Curriculum Map 2018-2019: Year 3

Autumn

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|  | **Main Topic (History)** | **Geography** | **D&T** | **Art** | **Computing** | **RE** | **Music** | **MFL** |
| **Year 3 Tribal tales** | * Learn about changes in Britain from the Stone Age to the Iron Age. | * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. * Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities. * Evaluate their ideas and products against their own design criteria and consider the views of others. | * Find out about great artists, architects and designers in history. * Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]. | * 3.3 We are presenters * 3.6 We are opinion pollsters | * Sacred Texts:   What is the Bible and why is it important?   * Festivals/Beliefs and Practices:   What are the symbols associated with Christmas?  (Christingle) | * Exploring sound colours – (Music Express Year 3) * Make some musical instruments using natural objects. | Unit 1   * Greetings * Introducing yourself   Unit 2  Games and songs |

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| **English (Brilliant Books):**  Stig of the dump –  English: Adventure story  Geography: Map where in the UK there are stone circles  Art: Cave paintings  Draw Stig’s cave from the description in the text.  History: In the story Stig makes a flint knife. Find out about different artefacts used by cavemen. How did they make these objects? What were they made from and what did they use them for?  Computing: Make a sign to discourage people from going too near to the edge of the chalk-pit.  Music: Make some musical instruments using natural objects.  D&T: Design a new machine to help Barney lower his gifts down to Stig. | **Science:**  **Working Scientifically**   * To be able to ask relevant questions * To use different scientific enquiry to answer them * To set up simple practical enquiries, comparative and fair tests * To make systematic and careful observations * To take accurate measurements using standard units * To gather, record, classify and present data in a variety of ways * To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables * To report on findings using oral and written explanations, displays & presentations of results and conclusions * To be able to draw simple conclusions * To make predictions * To suggest improvements * To raise further questions * To identify similarities, differences or changes related to simple scientific ideas and processes * To use straightforward scientific evidence to answer questions or support findings * to identify that humans, and some other animals, have skeletons and muscles for support, protection and movement   **Rocks and Soils –**   * To be able to compare and group different rocks on the basis of their physical properties and appearance. * To describe in simple terms how fossils are formed when things that have lived are trapped within the rock. * Recognise that soils are made from rocks and organic matter. |
| Article/Value/PSHcE  Article :13 and 31  Value: Co-operation and Peace  British Value: Democracy and Charity  Keeping Safe: Halloween and Bonfire Night Safety.  Anti-bullying and Road Safety Week | **Educational Visits**  Cleveland Ironstone Mining Museum in Skinningrove |

Spring

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|  | **(Main Topic) Science** | **Geography** | **D&T** | **Art** | **Computing** | **RE** | **Music** | **MFL** |
| **Year 3 Predators (Main Focus Science)** | * To gather, record, classify and present data in a variety of ways to help in answering questions. * To be able 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. * To identify that humans, and some other animals, have skeletons and muscles for support, protection and movement. * To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. * To report on findings from enquiries, including oral and written explanations, displays & presentations of results and conclusions. | * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. | * Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). | * 3.4 We are network engineers * 3.5 We are communicators | * Places of Worship:   What is a mosque and why is it important?   * Festivals/ Beliefs and Practices:   How is Easter celebrated in church? | * Samba – C. Nixon * Exploring descriptive sounds – Animal Magic. (Music Express Year 3.) * Compose sound effects and rhythms to accompany some of the enormous crocodile’s nasty rhymes. | Unit 3  celebrations |

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| **English (Brilliant Books):**  Wolves by Emily Gravett  English: Leaflets about wolves  Visit to the library  Art: Pencil drawings of predators  Geography: Find out where in the world wolves can be found.  The enormous crocodile by Roald Dahl  DT: Make a crocodile that has a snapping jaw.  English: Write a setting description of a jungle.  Write a character description of the enormous crocodile.  Write a new version of the story that includes new tricks and new characters.  Music: Compose sound effects and rhythms to accompany some of the crocodile’s nasty rhymes. | **Science:**  **Animals including Humans** –   * To be able 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. * To identify that humans, and some other animals, have skeletons and muscles for support, protection and movement.   **Plants –**   * To be able to identify and describe the functions of different parts of flowering plants (roots, stem, trunk, leaves, flowers). * To explore the requirements of plant life and growth (air, light, water, nutrients from soil, room to grow) and how these very from plant to plant. |
| Article/Value/PSHcE  Article : 27 and 7  Value: Love and Simplicity  British Value: My Money Week (saving)  Keeping Safe: Internet Safety  Heart Start | **Educational Visits**  Flamingo Land Zoo |

**Summer**

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|  | **Main Topic (History)** | **Geography** | **D&T** | **Art** | **Computing** | **RE** | **Music** | **MFL** |
| **Year 3 Gods and Mortals** | * Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. | * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. | * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. | * Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). * Find out about great artists, architects and designers in history | * 3.1 We are programmers * 3.2 We are bug fixers | * Beliefs and Practices:   Judaism   * Festivals:   What is EID and why is it important? | * Recorders – TVMS and S. Gunn * Music Technology + ICT – C. Nixon | Unit 4   * Parts of the body * Colours * Descriptions of people |

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| **English (Brilliant Books):**  **Who let the Gods out? By Maz Evans**  **History:** Olympian family tree  Greek alphabet – making codes to make secret messages  Greek food  **English:** Create own Greek God with special powers  **English / Art:** Fact file poster about a Greek God | **Science:**  **Light** –   * To recognise that they need light in order to see and that the dark is the absence of light. * To notice that light is reflected from surfaces. * To recognise that light from the sun can be dangerous and that there are ways to protect eyes, * To recognise that shadows are formed when the light source is blocked by a solid object. * To be able to find patterns in the way that the size of shadows change.   **Forces and Magnets-**   * To be able to compare how things move on different surfaces, * To notice that some forces need contact between 2 objects, * To know that magnetic forces can act at a distance, * To observe how magnets attract and repel each other. * To know that magnets attract some materials and not others, * To be able to compare and group a variety of materials on the basis of whether or not they are attracted to a magnet. * To be able to identify magnetic materials. * To know that magnets have 2 poles. * To predict whether magnets will contract or repel dependent on which poles are facing each other. |
| Article/Value/PSHcE  Article : 16 and 24  Value: Honesty and Courage  British Value: Tolerance and Respect  Keeping Safe: SRE and Food Safety | **Educational Visits**  Visit from Ancient Greek specialist with Ancient Greek artefacts. |