

Year 3– Curriculum Mapping

Curriculum Area	Curriculum Overview
English	<p>A–Story writing/ Stories by the same author-(Michael Foreman) I'll take care of you Mrs Cole. Poetry/ letter writing (Here we go) CC PSHCE– looking after the world– emotions and feelings. Letter writing– Father Christmas A/SP Instruction writing– How to make a woolly mammoth (CC– linked to stone age)</p> <p>Sp– Myths and Legends– Orchard book of Roman Myths (CC history links with Romans). Performance Poetry– Walking like an Iguana, no word of a lie, the dragon ate our school.</p> <p>Sp/Su Adventure Story–Hodgeheg or Tales of Despereux Sp/Su– Persuasive Writing (CC geog– food for thought– European country) A/Sp/Su–Non Chronological reports– (Romans/ Iron age /Europe) S– Explanation- (CC– Science/ Plants)</p>
Maths	<p>Food for thought– Food miles</p> <p>Science links - shadows and measuring, newton metres</p> <p>Computing– Graphs & Spreadsheets</p>
Science	<p>S– Animals including humans– skeleton and muscles; nutrition Plants–Functions of different parts of flowering plants, further extend requirements of plants for life and growth. How is water transported in plants. Germination. Life cycle including pollination, seed formation and dispersal</p> <p>Sp– Forces (Friction) and Magnetism</p> <p>A– Rocks and Soil–grouping according to characteristics/make up of soil/ fossil Light–Light safety/Reflecting light/ shadows</p>
History	<p>Sp– The Romans (CC Myths and Legends/ Geog–Roman Empire/ Dt– Roman Shield– Art-Mosaic)</p> <p>(Chronology/timeline / Boudica ?invasion/ Roman Achievements(Roads/ architecture/ civilisation) Decline of Roman empire. Using artefacts. Impact of Roman invasion on Britain.</p> <p>A– The Stone age–early people in Britain, physical appearance, intelligence, settlements, daily life. Iron age leading into Celts. Historical visit Murton Park CC with English -Narrative and Instructions</p>
Geography	<p>S– Food for thought: Where their food comes from. They will learn about seasonality, food miles and fairtrade. Food chains and food production and find out about the difference between hunger, malnutrition and starvation. investigation possible ways to improve food production and distribution. -Mapping skill showing distribution</p> <p>Sp– Europe The children will create their own passports and go on a journey around Europe. Usigmaps to investigate the location of countries, research the climate of the various European countries- physical and human features, including capital cities and famous landmarks-special souvenirs from their country.</p> <p>(CC links with Monet Art) Locational knowledge (European capital cities/Equa N and S Hemisphere)</p>
Art	<p>Autumn term :Self-Portraits, Cave Painting- (Charcoal, pencil and pastels) Harvest trees, Clay necklaces, Andy Goldsworthy – art using nature</p> <p>Spring term : Roman pot, (Ways of joining clay) Roman Shield (Painting with a range of colours/mosaic)</p> <p>Summer term: Monet – use of watercolours/acrylic/ ready mix–ways of creating effects. Linked to European studies.</p>
DT	<p>Autumn: Levers and Linkages – shadow puppet for Science light topic/pop up Xmas card Spring: 2D/3D Mother's day 2D/3D Felt heart/keyring Summer: Healthy and varied di (wrap/sandwich/roll/a blini or toastie make a bread-based produced with a filling for lunch – linked to Food for thought/ Europe topics Designing: Xmas card – think about type of card, how it might move, which levers, material will work best. . Mother's day fabric heart keyring – Making: Cutting card/ following patterns. Food preparation.(Chopping/ slicing/ grating spreading etc) . Evaluating products. Technical knowledge linked to pop up cards. Sandwiches– linked to European study.</p>
Religious Education	<p>S– What does it mean to be a Christian in Britain today?</p> <p>Sp– Why is the Bible important to Christians Why do people pray (Muslim and Christian)</p> <p>A– What do different people believe about god (Muslim and Christian)</p>
PSHCE (Full details 2020 Curriculum Y3)	<p>Active citizen–Choose a school/ local issue– make a change Me and my relationships–celebrating uniqueness. Bodies. Negative behaviours. Keeping Myself Safe: Risks online/ offline/ risks around the home. SMART rules internet safety</p> <p>Healthy lifestyle– Sun-safe-mental well-being</p> <p>Me and my Future- Moving on—Money/ charities/ Y3 achievements/ what to build on. -</p>
Music	<p>Cross curriculum Listening focus: The Romans. (music as found on You Tube) Music of Europe (Eurovision song Contest)</p> <p>Take 10 Pieces: JS Bach Tocatta and Fugue in D minor (Baroque) Gustav Holst Mars from The Planets (Linking to Earth and Space– Science- (Early 20thC)</p> <p>Subject specialist Teaching: Pictures at an exhibition (Romantic) Pierot Lyunaire (20th Century)</p>
Computing	<p>S– Branching Database Simulations Graphs (maths links)</p> <p>Sp– Touch typing and email</p> <p>A– Coding Online safety (links with PSHCE) Spreadsheets (Links with maths)</p>
PE	<p>S-Athletics, Swimming, Invasion Games, Striking and Fielding</p> <p>Sp-Yoga, Tennis , Gymnastics</p> <p>A-Dance, OAA, Athletics, Invasion Games</p>
French	<p>S Weather and Days (unit 6) Sport.(unit 5)</p> <p>Sp Numbers (1-20) How old are you? Jungle Animals(unit 3) - Like and prefer-(unit 4)</p> <p>A- Me (unit 1) Colours (unit 2)</p>