharaohs using the date that they became leaders and when they died (<a href="#">Place value/ addition and subtraction</a>).</p> <p><b>D&amp;T</b>- Egyptian bread making (<a href="#">Measurement: Weight &amp; Mass</a>)</p> <p><b>D&amp;T</b>- Rising sarcophagus (<a href="#">Measuring lengths</a>)</p> <p><b>Science</b> - water transportation in plants investigation (<a href="#">measuring how far the water has travelled each hour- line graph to compare the two plants</a>).</p>		
Science	<p><b><u>Rocks</u></b></p> <ul style="list-style-type: none"><li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li><li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li><li>recognise that soils are made from rocks and organic matter.</li></ul>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"><li>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</li><li>Touch on why plants’ nutrients are different from animals</li></ul>	<p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"><li>compare how things move on different surfaces</li><li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li><li>observe how magnets attract or repel each other and attract some materials and not others</li></ul>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"><li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li><li>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</li></ul>	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"><li>recognise that they need light in order to see things and that dark is the absence of light</li><li>notice that light is reflected from surfaces</li><li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li></ul>

		<p>and how plants receive nutrients</p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<ul style="list-style-type: none"> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>
History	<p><b><u>Volcanoes- Mount Vesuvius</u></b></p> <ul style="list-style-type: none"> <li>A depth study linked to one of the British areas of study - Mary Anning; Lyme Regis</li> <li>Create a timeline of Mary Anning's life and achievements</li> <li>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>	<p><b><u>Stone Age to Iron Age</u></b></p> <ul style="list-style-type: none"> <li>Create a timeline ordering events and findings from the Stone Age to the Bronze Age</li> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>This includes: <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, for example, Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p><b><u>Ancient Egypt</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>		

		<ul style="list-style-type: none"> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Skara Brae)</li> </ul>	
Geography	<p><b><u>Human and physical geography</u></b> 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 what lies in those areas of our school grounds. Put onto a 'fortune teller'.</p> <p><b><u>Locational knowledge</u></b> 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)</p> <p><b><u>Place knowledge</u></b> Location Study- Hawaii (volcanic eruptions) understand geographical similarities and differences</p>		<p><b><u>Geographical skills and fieldwork</u></b> 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)</p> <p><b><u>Locational knowledge</u></b> Land-use patterns; and understand how some of these aspects have changed over time</p> <p>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.</p>
			<p><b><u>Locational knowledge</u></b> locate the world's countries, using maps to focus on Europe (ancient civilisations)</p> <p><b><u>Geographical skills and fieldwork</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key.</p> <p><b><u>Place Knowledge</u></b> Egypt- past and present (key physical and human characteristics, countries, and major cities)</p>
Computing (Purple Mash)	<p><b><u>Unit 3.2 Online Safety (3)</u></b> Use technology safely, respectfully</p>	<p><b><u>Unit 3.1 Coding (6)</u></b> Work and to detect and correct errors</p>	<p><b><u>Unit 3.3 Spreadsheets</u></b> Select, use and combine a variety</p> <p><b><u>Unit 3.6 Branching Databases (4)</u></b> <b><u>Unit 3.8 Graphing (2)</u></b></p>
			<p><b><u>Unit 3.5 Email (6)</u></b> <b><u>Unit 3.7 Simulations (3)</u></b> <b><u>Unit 3.4 Touch-typing (4)</u></b></p>

<p>(Discrete &amp; in-discrete computing – used throughout Themed Work)</p>	<p>and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>in algorithms and programs design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms</p>	<p>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</p>	<p>To understand how yes/no questions are structured &amp; answered to contribute to class branching database and then create and debug their own database.</p> <p>To set up a graph and enter data to be able to produce a graph for maths investigations. Explore a range of graphical formats.</p>	<p>To learn to open, construct and reply by email in a safe manner including attachments.</p> <p>To understand simulations in real and imaginary situations. To explore simulations and test predictions considering their usefulness. To recognise patterns in simulations.</p> <p>To develop understanding and names of fingers and keyboard keys to develop typing techniques.</p>	
<p>Art</p>	<p>Printing- marbling maps</p>	<p>Painting (mountains/ volcanoes)</p>	<p>Drawing- Chalks and pastels (cave paintings)</p>	<p>Collaging and Textiles- tie dye (Bronze Age cloaks)</p>	<p>Digital art</p>	<p>Sculpture- Moulding clay (Shabti figures)</p>

		Clay fossils				
DT	3D volcanoes				Egyptian bread (link to Judaism)	Hydraulics (Rising sarcophagus)
PE	Set4U - Real Gym Rugby Coaching	Set4U - Real Dance Real PE	Set4U - Real Gym Cricket Coaching	Set4U - Real Dance Real PE 3&4	Set4U - Team Games Tennis coaching	Set4U - Team Games Athletics
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: <b>Who should we follow?</b>	Christianity- God How (and why) have some people served God?	Christianity- the church What do Christians mean by the holy spirit?	Islam- Why is the Prophet Muhammad an example for Muslims?	Christianity- Jesus What does it mean to be a disciple of Jesus?	Judaism- Who inspires you?	Buddhism- What can we learn from the life of people who started a religion?
PSHE Jigsaw	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me