

Long Term Curriculum Map – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	We Love London!	Shadow Dancers	Set in Stone?	Our European Neighbours	Living In The Freezer	Who's the Mummy?
Humanities	<p><u>Geography</u></p> <p>To understand what a capital city is and that London is the capital city of the UK and England</p> <p>To describe key functions that happen in London e.g. government</p> <p>To understand the role and importance of transport links to and within London</p> <p>To understand and describe why tourism is important to London</p> <p><u>Geographical Skills</u></p> <p>To locate London and other UK capital cities on maps.</p> <p>To locate other European capital cities.</p>	<p><u>History</u></p> <p>A local study: transport (Grand Union Canal)</p> <p>To explain how early transport has changed over time, giving some examples.</p> <p>To explain how significant the change of transport is.</p> <p>To understand why improvements were made to transport – how has it improved lives?</p> <p>To explain how the change in transport affected the locality – what could they do now that they couldn't before?</p> <p>To explain what a source is and how we use it to find out information.</p>	<p><u>History</u></p> <p>In depth study: changes in Britain from the Stone Age to the Iron age</p> <p>To draw conclusions using the evidence that is given and understanding that for some historical enquiry questions, there is no clear answer</p> <p>To explain how people lived in the Stone, Bronze and Iron Age.</p> <p>To explain how people's lives changed and what aspects remained the same</p> <p>To explain how archaeologists discoveries helped our understanding of what life was like during the Stone/Bronze/Iron Age.</p> <p>To be able to construct a timeline of events.</p> <p>To compare and contrast the villages of the Iron Age to those in the modern day.</p> <p>To write a conclusion to an enquiry question.</p>	<p><u>Geography</u></p> <p>To locate some countries in Europe on a map including Italy.</p> <p>To describe the climate of the Mediterranean and Italy.</p> <p>To recognise and describe some natural and human features found in Italy.</p> <p>To investigate some natural and human features in Bologna.</p> <p><u>Geographical Skills</u></p> <p>To use a map to identify the countries in Europe.</p> <p>To use digital maps to identify places.</p> <p>To begin to use the zoom function on digital maps to locate places and explore features.</p>	<p><u>Geography</u></p> <p>To understand that seasonal change impacts the environment.</p> <p>To develop understanding of the challenges facing Antarctic and what is special about the way it is looked after.</p> <p>To recognise different natural features in the Polar Regions and describe them using a range of key vocabulary.</p> <p>To recognise that there are physical and human differences within countries and continents.</p> <p>To recognise that there are advantages and disadvantages for people and animals living in polar environments.</p> <p>To understand the flora and fauna that live in the Polar Regions.</p> <p><u>Geographical Skills</u></p> <p>To use a map to locate countries which lie within the Arctic Circle.</p> <p>To carry out fieldwork in the local area using appropriate techniques suggested.</p> <p>To present information using a simple graph.</p>	<p><u>History</u></p> <p>In depth study: Ancient Egypt</p> <p>To plot important events on a timeline, remembering some key events.</p> <p>To examine evidence left over from Ancient Egypt and explain what this evidence tells us about this civilisation.</p> <p>To discuss the reliability to different types of sources.</p> <p>To discuss the significance of the River Nile and how it led to the Ancient Egyptian civilisation becoming successful.</p> <p>To explore the mummification process.</p> <p><u>Geography</u></p> <p>To know where Egypt is located in the world.</p> <p>To be able to describe some of Egypt's geographical features.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	We Love London!	Shadow Dancers	Set in Stone?	Our European Neighbours	Living In The Freezer	Who's the Mummy?
Science	<p>To describe the appearance of the near and far side of the Moon.</p> <p>To explain how a rocket powered vehicle works.</p> <p>Working scientifically To you observations and ideas to suggest answers to questions.</p>	<p>To investigate by using a fair test what makes shadows bigger or smaller.</p> <p>To create a timeline of important ways of making mirrors.</p> <p>To name at least ten different uses of mirrors.</p> <p>To decide on the best way to record results.</p> <p>Working scientifically To record observations and make sense of them. To design and carry out a fair test.</p>	<p>To compare and group rocks.</p> <p>To test for and describe some properties of rocks.</p> <p>To decide the best way to record and present their results.</p> <p>To be able to describe some ways that rocks are made.</p> <p>Working scientifically To collect and record data from observations and tests. To set up and carry out simple, practical activities and fair tests. To use results to draw conclusions and suggest improvements or new questions.</p>	<p>To identify different magnets and their uses.</p> <p>To explain what magnetic fields are and the law of attraction.</p> <p>To compare movement and friction on different surfaces.</p> <p>Working scientifically To plan comparative and fair tests and collect accurate results. To report and present findings from enquiries. To predict whether two magnets will attract or repel each other.</p>	<p>To identify the different parts of a plant and explain their functions.</p> <p>To describe how water is transported in plants.</p> <p>To understand what different types of plant need to live and grow.</p> <p>To understand the role flowers play in the life cycle of plants.</p> <p>Working scientifically To set up simple practical enquiries. To ask relevant questions and use different types of scientific enquiry to answer them. To record the findings using drawings and labelled diagrams and tables.</p>	<p>To identify different food groups and how they make up a balanced diet.</p> <p>To compare the diets of different animals.</p> <p>To explain the importance of the skeleton and muscles.</p> <p>To know the names of different parts of the skeleton.</p> <p>To identify and group animals with and without skeletons.</p> <p>Working scientifically To gather, record and present data in different ways. To make systematic and careful observations.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	We Love London!	Shadow Dancers	Set in Stone?	Our European Neighbours	Living In The Freezer	Who's the Mummy?
Art /DT	<p>Art & Design: Painting A study of Claude Monet, River Thames Series.</p> <p>To create sketch books and record observations. To improve mastery of art and design techniques including painting. To mix and match colours from Monet's work and record this in sketchbooks. To use the four predominant colours to paint their own version of one on Monet's River Thames paintings. To learn about great artists. To understand and explore how Claude Monet used light and colour to create impressions of River Thames. To discuss and evaluate their own work and that of others and artists.</p>	<p>Design Technology: Construction Students will design, make and evaluate shadow puppet theatre to record the Christmas story.</p> <p>Technical Knowledge: To know that a single fabric shape can be used to make a 3D textiles product.</p>	<p>Design Technology: Construction & Textile Student will design and create a soft cushion, using fabric and sewing tools that would go inside a roundhouse.</p> <p>Technical Knowledge: To know that a single fabric shape can be joined to make a 3D textiles product. To decorate fabric using appliqué and cross stitch.</p>	<p>Art & Design: Drawing & Sculpting Students will work through and develop various skills while working through the process of drawing to create a new sculpture that will enhance a location of their desire or location chosen by the class.</p> <p>To investigate how the environment affects how we feel about a place and how art can be used to improve a place. To collect visual information and to explore ideas for a site-specific sculpture. To explore techniques in art to represent different artistic designs by using varying mediums of art (pencil, charcoal). How does different mediums change the finishing product? To extend the variety of drawing tools and explore different textures. To use a variety of media to draw visual elements such as line, shape, tone and space. To observe and draw landscapes, patterns and draw objects from memory and imagination. To be able to evaluate a finished piece of artwork.</p>	<p>Design Technology: Food Technology (Seasonal Foods) Students will explore and discuss seasonal foods and seasonal cooking by working through lessons, recipes and activities. Staff and children are encouraged to use the school garden to plant vegetables, plants, etc. that would be suitable to plant at this time of the year.</p> <p>To begin to understand and know that food is grown, reared and caught in the UK, Europe and the wider world. To understand how to prepare and cook a variety of savoury dishes safely and hygienically including the use of a heat source. To begin to be able to measure accurately, follow a recipe and assemble or cook ingredients. To understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. To understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat Well Plate' To begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>Art & Design: Sculpting Students will make a cartouche (an ornamental figure with Egyptian hieroglyphics, often in the shape of an oval shield).</p> <p>To explore historical drawings and hieroglyphics and how this was used in Art. To experiment with line, space and shape and to experiment with tools and surfaces. To experiment by repeating and overlapping colours to create regular and irregular patterning. To generate, develop, model and communicate their ideas through discussion and annotated sketches. To use drawing, painting to develop and share their ideas, experiences and imagination. To explore 3D using a range of tools and materials like clay or salt dough. To evaluate and analyse works using the language of art craft and design. To shape, form, model and construct (malleable and rigid materials) by planning and developing ideas. To select tools and equipment to perform practical tasks (cutting, shaping) accurately.</p>

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Learning Experience	We Love London!	Shadow Dancers		Set in Stone?	Our European Neighbours		Living In The Freezer	Who's the Mummy?	
RE	What is the Bible's Big story?	Why is Remembrance important?	How did Advent and Epiphany show us what Christmas is really like?	Judaism – What does it mean to be a Jew?	How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference?	Who is the most important person in the Easter story?	Buddhism – What is Buddhism?	Who is Jesus (I am ... statements).	
Wellbeing and Citizenship	<ul style="list-style-type: none"> To set a goal To explain what food groups make up meals To understand how food choices can contribute to tooth decay To explain what a drug is To categorise drugs To explain the effects of passive smoking To understand the effects of caffeine To explain democracy and explain why democracy is important Link to Student Council Elections To explain the difference between unkindness and bullying Link to Anti-Bullying week To explain what conflict is and ways of resolving conflict To explain what to do if conflict escalates To explore the benefits of exercise To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle 			<ul style="list-style-type: none"> To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain the difference between wants and needs To explore life in different countries To explain how their life is different to the lives of children in other countries To explain how to keep safe online To identify who to talk to if you are worried or scared about something To explain how to keep safe around fire To explain the risks associated with fire To explore gender stereotypes 			<ul style="list-style-type: none"> To identify the qualities of a good friend To identify positive thoughts and how positive thoughts can affect us To explore the concept of self-talk and identify how this can help us To identify what makes a healthy relationship and explain what makes a good friend To understand peer pressure and saying no To discuss personal boundaries To explain who is in their family, while recognising families are different If covering FGM lessons: To know you can say no to bad touch To understand that FGM is not a rite of passage If you are NOT covering FGM lessons: To understand what dementia is and how it is related to memory 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	We Love London!	Shadow Dancers	Set in Stone?	Our European Neighbours	Living In The Freezer	Who's the Mummy?
Computing/ E-Safety	DIGITAL LITERACY WORKING THROUGH DB PRIMARY- ONGOING					
	<p style="text-align: center;"><u>Online Safety</u></p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p style="text-align: center;"><u>Purple Mash</u></p> <p>To 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>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p style="text-align: center;"><u>Presentation Skills</u></p> <p>To use search technologies effectively.</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to create a presentation.</p> <p>By the end of this unit chn should be able to create a simple presentation, add hyperlinks, insert audio and video files, record audio onto a slide, create simple slide templates and use animations to introduce objects to a slide.</p>	<p style="text-align: center;"><u>Scratch Coding: Travel Europe, Conversation and Captain Meow</u></p> <p>To 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>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p style="text-align: center;"><u>Internet Research</u></p> <p>To select, use and combine a variety of software.</p> <p>To use search technologies effectively.</p> <p>To understand computer networks.</p> <p>To use technology safely, respectfully and responsibly</p> <p>By the end of this unit chn should be able to bookmark or favourite a page, what to do if they feel uncomfortable when communicating online, give the better results when searching online, share a webpage with others, research types of online communication.</p>	<p style="text-align: center;"><u>Lego Coding – Milo the Science Rover</u></p> <p>Lesson 1-4</p> <p>To 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>Lesson 5-6: Scratch Coding Assessment</p>
Music	<p><u>Charanga: Model Music</u></p> <p><u>Developing Notation Skills</u></p> <p>How Does Music Bring Us Closer Together?</p>	<p><u>Charanga: Model Music</u></p> <p><u>Enjoying Improvisation</u> What Stories Does Music Tell Us About the Past?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Help to Make the World a Better Place?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Help Us Get To Know Our Community?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Make a Difference To Us Every Day?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Connect Us With Our Planet?</p>
PE	PERSONAL	SOCIAL	COGNITIVE	CREATIVE	PHYSICAL	HEALTH & FITNESS
	REAL PE Unit 1 FUNS 10 & 1 REAL GYM – Unit 1	REAL PE Unit 2 FUNS 6 & 2 REAL GYM – Unit 2	REAL PE Unit 3 FUNS 5 & 4 REAL DANCE	REAL PE Unit 4 FUNS 9 & 7 REAL DANCE	REAL PE Unit 5 FUNS 8 & 12 ATHLETICS	REAL PE Unit 6 FUNS 11 & 3 OUTDOOR GAMES - Cricket
MFL - French	<u>Language Angels:</u> Phonetics 1&2 I'm Learning French	<u>Language Angels:</u> Animals	<u>Language Angels:</u> Musical Instruments	<u>Language Angels:</u> Fruits	<u>Language Angels:</u> Ancient Britain	<u>Language Angels:</u> I can ...