

## Year 3 Curriculum Map

Autumn 1		Concept	
<h3>There's No Place Like Home</h3>			
Events/trips: Walk around the local area			
Maths: See medium term plans			
		Reading	
Project X set up The Night Box Voices in the Park			
		Writing	
<ul style="list-style-type: none"> <li>Song lyrics about local area</li> <li>Setting description</li> <li>Diary</li> <li>Persuasive letter-walk to school</li> <li>Curriculum write: DOT PSHE setting targets for the year</li> </ul>		<b>Vocab:</b> 'mag-pied' words and phrases <b>Grammar:</b> Prepositions, adverbs for time <b>Sentence:</b> Begin to vary in length, use of because and when <b>Composition:</b> Group related ideas together	
<b>Geography: The UK—A New Beginning</b> <b>Locational Knowledge</b> To name and locate counties and cities of the UK, compare geographical regions and their identifying human and physical characteristics, explore key topographical features (including hills, mountains, coasts and rivers), and land use patterns, and understand how some of these aspects have changed over time		<b>Science: Feeding relationships and the environment</b>  Longitudinal study - Plants	
<b>Art: Drawing</b> - Line, tone and shade - Experiment with different drawing techniques. <b>Painting</b> - Explore and experiment with different effects and textures including blocking in colours, washes, thickened paint. <b>Textiles/Collage:</b> Show awareness and name a range of different fabrics. Use a variety of techniques e.g. printing, dyeing, weaving and stitching		<b>Computing: Information Technology</b> <b>Drawing and desktop publishing</b> Efficient Keyboard and mouse skills. How to save and retrieve work on the server Produce Kandinsky style pieces of art work	
<b>P.E: Indoors:</b> Multi-skills <b>Outdoors:</b> Basketball/Netball		<b>Music: KEYBOARD</b> Musical dimensions: Texture, structure Musical skills: Describing and discussing	
<b>R.E: JUDAISM</b> <b>Theme:</b> Jewish Stories <b>Key Concept:</b> Mitzvot/Importance <b>Enquiry:</b> How do we show what is important to us?		<b>PSHE/SMSC/BV:</b> How can we be a good friend?  <b>MFL:</b> 1 Bonjour	

Spring 1		Concept	
<h3>Rolling Stones</h3>			
Events/trips:			
Maths: See medium term plans			
		Reading	
Stone Age Boy Stone Girl Bone Girl		Stone Age to Iron Age	
		Writing	
<ul style="list-style-type: none"> <li>Non-Chronological Report (Toby and the Ice Giants)</li> <li>Instructions (How to Wash a Woolly Mammoth)</li> <li>Adventure Story (Mary Anning and the Sea Dragon)</li> </ul>		<b>Vocab:</b> Build upon words/phrases from models read, use of tiered language <b>Grammar:</b> Correct tense and person with more consistency <b>Sentence:</b> Topic sentences to introduce paragraphs <b>Composition:</b> Use of paragraphs, introduction, headings and sub-headings	
<b>Science: Skeletons and Movement</b> Longitudinal study - Plants		<b>Geography: UK Region—Skara Brae</b> <b>Human Geography</b> To describe and understand key aspects of human geography, including types of settlement and land use.	
<b>History: Changes in Britain from the Stone Age to the Iron Age.</b> How did life change between the Neolithic and the Iron Age? How can we know about how people lived in the past?			
<b>Art: Drawing</b> - Line, tone and shade, exploring shading, using different media to achieve a range of light and dark tones, black to white. <b>Painting-</b> confidently create different effects and textures with paint according to what they need for the task. <b>Sculpture:</b> Shape, form, model and construct (malleable and rigid materials). Discuss own work compared with other sculptors.		<b>Computing: Digital Literacy</b> <b>Online Safety</b> How to send an email safely. Video conferencing  <b>D.T: Natural structures:</b> shell structures	
<b>P.E: Indoors:</b> Indoor Athletics <b>Outdoors:</b> Tennis			
<b>R.E: CHRISTIANITY</b> <b>Theme:</b> Jesus, his teachings and his message <b>Key Concept:</b> Messages <b>Enquiry:</b> How do we learn and convey messages in life?		<b>PSHE/SMSC/BV:</b> What makes a good community?  <b>MFL:</b> 3 Mon corps	

Summer 1		Concept	
<h3>Respectful Romans</h3>			
Events/trips:			
Maths: See medium term plans			
		Reading	
Gladiator Boy I was there...Boudica's Army			
		Writing	
<ul style="list-style-type: none"> <li>Five-part story with historical setting (Vidi Vini Vici)</li> <li>Newspaper article</li> </ul>		<b>Vocab:</b> Vocabulary to indicate viewpoint. <b>Grammar:</b> Direct speech including accurate punctuation <b>Sentence:</b> Range of sentence structures, double 'ly' sentences <b>Composition:</b> organisational features used, paragraphs evident and used with increasing independence	
<b>Science: Magnets and their effects</b> Longitudinal study - Plants		<b>Geography: London/Rome</b> <b>Place Knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region of the UK. Study of a region in a European Country - tracking the journey of the Roman invasion. Beginning with a Rome study, locations in France and southern England.	
<b>History: The Roman Empire and its impact on Britain.</b> What was the Roman Empire's most significant impact on Britain? What have the Romans ever done for us?		<b>Art: Drawing:</b> Close observation, drawn both the positive and negative shapes, initial sketches as preparation for painting, tone, line and texture. <b>Painting:</b> Colour mixing. Introduce different types of brushes and brush techniques. <b>ICT-Digital Media:</b> Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision	
<b>P.E: Indoors:</b> Dance <b>Outdoors:</b> Athletics			
<b>R.E: CHRISTIANITY</b> <b>Theme:</b> Places of Worship <b>Key Concept:</b> Sacred places <b>Enquiry:</b> What makes a place sacred?		<b>PSHE/SMSC/BV:</b> What should we do to keep active and sleep well?  <b>MFL:</b> 5 La famille	

Autumn 2		Concept	
<h2>Journey to Christmas</h2>			
Events/trips: The Nativity performance, Kidzania			
Maths: See medium term plans			
Reading			
Leon and the Place Between Cat Tales	The Nativity Snow (poem)		
Writing			
<ul style="list-style-type: none"> <li>Three-part story - Journey</li> <li>Poetry - Winter Crept</li> <li><b>The Nativity - speaking and listening</b></li> </ul>	<b>Vocab:</b> Building a varied and rich vocabulary, noun phrases <b>Grammar:</b> 'a' or 'an' used correctly <b>Sentence:</b> Sentence of 3 including the use of a comma <b>Composition:</b> three-part story, Ideas grouped into verses		
<b>Geography: A Local Study - Purbrook Place Knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region of the UK.	<b>Science:</b> Light Longitudinal study - Plants		
<b>Art: Drawing - Line, tone and shade -</b> Experiment with different drawing techniques. <b>Painting -</b> Explore and experiment with different effects and textures including blocking in colours, washes, thickened paint. <b>Textiles/Collage:</b> Show awareness and name a range of different fabrics. Use a variety of techniques e.g. printing, dyeing, weaving and stitching	<b>Computing: Information Technology</b> <b>Multimedia Text, Images &amp; Sound</b> <b>Internet research</b> Collect and present information using pictures and texts		
<b>P.E: Indoors:</b> Gymnastics <b>Outdoors:</b> Hockey			
<b>R.E: CHRISTIANITY</b> <b>Theme:</b> Mary, Mother of God <b>Key Concept:</b> Holy <b>Enquiry:</b> Why is Mary, mother of Jesus Christ, described as holy?	<b>PSHE/SMSC/BV:</b> What are families like?  <b>MFL:</b> 2 En classe		

Spring 2		Concept	
<h2>Rolling Stones</h2>			
Events/trips: Natural History Museum (funding dependent)			
Maths: See medium term plans			
Reading			
Stone Girl Bone Girl	A Rock is Lively Look for the Bare Necessities (song)		
Writing			
<ul style="list-style-type: none"> <li>Adventure story <i>continued</i> (Mary Anning and the Sea Dragon)</li> <li>Playscript (Mary Anning)</li> <li>Verse to a song (Bare Necessities)</li> <li><b>Curriculum write:</b> Persuasive letter to encourage a time traveller to come back to a time within the Stone Age based on features of the time period</li> </ul>	<b>Vocab:</b> Taken from wider reading, use of tiered language becoming independent <b>Grammar:</b> dialogue <b>Sentence:</b> Adverbs to embellish and provide clarity <b>Composition:</b> organisational features suitable to form.		
<b>Science:</b> Skeletons and Movement Longitudinal study - Plants	<b>Science:</b> Skeletons and Movement Longitudinal study - Plants		
<b>History: Changes in Britain from the Stone Age to the Iron Age.</b> How did life change between the Neolithic and the Iron Age? How can we know about how people lived in the past?			
<b>Art: Drawing - Line, tone and shade,</b> exploring shading, using different media to achieve a range of light and dark tones, black to white. <b>Painting-</b> confidently create different effects and textures with paint according to what they need for the task. <b>Sculpture:</b> Shape, form, model and construct (malleable and rigid materials). Discuss own work compared with other sculptors.	<b>Computing: Information Technology</b> <b>Multimedia Text, Images &amp; Sound</b> Produce a report on a Stone Age House in the style of an estate agent & video with green screen & narration		
<b>P.E: Indoors:</b> Circuits <b>Outdoors:</b> Rugby/Football			
<b>RE: CHRISTIANITY</b> <b>Theme:</b> Easter, the key events <b>Key Concept:</b> Suffering <b>Enquiry:</b> How is suffering shown in the Easter story?	<b>PSHE/SMSC/BV:</b> What keeps us safe?  <b>MFL:</b> 4 Les animaux		

Summer 2		Concept	
<h2>From a Small Seed</h2>			
Events/trips: Butser Ancient Farm / Fort Nelson			
Maths: See medium term plans			
Reading:			
Greenling	The Spider and the Fly (poem) The Windmill Farmer (animation)		
Writing			
A fable with a Moral (The Koala Who Could) Explanation - How a Plant Grows <ul style="list-style-type: none"> <li><b>Curriculum write:</b> Instructions; how to use SCRATCH to create an animation of a flower</li> </ul>	<b>Vocab:</b> Technical language <b>Grammar:</b> dialogue with accurate punctuation, present perfect tense <b>Sentence:</b> Wide range of conjunctions - cause and effect <b>Composition:</b> Awareness of purpose, audience and form, adapts writing to suit including organisational features		
<b>Science:</b> How plants reproduce Longitudinal study - Plants	<b>Science:</b> How plants reproduce Longitudinal study - Plants		
<b>History: The Roman Empire and its impact on Britain.</b> What was the Roman Empire's most significant impact on Britain? What have the Romans ever done for us?	<b>Geography: London/Rome Place Knowledge</b> To understand geographical similarities and differences through the study of human and physical geography of a region of the UK. Study of a region in a European Country - tracking the journey of the Roman invasion. Beginning with a Rome study, locations in France and southern England.		
<b>Art: Drawing:</b> Close observation, drawn both the positive and negative shapes, initial sketches as preparation for painting, tone, line and texture. <b>Painting:</b> Colour mixing. Introduce different types of brushes and brush techniques. <b>ICT-Digital Media:</b> Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision	<b>Computing: Computer Science - Coding and Programming SCRATCH</b> Growth of a flower animation  <b>Music: UKELELE</b> Musical dimensions: Pitch, duration, timbre Musical skills: Singing, playing, rehearsing, and performing		
<b>P.E: Indoors:</b> Volleyball/Badminton <b>Outdoors:</b> Rounders/Racket	<b>D.T: Textiles:</b> 2D to 3D product Roman bulla bag		
<b>R.E: JUDAISM</b> <b>Theme:</b> Places of Worship <b>Key Concept:</b> Holy/Prayer <b>Enquiry:</b> Why is prayer important in Judaism?	<b>PSHE/SMSC/BV:</b> How can our choices make a difference to others and the environment?  <b>MFL:</b> 6 Bon anniversaire!		