Year 3 Curriculum Map 2023-24

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	**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) Design and Technology	**The Summer Olympic Games** English Geography Physical Education
Special Events / Outcomes	Produce high quality propaganda posters WW2 to go up in the local community. WWII poems. Ukulele (Dorset Music)	Christmas event Durlston country park trip Ukulele (Dorset Music) & school performance	Packaging for chocolate bar	Forest school type day to build a permanent round house shelter in the school grounds with plants that are edible. Start school Cave of Hands.	Presentation of space shuttle / rocket design Designed space shuttle / rocket and presentation Educational visit to Winchester Science Centre	Parley Pentathlon Links to Parley Learning Powers
VIPERS	Lion and The Unicorn Shirley Hughes Letters from the Lighthouse *Emma Carroll*	Leon and the Place Between *Angela McAllister* Nim's Island *Wendy Orr*	Tin Forest The Iron Man *Ted Hughes* What a Waste The Twits Roald Dahl	Ug *Raymond Briggs* Stone Age Boy *Satoshi Kitamura* *Fantastic Mr Fox* Roald Dahl	Cosmic *Frank Cotrell Boyce*	Information texts linked to the Olympics
English Writing	Poetry **Stand Alone** Soar **The Write Stuff** **Star in a Jar** Narrative Story Writing	Recount **Stand Alone** Letters to Care Home **The Write Stuff** **The Secret of Black Rock** Narrative Adventure with INDP write opportunity	Recount and Diary (Tin Forest) Story ending (Contre Temps) **The Write Stuff** **The Flood** Narrative Tragedy	Instructions How to clean a mammoth **The Write Stuff** **Stone Age Boy** Narrative Story	Setting and emotive writing (Leon and Place Between) **The Write Stuff** **The Incredible Eating Boy** Narrative Comedy	Non-chronological report **The Write Stuff** **The True Story of the Three Little Pigs** Narrative Tradition Tales
Maths	Place value 3 wks Addition and Subtraction 5 wks Multiplication and Division 7 wks	Length and perimeter 3 wks Fractions 6 wks Statistics 2 wks	Mass and capacity 3 wks Fractions 2 2 wks Money 1 wk Time 3 wks	Angles & Propert Statistics 1 wks		

(+ 2 wks consolidation)										ies of Shape 2 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 scientific enquiries to answer them setting up	**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 - reporting on findings from enquiries, including	**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:** -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 - making systematic and	**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 results and conclusions using results to draw	**Plants 2:** - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **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 a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

	- 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.	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		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.	simple conclusions, make predictions - suggest improvements and raise further questions - 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 - 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	**Overview** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Outbreak of World War II • The Home Front & War Effort • The Armed Forces • An Army Soldier • The Blitz			Changes in Britain from the Stone Age to the Iron Age		

	• Air raids					
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 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 Volcanoes Human and physical geography ➢ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.	Physical and Human geographical changes over time *NC -Look at countries and cities* *NC -Physical changes over time* *NC -Human and physical geography*			Discover where the Olympic Games have been held. Investigate the flags of the Olympic host countries. Discuss and explore how 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	- 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** - **Self Portraits** Chn will be creating self-portraits of themselves using oil pastels.	- 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 – Using plastics.*	- 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** 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 **Rising Stars - Ball Skills** NC Aim: use running, throwing and catching in isolation and in combination	**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 **Rising Stars – Multi-Skills** NC Aim: use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance	**Netball** NC Aim: Play competitive games and apply basic principles suitable for attacking and defending. Use running, throwing and catching in isolation and in combination **Gymnastics** NC - Play competitive game and apply basic principles for attacking and defending NC -Perform dances using a range of movement patterns NC -Compare their performances with previous ones and demonstrate improvement to achieve their personal best	**Rising Stars – Bootcamp/ Fitness Tests** NC Aim: develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Tennis** NC Aim: use running, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. s	**Golf** NC Aim: play competitive games. Develop flexibility, strength, technique, control and balance. **Orienteering** NC Aim: Take part in an outdoor adventurous activity, linked to challenges both individually and in a team.	**Risings Stars Champions- Athletics** NC Aim: use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Rounders** NC Aim: play competitive games and apply basic principles suitable for attacking and defending. Use running, throwing and catching in isolation and in combination.
Music	**Ukulele (DMS)** Introduction-instruments Basic notation NC -Organising musical structures • Improvise and compose music	**Ukulele (DMS)** Musical notation and patterns Composing music Xmas performance NC -Develop understanding of composition	**BBC 10 Pieces** Listening to a variety of recorded music NC -Reproducing sounds from aural memory • Listen to and recall sounds	Singing in parts/rounds NC -Reproducing sounds from aural memory • Listen to and recall sounds	**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

	NC -Sing and play musically with increased confidence and control • Play and perform a solo and ensemble using voices and instruments	• 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	NC -Sing and play musically with increased confidence and control • Play and perform a solo and ensemble using voices and instruments	NC -Sing and play musically with increased confidence and control • Play and perform a solo and ensemble using voices and instruments		• 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