



Curriculum Map 2021-2022: Year 3

Autumn

	Main Topic (History)	Geography	D&T	Art	Music
Year 3 Tribal tales	<p>What is prehistory? Learn how people developed over hundreds of years by studying the Stone Age, Bronze Age and Iron Age. Place key events in chronological order. Look at the work of archaeologists in uncovering the past.</p> <ul style="list-style-type: none"> Learn about changes in Britain from the Stone Age to the Iron Age Show developing understanding of chronology, by beginning to realise that the past can be divided into different periods of time. Choose the most important source material for a task, showing awareness of a range of sources. Describe some of the main changes in Britain, resulting from an event. Use appropriate historical vocabulary to describe key features of a time period. 	<ul style="list-style-type: none"> To use maps, aerial images and site images To use images from photos to decide where an archaeological dig could take place to find evidence of human features in a local area around school. Describe and understand key aspects of human geography including types of settlement and land use, through looking at how Stone Age people evolved from hunters to farmers. To consider the impact on the environment after this change. To use maps and digital/computer mapping to locate Iron age Hill Forts. 	<p><u>Design/Make/Evaluate:</u> Explore cutting, scraping, sharpening, grinding and mark making with different types of stone, and describe what is difficult or easy about using stone for these tasks.</p> <p>Design and make an ancient hunting tool that meets the needs of a Stone Age hunter-gatherer, explaining their ideas.</p> <p>Use found materials including stone, wood, wool and raffia to create their tool or weapon.</p> <p>Construct shelters using found materials and add faux fur rugs and throws.</p> <ul style="list-style-type: none"> 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 to improve their work. 	<p><u>Drawing:</u> Using black pens to create art on stones/pebbles Pastels (Cave art)</p> <p><u>Sculpture:</u> Create Beaker pots using clay</p> <ul style="list-style-type: none"> 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]. 	<p><u>Singing CN</u></p> <ul style="list-style-type: none"> Sing expressively and follow a melody. Begins to sing songs from memory with accurate pitch. Sing in tune. Understands the importance of pronouncing the words in a song well. Show control in my voice when I sing songs. Begins to sing rounds and partner songs, maintaining own part. <p><u>Samba CN</u></p> <ul style="list-style-type: none"> Clap longer rhythmic patterns and discuss note durations. Use correct technique for a range of percussion instruments. Play notes on instruments with care so they sound clear. Play accompaniments for songs keeping a steady pulse. Make connections between musical notation and musical sounds. Sing and clap increasing and decreasing tempo. Follow instructions about when to play and sing. Perform with control and awareness of what others in the group are singing or playing. <p>Singing carols around the tree - performance and KS2 play at Christmas.</p> <p>Music to discuss listening and understanding skills - music of the week</p>

English (Brilliant Books):		Science:	
<u>Stig of the dump by Clive King -</u>		<u>Working Scientifically</u>	
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
AD	Fort	Bronze Age	
Anthropologist	Geologist	Burin	
Archaeologist	Germination Harpoon	Celts	
Artefact	Historian	Cursus	
Awl	Hunter-gatherer	Druid	
Barrow	Iron	Iron Age	
BC	Monument	Stone Age	
Bronze	Palaeontologist		
Civilisation	Pollination		
Curator	Prehistoric		
Deity	Preserved		
Earthwork	Settlement		
Excavation	Source		
Fertilisation	Tribe		
Flint			
Golden Thread (Foundations of Previous Learning) From Year 2		Rocks and Soils -	
<ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally by using their knowledge of prehistoric times (Y1) and castles throughout the ages (Y2) as a foundation. To order events in a period of history studied and begin to recall the dates of important festivals or celebrations - developing on from sequencing castles from different periods. Using mapping skills to describe and compare human and physical features seen in their local environment and other places in the world, using geographical vocabulary developing their understanding from learning about castles and sailing in Y2. 		<ul style="list-style-type: none"> 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 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. 	
		Cultural Capital Opportunities	
		Cleveland Ironstone Mining Museum in Skinningrove	
		Cultural Capital Passport:	
		To visit a museum.	

Spring

	(Main Topic) Science	Geography	D&T	Art	Music
Year 3 Predators (Main Focus Science)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To draw sketch maps of human and physical features which include a key. Locate geographical features on a map or atlas using symbols shown in a key. Use atlases and globes to locate countries where crocodiles and alligators can be found globally. To locate habitats of predators (crocodiles) To understand how the geography of are region can support a predators need. 	<p>Design/Make/Evaluate: Make a fabric collage of their predator using tactile materials.</p> <p>Sew or glue their designs onto hessian adding details such as eyes, feathers, scales and patterns.</p> <p>Food Technology Research and follow recipes to make and bake a range of healthy snacks in the shape of their favourite predator</p> <ul style="list-style-type: none"> 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. 	<p>Drawing: Draw pictures of birds/animals and use charcoal as medium</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). <p>Artist: Aboriginal Artist Martha McDonald recreate art on a wall.</p> <ul style="list-style-type: none"> Find out about great artists, architects and designers in history. 	<p>Singing CN</p> <ul style="list-style-type: none"> Sing expressively and follow a melody. Begins to sing songs from memory with accurate pitch. Sing in tune. Understands the importance of pronouncing the words in a song well. Show control in my voice when I sing songs. Begins to sing rounds and partner songs, maintaining own part. <p>Composition CN</p> <ul style="list-style-type: none"> Compose and perform melodies and songs. Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments using drones or melodic ostinati. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music and use silence for effect. Begin to write musical notation. Improve my work; explaining how it has been improved <p>Composers</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. <p>TVMS - recorder</p> <p>Live performance - visit.</p> <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books):		Science:	
<p><u>Wolves by Emily Gravett</u></p> <p><u>The animals of Farthing Wood by Colin Dann</u></p>		<p>Animals including Humans -</p> <ul style="list-style-type: none"> 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. 	
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
Amphibian	Insect	Apex predator	Organism
Arachnid	Mammal	Cannibal	Parasite
Bird	Pellet	Carnivore	Predator
Camouflage	Scavenger	Consumer	Prey
Food chain	Skeleton	Decomposer	Reptile
Fossil	Terrestrial	Endoskeleton	Species
		Exoskeleton	Vasculature
		Herbivore	Venomous
		Omnivore	Xylem
<p><u>Golden Thread (Foundations of Previous Learning)</u></p> <ul style="list-style-type: none"> To know the impact of humans and manmade products on the world around them developing from Y2 materials and their properties and uses. To learn about events beyond living memory that are significant nationally or globally by using their knowledge of castles throughout the ages (Y2) as a foundation. Using mapping skills to describe and compare human and physical features seen in their local environment and other places in the world, using geographical vocabulary developing their understanding from learning about castles and sailing in Y2. 		<p><u>Cultural Capital Opportunities</u></p> <p>Flamingo Land Zoo</p> <p>Cultural Capital Passport:</p> <p>To know ways to protect the planet.</p> <p>To be close to a very large animal and an animal much smaller than me.</p>	

Summer

	Main Topic (History)	Geography	D&T	Art	Music
Year 3 Gods and Mortals	<p>Look at artefacts from ancient Greece and use them to collect facts about the time period. Study everyday life and famous Greeks of the time. Develop a timeline of events and important people from the Ancient Greeks. Developing and understanding of their influence on the western world.</p> <ul style="list-style-type: none"> Learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world. Use appropriate historical vocabulary to describe key features of the time period. Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. Choose the most important sources material for a task, showing awareness of a range of sources. Explain how a significant figure of the period influenced change. 	<ul style="list-style-type: none"> To draw a simple sketch maps of Ancient Greece including a key which includes the following geographical features: islands, seas and mountains. 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. 	<p>Design/Make/Evaluate: Invent a pair of wings for Icarus - ones that would withstand the sun's heat!</p> <p>Identify which materials they will use to make their designs and construct the finished wings using a variety of techniques.</p> <p>Explain how they will test their wings.</p> <p>Make a Minotaur's head using an inflated balloon as a base and attaching two toilet tissue rolls as a base for bull-like horns</p> <p>Children could also use CAD-CAM software to design and print an image of their Minotaur's head.</p> <ul style="list-style-type: none"> 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. 	<p>Drawing: Drawing onto pots (or paper plates). Paint/pencil (Ancient Greece - Orange/black silhouette people/repeating patterns)</p> <p>Sculpture: Kinetic Sand create heads of gods.</p> <ul style="list-style-type: none"> 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 	<p>Singing CN</p> <ul style="list-style-type: none"> Sing expressively and follow a melody. Begins to sing songs from memory with accurate pitch. Sing in tune. Understands the importance of pronouncing the words in a song well. Show control in my voice when I sing songs. Begins to sing rounds and partner songs, maintaining own part. <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books):

Who let the Gods out? By Maz Evans

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.

Key Transferable Vocabulary

Key Subject Specific Vocabulary

Anoint	Hero	Amphora	Olympic Games
Artefact	Invasion	Hoplite	Pandora's Box
Cavalry	Jury	Hydria	Peltast
City-state	Labyrinth	Kantharos	Phalanx
Conquer	Legend	Krater	Psiloi
Council	Marathon	Kylix	Skyphos
Decoy	Meander	Lekanis	Volute krater
Deity	Papyrus	Minotaur	
Displacement	Sceptre		
Discus	Synchronise		
Divine	Temple		
Formation	Trial		
God	Warrior		

Golden Thread (Foundations of Previous Learning) From Year 2

- To learn about events beyond living memory that are significant nationally or globally by using their knowledge of prehistoric times (Y1) and castles throughout the ages (Y2) as a foundation.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements by studying an individual such as Isambard Kingdom Brunel and some of the amazing structures he created in Y2.
- Using mapping skills to describe and compare human and physical features seen in their local environment and other places in the world, using geographical vocabulary developing their understanding from learning about castles and sailing in Y2.

Cultural Capital Opportunities

Visit to a Greek restaurant in Middlesbrough.

Cultural Capital Passport:

To have eaten in a restaurant.