

Long Term Curriculum Map – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	We Love London!	Shadow Dancers	Why do people live near volcanoes?	Set in Stone?	Living In The Freezer	Who's the Mummy?
Humanities	<p><u>Geography</u></p> <p>To describe different types of settlements. To identify the human and physical features in the local area. To discuss why physical and human features are in particular locations. To describe how land use in the local area has changed. To identify land use in New Delhi. To compare land use in two different locations.</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. To explain how significant the change of transport is. To understand why improvements were made to transport – how has it improved lives? To explain how the change in transport affected the locality – what could they do now that they couldn't before? To explain what a source is and how we use it to find out information.</p>	<p><u>Geography</u></p> <p>To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings.</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 To explain how people lived in the Stone, Bronze and Iron Age. To explain how people's lives changed and what aspects remained the same To explain how archaeologists discoveries helped our understanding of what life was like during the Stone/Bronze/Iron Age. To be able to construct a timeline of events. To compare and contrast the villages of the Iron Age to those in the modern day. To write a conclusion to an enquiry question.</p>	<p><u>Geography</u></p> <p>To understand the position and significance of lines of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica. To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route.</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. To examine evidence left over from Ancient Egypt and explain what this evidence tells us about this civilisation. To discuss the reliability to different types of sources. To discuss the significance of the River Nile and how it led to the Ancient Egyptian civilisation becoming successful. To explore the mummification process.</p> <p><u>Geography</u></p> <p>To know where Egypt is located in the world. To be able to describe some of Egypt's geographical features.</p>

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Science	<p><u>Working scientifically</u> To give a prediction. To pose a scientific question. To design a scientific investigation with more than one variable. To take careful and systematic measurements and record results in a table and a graph. To write, use and evaluate a method for a scientific investigation. To explain what happened during an investigation and give evidence to support findings. To suggest further lines of enquiry that could be tested. To understand what a control test is and suggest variables to compare. To write a conclusion for an investigation and use scientific explanation to support evidence</p>	<p>To investigate by using a fair test what makes shadows bigger or smaller. To create a timeline of important ways of making mirrors. To name at least ten different uses of mirrors. To decide on the best way to record results.</p> <p><u>Working scientifically</u> To record observations and make sense of them. To design and carry out a fair test.</p>	<p>To identify different magnets and their uses. To explain what magnetic fields are and the law of attraction. To compare movement and friction on different surfaces.</p> <p><u>Working scientifically</u> 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 compare and group rocks. To test for and describe some properties of rocks. To decide the best way to record and present their results. To be able to describe some ways that rocks are made.</p> <p><u>Working scientifically</u> 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 the different parts of a plant and explain their functions. To describe how water is transported in plants. To understand what different types of plant need to live and grow. To understand the role flowers play in the life cycle of plants.</p> <p><u>Working scientifically</u> 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. To compare the diets of different animals. To explain the importance of the skeleton and muscles. To know the names of different parts of the skeleton. To identify and group animals with and without skeletons.</p> <p><u>Working scientifically</u> To gather, record and present data in different ways. To make systematic and careful observations.</p>

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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>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: 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>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>

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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	Me and My Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community	Keeping Safe Managing risk Decision-making skills Drugs and their risks Staying safe online	Rights and Respect Skills we need to develop as we grown up Helping and being helped Looking after the environment Managing money	Being My Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Growing and Changing Relationships Changing bodies and puberty Keeping Safe Safe and unsafe secrets
Computing	Computing Systems and Networks To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network	Creating Media To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation	Programming A – Sequencing Sounds To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequences of commands can have an order To change the appearance of my project To create a project from a task description	Data and Information – Branching Databases To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create and identification tool	Creating Media – Desktop Publishing To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desk top publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	Programming B – Events and Actions in Programs To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge
Music Charanga: English Model Music	Writing Music Down Understanding Music: Tempo: Andante – at a walking pace (100bpm) Time signature: 4/4 - there are four crotchet beats in a bar	Playing in a Band Understanding Music: Tempo: Andante – at a walking pace (104bpm) Time signature: 2/4 - there are two crotchet beats in a bar	Compose Using Your Imagination Understanding Music: Tempo: Moderato – at a moderate speed (112bpm) Time signature: 3/4 - there are three crotchet beats in a bar	More Musical Styles Understanding Music: Tempo: Andante – at a walking pace (92bpm) Time signature: 4/4 - there are three crotchet beats in a bar	Enjoying Improvisation Understanding Music: Tempo: Andante – at a walking pace (104bpm) Time signature: 3/4 - there are three crotchet beats in a bar	Opening Night Understanding Music: Tempo: Andante – at a walking pace (92bpm) Time signature: 2/4 - there are three crotchet beats in a bar Key signature: F major –

	<p>Key signature: G major – there is one sharp in the key signature (#) Rhythmic patterns: minims, crotchets and quavers Improvise Together: Time signature: 2/4 Key signature: C Major Notes: C, D, E, G, A</p>	<p>Key signature: C major –there are no sharps or flats in the key signature. Rhythmic patterns: minims, crotchets and quavers Improvise Together: Time signature: 2/4 Key signature: C Major Notes: C, D, E, G, A</p>	<p>Key signature: F major –there is one flat in the key signature (#) Rhythmic patterns: minims, crotchets and quavers Improvise Together: Time signature: 4/4 Key signature: G Major Notes: G, A, B, C, D</p>	<p>Key signature: A minor –there are no sharps or flats in the key signature (#) Rhythmic patterns: minims, crotchets and quavers Improvise Together: Time signature: 4/4 Key signature: G Major Notes: G, A, B, C, D</p>	<p>Key signature: C major – there are no sharps or flats in the key signature. Rhythmic patterns: minims, crotchets and quavers Improvise Together: Time signature: 2/4 Key signature: F Major Notes: F, G, A, C, D</p>	<p>there is one flat in the key signature (b) Rhythmic patterns: minims, crotchets and quavers Improvise Together: Time signature: 2/4 Key signature: F Major Notes: F, G, A, C, D</p>
<p>Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>						
PE	<p>Fundamentals To develop balance and apply it to other fundamental movement skills. To understand how the body moves differently at different speeds. To develop technique when changing speed. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To apply fundamental skills to a variety of games.</p>	<p>Gymnastics To create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus. To transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using equipment. To create a partner sequence using skills learnt and incorporating apparatus.</p>	<p>Dance To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance.</p>	<p>Tennis To develop racket and ball control. To explore rallying using a forehand. To explore returning the ball using a forehand. To explore returning the ball using a backhand. To learn how to score and use simple rules. To work co-operatively with others to begin to manage a game.</p>	<p>Fitness To understand how balance helps us in everyday life. To understand how co-ordination helps us in everyday life. To understand how strength helps us in everyday life. To understand how speed helps us in everyday life. To understand how agility helps us in everyday life. To understand how stamina helps us in everyday life.</p>	<p>Dance To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme.</p>
	<p>PSD - Ball Skills To develop dribbling skills with hands and feet. To develop tracking and catching skills.</p>	<p>PSD - Basket Ball To understand the role of an attacker when in possession. To use attacking skills to maintain possession.</p>	<p>PSD – Hockey To send and receive with some control. To move safely and with control when in possession.</p>	<p>PSD – OAA To develop co-operation and teamwork skills. To develop trust and teamwork.</p>	<p>PSD – Athletics To develop the sprinting technique and improve on your personal best.</p>	<p>PSD – Cricket To learn how to score in a striking and fielding game. To develop batting to score points.</p>

	<p>To develop tracking and throwing skills. To develop tracking and kicking skills. To track a ball that is not sent directly to me. To apply sending and receiving skills in games.</p>	<p>To develop passing and moving to support my team in attack. To understand the role of a defender and explore ways to gain possession. To understand that scoring goals is an attacking skill and demonstrate this. To apply skills and knowledge to compete in a tournament.</p>	<p>To develop decision making in attack. To understand the role of a defender. To apply tactics to small sided games. To apply rules, skills and tactics to play in a tournament.</p>	<p>To involve all team members to work towards a shared goal. To develop trust whilst listening to others and following instructions. To identify objects, draw and follow a simple map. To draw a route using directions, orientate a map and navigate around a grid.</p>	<p>To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.</p>	<p>To develop fielding skills to limit the batter's score. To understand the role of a bowler. To develop my understanding of tactics and begin to use them. To apply skills and knowledge to play games using cricket rules.</p>
<p>MFL - French Language Angels</p>	<p><u>I am learning French</u> Pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</p> <p><u>Animals</u> Pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.</p>	<p><u>Instruments</u> Pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.</p> <p><u>I am able</u> Pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions</p>	<p><u>Ice-creams</u> pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in the foreign language. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p> <p><u>Fruits</u> Pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.</p>			