Year 3 Curriculum Map 2022-23

Date	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic Main Subject Drivers	**Knowing Me, Knowing You (1 week)** **Lest We Forget (6 weeks)** English History (WWII)	**Our Jurassic Coast** English Geography Science	**Blue Planet** English Design and Technology	**Stones and Bones** English History (Stone Age)	**Watch this Space!** English Science (Light plus Animals inc Humans) Design and Technology	**The Summer Olympic Games** English Geography Physical Education
Special Events	Turntablism (TBC)	Local Outing Turntable lessons Christmas event			Presentation of space shuttle / rocket design Winchester Science Centre	Visit to a local athletics track (Magna or Kings Park?)
Outcomes	Produce high quality propaganda posters WW2 to go up in the local community. WWII poems.	Visit to the Jurassic Coast	Packaging for chocolate bar	Forest school type day.	Designed space shuttle / rocket and presentation	Olympic Games closing ceremony and celebration Links to Parley Learning Powers
English Reading	The Firework Maker's Daughter *Phillip Pullman* Letters from the Lighthouse *Emma Carroll*	Leon and the Place Between *Angela McAllister* Nim's Island *Wendy Orr*	Tin Forest	Ug *Raymond Briggs* Stone Age Boy *Satoshi Kitamura*	Cosmic *Frank Cotrell Boyce* The Iron Man *Ted Hughes*	Information texts linked to the Olympics
English Writing	Soar (video clip) Narrative – alternative ending Speech Poetry	Narrative - scene in local historical setting (link to Purbecks and Moonfleet)	Recount and Diary - *Tin Forest* Contre Temps Story ending Character description	Diary Recount Instructions How to clean a mammoth	Way Back Home (video clip) Narrative Twist on a traditional tail The True Story of The Three Little Pigs Poetry	Non-chronological report on selected sporting events? Make links to Parley Learning Powers.

Maths (+ 2 wks consolidation)	Place value 3 wks	Addition and Subtraction 5 wks	Multiplication and Division 7 wks	Money 1 wk	Statistics 2 wks	Length and perimeter 3 wks	Fractions 6 wks		Properties of Shape 2 wks	Time 3 wks	Mass and capacity 3 wks

Science

Forces & Magnets:
- 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 some magnetic materials

- describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing

Link to Germans using magnets under water during WWII.

Working Scientifically:
- asking relevant questions and using different types of

Rocks:
- compare and group different kinds of rocks & compare basis of appearance and simple physical properties

 - describe simply how fossils are formed when things that have lived are trapped in rock

- recognise that soils are made from rocks and organic matter

Working Scientifically:
- asking relevant questions and using different types of scientific enquiries to answer them setting up
- simple practical comparative enquiries
- making systematic and careful observations and, where appropriate
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawing and labelled diagrams

Animals & Humans:
-Identify that animals/humans need the right types/amounts of nutrition and cannot make own food and get nutrition from what they eat
-Identify that humans and other animals have skeletons and muscles for support, protection and movement

Plants –plant seeds

Plants:
-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

- 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

Link to plants you can grow in school grounds.

Working Scientifically:
- asking relevant questions and using different types of scientific enquiries to answer them setting up
- simple practical fair test enquiries

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 a solid object
- find patterns in the way that the size of shadows change.

Working Scientifically:
- asking relevant questions
- making systematic and careful observations
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of

Animals & 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

Working Scientifically:
- asking relevant questions and using different types of scientific enquiries to answer them setting up
- simple practical fair test enquiries
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
- gathering, recording, classifying and presenting data in

	scientific enquiries to answer them setting up - simple practical fair test enquiries - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units - recording findings using simple scientific language, drawings, labelled diagrams, - reporting on findings from enquiries, including oral and written explanations, - using straightforward scientific evidence to answer questions or to support their findings.	- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions - suggest improvements and raise further questions		- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions - suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings.	results and conclusions using results to draw simple conclusions, make predictions - suggest improvements and raise further questions - using straightforward scientific evidence to answer questions or to support their findings.	a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions - using straightforward scientific evidence to answer questions or to support their findings.

| Computing | Algorithms Internet safety

Focus
Word processing/presentation/ save and retrieval

NC - select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information | Lightbot: Sequencing

Focus
Decomposition

NC - solve problems by decomposing them into smaller parts | Scratch: Tinkering

Focus
Debugging

NC - design, write and debug programs that accomplish specific goals

Design a game that captures a dragon | Tinkering / internet

Focus
Repetition

NC - use sequence, selection, and repetition in programs | Debugging

Focus
Logical reasoning

NC - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Debug programs that accomplish specific goals | Digital literacy

Focus
Debug and create including evaluation

NC - design, write and debug programs that accomplish specific goals

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, including evaluating and presenting information

use search technologies effectively |
|---|---|---|---|---|---|---|
| Online safety | Use technology safely, respectfully and responsibly | Use technology safely, respectfully and responsibly | Recognise acceptable/unacceptable behaviour | Be discerning in evaluating digital content | Use technology safely, respectfully and responsibly | Identify a range of ways to report concerns about content and contact |
| History | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | Changes in Britain from the Stone Age to the Iron Age | | |
| Geography | | NC - 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), and | Physical and Human geographical changes over time

NC -Look at countries and cities
NC -Physical changes over time | Volcanoes | | Discover where the Olympic Games have been held.

Investigate the flags of the Olympic host countries.

Discuss and explore how |

		land-use patterns; and understand how some of these aspects have changed over time NC - Describe and understand key aspects of physical geography, including volcanoes and earthquakes, and the water cycle NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	*NC -Human and physical geography*			the Olympic Games will affect Tokyo. *NC - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* *NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
Art	- learn about great artists, architects and designers in history = **J Howard Miller** - create sketch books to record their observations and use them to review and revisit ideas = **Sketch propaganda posters WW2** **-** improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials = **Paint propaganda posters WW2**	- learn about great artists, architects and designers in history = **Richard Watkin** - create sketch books to record their observations and use them to review and revisit ideas = **Sketch Durdle Door** **-** improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials = **Paint with watercolours to create Durdle Door scene**	**Collage** *NC- Develop techniques including control and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*	- learn about great artists, architects and designers in history = **Cave of Hands - Argentina** - create sketch books to record their observations and use them to review and revisit ideas = **Cave paintings** **-** improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials = **Cave paintings using red powder paint and black**		

				charcoal on coffee stained paper		
DT			**Design chocolate bar and packaging** *NC -Select from a range of tools and equipment to perform practical tasks Cutting, shaping, joining and finishing* *NC - Select and use a wide range of materials and components including construction materials, textiles and ingredients*		**Design a rocket or space shuttle** <u>Design</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided-design. <u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
RE	**Judaism** NC - Study at least two other religions in depth • Judaism	**Christianity: beliefs/festivals: Christmas** NC -Study the beliefs and festivals of Christianity	**Rite of passage** NC - Study at least two other religions in depth Judaism/Islam NC -Study the beliefs and festivals of Christianity	**Christianity beliefs/festivals: Easter** NC -Study the beliefs and festivals of Christianity	**Islam** NC - Study at least two other religions in depth • Islam	**Islam** NC - Study at least two other religions in depth • Islam
PSHE/ Jigsaw	Celebrating difference	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
PE-	**Rugby** **Gymnastics** NC - Play competitive game and apply basic principles for attacking and defending NC -Perform dances using a range of movement	**Rugby** NC - Use the following in isolation and in combination • Running, jumping, throwing, catching NC - Play competitive game and apply basic principles for attacking and defending	**Gymnastics** **Hockey** NC - Develop flexibility, strength, technique, control and balance • Athletics and gymnastics NC - Play competitive game and apply basic principles for	**Golf** **Rounders** NC -Perform dances using a range of movement patterns NC -Compare their performances with previous ones and demonstrate improvement	**Tennis** **Cricket** NC - Play competitive game and apply basic principles for attacking and defending	**Dance** **Athletics** NC - Play competitive game and apply basic principles for attacking and defending

	patterns NC -Compare their performances with previous ones and demonstrate improvement to achieve their personal best		attacking and defending	to achieve their personal best		
Music	**Samba Drums (DMS)** **Introduction-instruments** **Pulse/Basic notation** **NC -Organising musical structures** • **Improvise and compose music** **NC -Sing and play musically with increased confidence and control** • **Play and perform a solo and ensemble using voices and instruments**	**Samba Drums (DMS)** **Rhythmic patterns** **Composing volcanic music** **Xmas performance** **NC -Develop understanding of composition** • **Use and understand staff and musical notations** **NC -Sing and play musically with increased confidence and control** • **Play and perform a solo and ensemble using voices and instruments**	**BBC 10 Pieces** Listening to a variety of recorded music NC -Reproducing sounds from aural memory • Listen to and recall sounds NC -Sing and play musically with increased confidence and control • Play and perform a solo and ensemble using voices and instruments	Singing in parts/rounds NC -Reproducing sounds from aural memory • Listen to and recall sounds NC -Sing and play musically with increased confidence and control • Play and perform a solo and ensemble using voices and instruments	**BSO: concert/rehearsals** NC -Sing and play musically with increased confidence and control • Play and perform a solo and ensemble using voices and instruments	**BSO: concert/rehearsals** Body percussion/ singing/interactive concert NC -Sing and play musically with increased confidence and control • Play and perform a solo and ensemble using voices and instruments
Outdoor Curriculum	Weekly sessions to be taught based on cross-curricular and seasonal links					
French						
SPaG	Homophones Plurals Inverted Commas / Direct and Reported Speech Clauses	Capital letters for names and I Verbs Adverbs Headings and Subheadings	Present Tense and Past Tense Using 'ing' verbs Present Using 'ing' verbs Past	Statements and Questions Apostrophes for Missing Letters / Single Possession Its and Its	Writing Lists Writing Longer Lists Prefixes Suffixes Word endings	Confusing Words Paragraphs Mixed Sentence Practice Apostrophe practice