

Curriculum map Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Stone Age Boy How to wash a woolly mammoth The Day the Crayons Quit Narrative Instructions Letter Setting description</p>		<p>Firework Makers Daughter Pebble in my Pocket Haikus & Kennings Letter Non-chron report</p>		<p>Escape from Pompeii The Egyptian Cinderella Poems Setting description Diary entry Character description</p>	
Maths	<p>Place value Addition & Subtraction Multiplication & Division</p>		<p>Multiplication & Division Money Statistics Length & Perimeter Fractions</p>		<p>Fractions Time Properties of shape Mass & Capacity</p>	
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Science	<p>Animals including humans: *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 * identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>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</p>	<p>Rocks: *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>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</p>	<p>Forces and 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.</p>	

		<p>*investigate the way in which water is transported within plants</p> <p>*explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p>*recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>*find patterns in the way that the size of shadows change.</p>		
<p>Computing</p> <p>Internet safety to be taught throughout</p> <p>Word processing skills to be continuous</p>	<p>Computer Science</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>Computer Science</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Computer Science</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>	<p>Information technology</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Information technology</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Digital literacy</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>

<p>RE</p>	<p>Faith Founders *Who are the faith founders and what did they teach? Remembering *Why remember? Areas to cover: *Abraham - covenant with God. (See UC Lower KS2 - People of God). *Joseph. *Moses - birth, plagues and escape from Egypt. *Passover. *Moses - travelling through the desert. *Sukkot. *10 Commandments. *Rosh Hashanah and Yom Kippur. *Remembrance Day. *Christmas - terms 'religious' and 'secular'.</p>	<p>Salvation *Why do Christians call the day Jesus died 'Good Friday'? Areas to cover: *The story of Holy Week. *How Christians celebrate the different event of Holy Week. *Different types of crosses. *Last Supper. *Peter's denial.</p>	<p>Encounters *What makes a place sacred? Areas to cover: *The local church - different uses. *Compare churches from different Christian denominations. *Communion service as a remembrance of the Last Supper. *The Apostles' Creed. *Features of a synagogue. *Worship in the synagogue - different types of synagogue, ie Orthodox, Reform and Liberal. Procession of the Torah. *Tallit and tefillin. *Mezuzah. *What is sacred space?</p>
<p>Geography</p>	<p>Locational knowledge/Human and physical/Map skills *Types of settlement and land use (Stone Age) natural resources.</p>	<p>Locational knowledge/Human and physical/Map skills *Mountains, Volcanoes and earthquakes *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics - use symbols to locate human and physical features on a map.</p>	<p>Geographical skills and fieldwork *Use maps - map our roads safety route * use points of a compass * use symbols and keys</p>
<p>History</p>	<p>Changes in Britain *Stone Age to Iron Age</p>		<p>Achievements of early civilizations *Ancient Egypt</p>
<p>Art</p>	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. 		

<p>Music</p> <p>Singing throughout year</p>	<p style="text-align: center;">Recorders</p> <p style="text-align: center;">Play, read music and compose</p>					
<p>DT</p>	<p style="text-align: center;">Design, make, evaluate</p>					
<p>PSE</p> <p>Resilience and Internet Safety throughout year</p>	<p>Mental Health / Resilience</p>	<p>Relationships & Sex Education</p>	<p>Drug Alcohol & Tobacco</p>	<p>Healthy Lifestyle</p>	<p>Safety & managing risk</p>	<p>Careers & economic wellbeing</p>
	<p>Behaviour Recognise when I am unkind it can impact on others</p> <p>Feelings & emotions Introduce shy, frustrated, relaxed, jealous. Recognise that it's ok to feel strong emotions sometimes – it's what you do with them.</p> <p>Look at where our feelings start and how they can link to being ill.</p> <p>Look at ways to detach from emotions and explore ways to deal with negative emotions.</p> <p>Explore empathy and how people can be different in behaviour, image and experiences</p>	<p>Group work skills and recognising each others strengths & weaknesses</p> <p>Relationships How my relationships have changed as I grow.</p> <p>Why do friends change? How can I resolve conflict myself? (Conflict circle)</p> <p>My body How has my body changed? Why is my body changing? Body Image</p> <p>Life cycles Why does having a baby need a male & a female?</p>	<p>All medicines are a drug.. not all drugs are medicines. What do I think a drug is? Difference between a medicine and a drug (safe and unsafe) When might a drug be harmful? How do we keep drugs safe?</p> <p>Medicines How do we take medicines properly? Some medicines, and household substances, can be harmful. Why?</p> <p>What do you do if taken by accident? -Ring 999 procedure. -Basic First Aid lesson</p> <p>Asthma What is asthma? How does it affect people?</p>	<p>Healthy Diet Look at how the Eatwell guide can help me decide what & how much to eat / drink.</p> <p>Understand who influences their choices about what to eat/drink.</p> <p>Healthy Lifestyle What physical activities do I like to do and how do they help my body?</p> <p>Which activities are more physical than others?</p> <p>How do I make sure I do enough physical activity in my spare time? (Introduction to Street Sport etc.)</p>	<p>Stranger danger Who is a stranger? Who should they tell if someone makes them feel uncomfortable (even if they know them?) Reminders about always telling a parent / carer where they are going.</p> <p>Railway line danger Why is it dangerous to go near a railway line? Who is it dangerous for? (See National Rail lessons)</p> <p>Alarms in the home Smoke alarm, fire alarm, CO2 alarm, burglar alarm. When</p>	<p>Money How do shops persuade us to spend money? How do we decide something is value for money?</p> <p>Explore simple records of how they can track their money. Look at different ways to spend/save money based on what they want/ need. Where is the best place to go for money advice?</p> <p>Careers Look at the range of work including full</p>

	<p>Resilience & perseverance Setting realistic personal targets I'm good at .. I'm going to get better at .. Understand that change can be challenging & adapting to change is the key to good emotional wellbeing.</p> <p>Look at how it feels to try something new or different. plan the steps required to achieve the challenge.</p> <p>Explain what is meant by a 'put down' and how it makes people feel. Demonstrate a range of strategies for dealing with put-downs.</p> <p>Talk about what a set-back is & how it can make people feel Discuss positive ways to deal with set-backs & how to get help/support. Recognise that everyone has set-backs, these can't be controlled but having a back-up plan is always useful! Have a go at devising a simple back-up plan.</p>	<p>What happens when people get older?</p> <p>Keeping safe and looking after myself What are good habits for looking after my body? When is it good or bad to keep secrets? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable</p> <p>People who help me Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?</p>	<p>What are the symptoms of an asthma attack? How can people with asthma look after themselves? (asthma condition / asthma attack)</p>	<p>Keeping Healthy Why are people attracted to particular brands?</p> <p>What do packaging and labels tell us? What does the colour code stand for?</p> <p>What does the media say I should look like / be?</p> <p>How does all of this affect what I buy?</p>	<p>would they go off, what should you do?</p> <p>Internet Safety ThinkUKnow Yr 3</p> <p>Explain what is meant by the term 'online identity'</p> <p>Talk about how I represent myself in different ways online and why (avatar in gaming, social media etc.)</p> <p>Online Relationship I can describe ways people who have similar likes / dislikes get together online. I can give examples of tech-specific communications (emoji's, text speak) I can explain risks of communicating with others I don't know well. I can explain why I should be careful who I trust online & what info I can trust them with. I can explain how feelings can be hurt but what is said or written online. I can explain why 'trusting someone'</p>	<p>time, part time, shift work Start to identify different skills & attributes needed for different jobs.</p>
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PE - See Get Ahead planning	Gym: Body management Games: Invasion	Dance: Interpretive dance Athletics: Indoor	Gym: Floor excercises Dance: Performance dance	Gym: Flight Games: Invasion 2	Games: Net/wall Athletics:	Games: Stricking & Fielding Athletics: