Curriculum Map 2019 - 2020

**Year Group: 3**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History  **The Stone Age – Bronze Age**  Introducing the first people and how civilisation started and progressed for humans. | Geography  **The local area – services and amenities**  Children build on map skills using Digimaps of local area.  They plan and carry out fieldwork in local area such as traffic survey. | History  **Anglo-Saxons**  Saxon invasion and settlements. | Geography  **Volcanoes**  Children explore the physical process of volcanoes and look at case study of an eruption.  Children learn about the structure of the earth. | History  **The Romans**  Roman Empire ways of life/clashes with the Saxons. | Geography  **Climate and Climate Crisis**  Children learn about the difference between climate and weather.  They research the causes and effect of the climate crisis and begin to look at solutions. |
| Science  **Animals including humans**  Pupils learn to 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.  In addition, identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Science  **Rocks**  Pupils learn to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Ask the children to describe in simple terms how fossils are formed when things that have lived are trapped within rock. | Science  **Forces and magnets**  Pupils learn to compare how things move on different surfaces and notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. | Science  **Forces and magnets**  Pupils learn to compare how things move on different surfaces and notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. In addition, observe how magnets attract or repel each other and attract some materials and not others. | Science  **Plants**  Pupils learn to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | Science  **Light**  Pupils learn to recognise that they need light in order to see things and that dark is the absence of light. They should notice that light is reflected from surfaces and that shadows are formed when the light from a light source is blocked by an opaque object. |
| RE  **How are symbols and sayings important to religion?**  Pupils will explore different symbols, signs and artefacts for different faiths. | RE  **What do Sikh symbols and sayings tell us about Sikhs?**  Pupils will explore symbols and sayings in the Sikh religion and in their lives. | RE  **How do Jews celebrate their beliefs?**  Pupils will explore and discuss how Jews express their faith. | RE  **What is the significance of light in religions?**  Pupils will discuss why light is special, what it represents and what it means in different religions.  EID PRODUCTION | RE  **How did Jesus and Buddha make people stop and think?**  Pupils will explore different sayings and stories from Christianity and Buddhism. | RE  **How and why do Hindus celebrate Holi?**  Pupils will research and discuss the purpose of telling stories during Holi. |
| P.E  **Indoor: Gymnastics**  Symmetry and asymmetry  **Outdoor: Games**  Tennis | P.E  **Indoor: Handball**  **Outdoor: Games**  Tag Rugby | P.E  **Indoor: Dance**  The Language of Dance  **Outdoor: Games**  Cricket | P.E  **Indoor: Gymnastics** Stretching, curling and arching  **Outdoor: Games**  Basketball | P.E  **Indoor: Dance**  The Eagle and the Fish  **Outdoor: Games** Athletics – Sport’s Day Prep | P.E  **Indoor: Yoga**  **Outdoor: Games**  Athletics and Games. |
| Online safety  **Unit 3.2** | Handling data (linked to maths)  **Unit 3.3 spreadsheets** | Word processing (linked to geography)    **2type** | The internet  **Unit 3.5 email** | Programming  **Unit 3.1 coding** | Control  **Unit 3.7 simulations** |
| MFL - Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL - Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL - Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL - Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL - Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL - Mandarin  25 minute weekly lesson taught by specialist teacher. |
| Art  **Drawing**  Drawing with a focus on perspective. Create a piece in the style of L S Lowry with elements of collage. | DT  **Greeting cards**  Children will explore different ways to create pop up cards, they will then have a go at designing and creating their own greeting card for a special event. | Art  **Painting**  Italian landscapes-  Understanding tone to create illusion of form and weight. Using pencil and pastels. | DT  **Weathervanes**  Children will explore what weathervanes are used for and what they look like. They will then design and build their own weathervanes, testing too see if they work. | Art  **Sculpture**  The children will look at Ancient Roman buildings and study the tesserae created with the tiles. Children will recreate a roman mosaic using card and clay. | DT  **Moving monsters**  Children will explore pneumatics and look for pneumatics in everyday equipment. They will then use a pneumatic mechanism to design and create their own moving monster. |
| PSHE  **Health and wellbeing**  Rights and responsibilities  How humans change from a baby to adult, becoming independent, understanding responsibilities. | PSHE  **Health and wellbeing**  Resolving conflict  Seeing things from other people’s views, making choices and compromising. | PSHE  **Relationships**  Managing feelings  Talking about emotions good/bad and how to respond to it. | PSHE  **Relationships**  Keeping Healthy  Balanced diet, choices about food, how the media affects our choices on food. | PSHE  **Living in the wider world**  Topical debates  Understanding how and why laws are enforced and why we have rules. | PSHE  **Living in the wider world**  Money  What money is used for, how to spend/ save/ manage money wisely. How money affects our lives. |
| Music  **Unit: Let your Spirit Fly.**  **Style:** R&B. Singing in two parts.  This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | Music  **Unit: Glockenspiel Stage 1.**  Style: Playing the glockenspiel. The language of music  This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.  If you have previous knowledge, please do use the recorder too. | Music  **Unit: Three Little Birds**  Style: Reggae  This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), | Music  **Unit: The Dragon Song**  A Song About Kindness, Respect, Friendship, Acceptance and Happiness  Style: Music from around the world:  traditional tunes/Folk melodies | Music  **Unit: Bringing Us Together**  A Disco song about friendship, peace, hope and unity  **Style:** Revision and deciding what to perform. Listen to Western Classical Music. The language of music. | Music  **Practise for a performance**  Unit: Reflect, Rewind and Replay  **Style:** Revision and deciding what to perform. Listen to Western Classical Music. The language of music. |