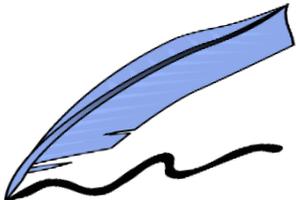
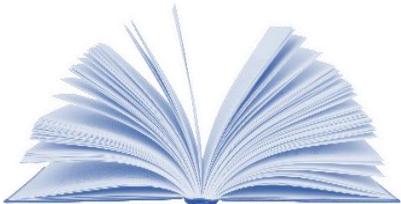


Curriculum Map – Year Three	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Stone Age to Iron Age		Forests		Romans	
Writing 	<u>Genre:</u> Instructions Recount – diary Persuasive poster Narrative – historical fiction Non-chronological report		<u>Genre:</u> Biography Balanced argument – discussion (speech) Newspaper report Shape poem Setting description		<u>Genre:</u> Character description Poetry – cinquain Narrative – adventure Narrative – myths Recount – report	
Curriculum Text: 	<u>Text:</u> Ug		<u>Text:</u> Where the wild things are		<u>Text:</u> Roman Myths	
Maths 	<u>Strands:</u> Place Value Addition Subtraction Multiplication Division <u>Times tables:</u> Three Four		<u>Strands:</u> Multiplication Division Measurement – money Statistics Measurement – length & perimeter Fraction s <u>Times tables:</u> Eight		<u>Strands:</u> Fractions Measurement – time Properties of shape Measurement – mass & capacity <u>Times tables:</u> Three Four Eight	

Science



Rocks

- 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
- explore different kinds of rocks and soils, including those in the local environment.

Forces

- 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 variety of everyday materials on the basis of whether they are attracted to a magnet, and identify

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- be introduced to the relationship between structure and function: the idea that every part has a job to do.
- explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction
- 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 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

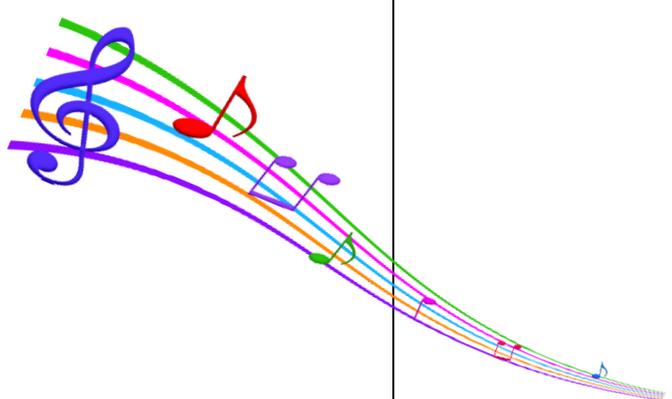
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

Animals Including Humans

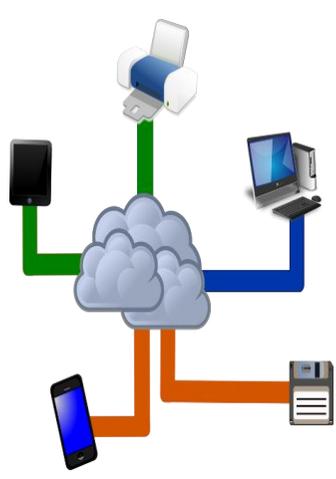
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

		<p>some magnetic materials</p> <ul style="list-style-type: none"> • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. • observe that magnetic forces can act without direct contact, • explore the behaviour and everyday uses of different magnets 			
Art	<p><u>Media: Observational drawing</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Select and record from first hand observation 		<p><u>Media: Print</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Create printing blocks using a relief or impressed method • Create repeating patterns 		

	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Draw for a sustained period of time at an appropriate level. • Experiment with ways in which surface detail can be added to drawings <p><u>Media: Sculpture - clay</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Plan, design and make models from observation or imagination • Join clay adequately and construct a simple base for extending and modelling other shapes • Create surface patterns and textures in a malleable material 	<ul style="list-style-type: none"> • Print with two colour overlays • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p><u>Media: Collage</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Record and collect visual information using digital cameras and video recorders • Present recorded visual images using software 	
<p>DT</p> 	<p><u>Technology: Weaving</u></p> <ul style="list-style-type: none"> • Use a variety of techniques create different textural effects – weaving • measure, mark out, cut and shape materials and components with some accuracy 		<p><u>Knowledge: Programming Products</u></p> <ul style="list-style-type: none"> • apply understanding of computing to program, monitor and control products. • Know that mechanical and electrical systems have an input, process and output

	<ul style="list-style-type: none"> • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy 		<ul style="list-style-type: none"> • Use the correct technical vocabulary for the projects they are undertaking
<p>Music</p> 		<p><u>Skill: Composition and Improvisation</u></p> <ul style="list-style-type: none"> • Play with a sound-then symbol approach. • Use sound to create abstract effects • Create/ improvise repeated patterns with a range of instruments. • Effectively choose, order, combine and control sounds 	<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • Compose and perform simple melodies - monophonic melodies • Combine sounds expressively (all dimensions). • Use silence for effect and know symbol for a rest <p><u>Knowledge: Rhythmic Awareness</u></p> <ul style="list-style-type: none"> • Read notes and know how many beats they represent (minim, crotchet, quaver and rests). • Know the difference between pulse and rhythm.
<p>History</p>	<p><u>Skill: Chronological Understanding</u></p> <ul style="list-style-type: none"> • place the time studied on a time line • sequence events or artefacts • use dates related to the passing of time 		<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> • use and compare a range of sources to find out about a period • observe small details – artefacts, pictures

	<ul style="list-style-type: none"> • find out about everyday lives of people in time studied • compare with our life today – make comparisons <p><u>Knowledge: Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> • time periods including Stone Age, Bronze Age, Iron Age • hunter-gatherers and early farmers – Skara Brae • technology, travel, art and culture • Hill forts and settlements • Amesbury Archer 	<ul style="list-style-type: none"> • identify and give reasons for different ways in which the past is represented • distinguish between different sources and evaluate their usefulness • understand representations of the period studied <p><u>Knowledge: The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> • The invasion of Julius Caesar • The Roman empire and it's army • British resistance – Boudica • Romanisation of Britain – art, dress, language, engineering and the roman legacy
<p>Geography</p> 	<p><u>Skill: Geographical Skills & Fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Knowledge: Place Knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	

			<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 			
<p>Computing</p> 	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> use Microsoft word including alignment, insert pictures use Microsoft excel to store information use simple URL links to find information use Microsoft powerpoint to create, format slides and begin to use transitions 	<p><u>Coding – Discovery Coding & iOS Playground app</u></p> <ul style="list-style-type: none"> plan, write, edit and evaluate a series of instructions using block code and other computing language 	<p><u>Graphics & Video – Clips App</u></p> <ul style="list-style-type: none"> use a device to record video clips using special effects to enhance. add subtitles to a video clip save a video securely online 	<p><u>Online Awareness – networks and reliability of online sources</u></p> <ul style="list-style-type: none"> understand how networks work use search technologies responsibly understand the reliability of websites appreciate how search results are organised and ranked 	<p><u>Digital Art – Vector Drawings – Google Drawing</u></p> <ul style="list-style-type: none"> upload or scan an image combine digital shapes to create a piece of artwork create a vector drawing 	
<p>RE</p> 	<p><u>Strand: Who is a Hindu and what do they believe?</u></p> <ul style="list-style-type: none"> Talk about the fact that Hindus 	<p><u>Strand: What do different people believe about God?</u></p> <ul style="list-style-type: none"> Identify beliefs about God 	<p><u>Strand: Why is the Bible so important for Christians today?</u></p>	<p><u>Strand: What does it mean to be a Christian in Britain today?</u></p> <ul style="list-style-type: none"> Identify and name examples of what Christians have and do 	<p><u>Strand: Why do people pray?</u></p> <ul style="list-style-type: none"> Describe what some believers say and do 	<p><u>Strand: Why are festivals important to religious communities?</u></p>



<p>people believe in the supreme God (Brahman) and the three forms (Trimurti)</p> <ul style="list-style-type: none">• Talk about how Hindu's believe that life is a cycle of birth, death and rebirth and that the next life depends on how the previous was lived.• Recognise that Hindu's do not have one holy book but a number of ancient scriptures and texts• Identify Hindu places of worship and sacred places.• Identify and describe items of significance to Hinduism.	<p>that are held by Christians, Hindus and Muslims</p> <ul style="list-style-type: none">• Retell and suggest the meanings of stories from sacred texts about people who encountered God• Identify how and say why it makes a difference in people's lives to believe in God• Identify some similarities and differences between ideas about what God is like in different religions• Discuss and present their own ideas about why	<ul style="list-style-type: none">• Recall and name some Bible stories that inspire Christians• Identify at least two ways Christians use the Bible in everyday life• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation• Give examples of how and suggest reasons why Christians use the Bible today• Discuss their own and others' ideas about why humans do bad things and	<p>in their families and at church to show their faith</p> <ul style="list-style-type: none">• Ask good questions about what Christians do to show their faith• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes• Explain similarities and differences between at least two different ways of worshipping in two different Christian churches• Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences	<p>when they pray</p> <ul style="list-style-type: none">• Respond thoughtfully to examples of how praying helps religious believers• Make connections between what people believe about prayer and what they do when they pray• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray	<ul style="list-style-type: none">• Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)• Make connections between stories, symbols and beliefs with what happens in at least two festivals• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)• Identify similarities and differences in the way festivals are celebrated
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		there are many ideas about God and express their own understanding of God through words, symbols and the arts	how people try to put things right			within and between religions <ul style="list-style-type: none"> • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • what makes a family • features of family life <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • personal boundaries • safely responding to others • the impact of hurtful behaviour <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • recognising respectful behaviour • the importance of self-respect • courtesy and being polite 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • the value of rules and laws • rights, freedoms and responsibilities <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • how the internet is used • assessing information online <p><u>Money and work</u></p> <ul style="list-style-type: none"> • different jobs and skills • job stereotypes • setting personal goals 	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • health choices and habits • what affects feelings • expressing feelings <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • personal strengths and achievements • managing and reframing setbacks <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • risks and hazards 			

					<ul style="list-style-type: none"> • safety in the local environment and unfamiliar places 	
BV 		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL 	<u>Unit Knowledge: Bonjour</u> <ul style="list-style-type: none"> • To greet and say goodbye to someone • To ask someone's name & say your own • To ask how someone is & respond to same question • To learn some basic nouns • To count numbers 1-10 	<u>Unit Knowledge: En classe</u> <ul style="list-style-type: none"> • To identify classroom objects • To identify colours & describe an object's colour • To say your age • To recognise & repeat classroom instructions 	<u>Unit Knowledge: Mon corps</u> <ul style="list-style-type: none"> • To identify parts of the body • To describe eyes and hair appearance • To recognise days of the week • To give basic character descriptions 	<u>Unit Knowledge: Les animaux</u> <ul style="list-style-type: none"> • To identify animals and pets • To recognise & use numbers 11-20 • To give someone's name • To describe someone 	<u>Unit Knowledge: Ma Famille</u> <ul style="list-style-type: none"> • To identify family members • To recognise & spell with letters of the alphabet • To list household items • To use basic prepositions <i>sur</i> & <i>dans</i> to describe position 	<u>Unit Knowledge: Bon Anniversaire!</u> <ul style="list-style-type: none"> • To recognise & ask for snacks • To give basic opinions about food • To use numbers 21-31 • To recognise and use the months • To form dates

<p>PE</p>  	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Perform pair/group dance involving canon & unison, meet & part • Respond to music in time & rhythm to show like/unlike actions • Respond to music to express a variety of moods & feelings <p><u>Ball Skills – Netball</u></p> <ul style="list-style-type: none"> • Make a series of passes to team mates moving towards a scoring area. • Show some signs of using a 	<p><u>Racquet Skills</u></p> <ul style="list-style-type: none"> • Tap the shuttlecock off racquet (tapping it up off the racket). • Tap the shuttlecock into a target area. • Stand in a ready position holding a racquet correctly (up in line with net). • Begin to practise an overhead clear and lift shot. • Begin to attempt to serve the shuttlecock straight from hands. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Use a greater number of own ideas for movement in response to a task. • Combine arm actions with skips/leaps/steps/jumps & spins in travel 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run in different directions and at different speeds, using a good technique. • Improve throwing technique. • Reinforce jumping techniques. • Understand the relay and passing the baton. • Choose and understand appropriate running techniques. • Compete in a mini competition, recording scores. <p><u>Cricket</u></p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run in different directions and at different speeds, using a good technique. • Improve throwing technique. • Reinforce jumping techniques. • Understand the relay and passing the baton. • Choose and understand appropriate running techniques. • Compete in a mini competition, recording scores. <p><u>Rounders</u></p>
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chest pass and shoulder pass.

- Show a target to indicate where I'd like to pass to.
- Know where space is and try to move into it.
- Understand the need to get away from an opponent.
- Mark another player and defend when needed.

Invasion Games – Rugby

- Move holding a rugby ball
- Know where to score a try and how to position the ball to score a try
- Move into spaces to avoid defenders
- Make a backward pass to team mates, using the direction most comfortable
- Know to tag team mates when to defend

Invasion Games - Football

- Begin to dribble a ball

- To show breath control.
- Introduction to deeper water.
- Treading water

OAA

- Plan and orientate around obstacles for example PE apparatus /tables/chairs
- Begin to work cooperatively with others to solve challenges.

- Travel while using various hand apparatus,(ribbon/hoop/rope/ball)
- Know principles of balance and apply them on floor & apparatus

- Throw and catch under pressure.
- Use fielding skills to stop the ball effectively.
- Learn batting control.
- Learn the role of backstop.
- Play in a tournament and work as team, using tactics in order to beat another team.
- Play in a tournament and work as team, using tactics in order to beat another team

- Be able to play simple rounders games
- Apply some rules to games.
- Develop and use simple rounders skills using different size bats, batting tees, and different size balls.

		<p>making small touches</p> <ul style="list-style-type: none">• Begin to send a football to someone on team.• Keep a ball under control.• Know where space is and try to move into it.• Mark another player and defend when needed.				
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