

Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Dinosaurs & The Romans See Hamilton Trust - <i>Dinosaurs and Fossils A - Literacy link to Mary Anning/Stone Girl Bone Girl</i> See Hamilton Trust - <i>The Romans in Britain</i>		Stone Age to the Iron Age See Hamilton Trust - <i>Stone Age to Iron Age Britain</i>		Modern Europe See Hamilton Trust - <i>Modern Europe Blokes A-F</i>	
 Science See Hamilton Trust scheme of work for support	Working Scientifically: On-going Unit During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> ○ asking relevant questions and using different types of scientific enquiries to answer them ○ setting up simple practical enquiries, comparative and fair tests ○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ○ identifying differences, similarities or changes related to simple scientific ideas and processes ○ using straightforward scientific evidence to answer questions or to support their findings. 					
	Animals, including humans		Forces, Magnets and Rocks		Plants & Light	
	Pupils should be taught to: <ul style="list-style-type: none"> □ 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 		Pupils should be taught to: <ul style="list-style-type: none"> □ 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 		Light Pupils should be taught to: <ul style="list-style-type: none"> □ 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 □ recognise that shadows are formed when the 	

		<p>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> □ describe magnets as having two poles □ predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Rocks</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties □ describe in simple terms how fossils are formed when things that have lived are trapped within rock □ recognise that soils are made from rocks and organic matter. 	<p>light from a light source is blocked by an opaque object</p> <ul style="list-style-type: none"> □ find patterns in the way that the size of shadows changes. <p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 □ investigate the way in which water is transported within plants □ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
<p>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>History</p> <p>Pupils should be taught about: the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> □ Julius Caesar's attempted invasion in 55-54 BC □ the Roman Empire by AD 42 and the power of its army □ successful invasion by Claudius and conquest, including Hadrian's Wall □ British resistance, for example, Boudica □ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 	<p>History</p> <p>Pupils should be taught about: changes in Britain from the Stone age to the Iron age: This could include:</p> <ul style="list-style-type: none"> □ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae □ Bronze Age religion, technology and travel, for example, Stonehenge □ Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through the study of human and physical geography of a region of the United

	<p>characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (<i>Compare Roman London to London today</i>)</p>		<p>Kingdom and a region in a European country, Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p style="text-align: center;">R.E</p>  <p style="text-align: center;"><i>See LBDS Scheme of work</i></p>	<p style="text-align: center;">What is the importance of Symbols, Beliefs and Teaching in Hinduism? How do Advent and Epiphany show us what Christianity is REALLY about? Christmas Through Music and Art</p> <ul style="list-style-type: none"> Ⓞ Diwali; Holi; sacred books; worship - in the home, in the Hindu Mandir; belief in 1 God. Understand that Hindus believe in one God represented through many deities. Understand the significance of some of the Hindu Gods. Ⓞ The unit teaches about Advent as a time of preparation and looks at the signs in the Bible that point to the birth of Jesus. It looks at the impact of the message of Christmas on the people of God and then the clues to be found in the celebration of Epiphany about Jesus' life. AT1 Learning About Religion Focus: Forms of Expression AT2 Learning From Religion Focus: Identity and Belonging 	<p style="text-align: center;">The Bible Easter People - Who is the most important Person in the Easter Story? What makes a Christian</p> <ul style="list-style-type: none"> Ⓞ How The Bible came into being. How we got The Bible we use today. Whether The Bible has many plots or one plot. What the term 'metanarrative' means. Why The Bible is sometimes referred to as a map for Christian life. What The Bible teaches about faith, reflection of what faith means to us. What makes a person of faith in The Bible? How Christians demonstrate faith today in spreading the 'Good News'. How The Bible came into being. How we got The Bible we use today. Whether The Bible has many plots or one plot. What the term 'metanarrative' means. Why The Bible is sometimes referred to as a map for Christian life. What The Bible teaches about faith, reflection of what faith means to us. 	<p style="text-align: center;">What do Sikhs believe People from The Old Testament</p> <ul style="list-style-type: none"> Ⓞ This unit gives pupils an introduction to the basic beliefs and practices of the Sikh faith. Pupils are given the opportunity to develop their own understanding of what they believe about belonging and making commitments. AT1 Learning About Religion Focus: Beliefs, Teachings and Sources AT2 Learning From Religion Focus: Meaning, Purpose and Truth Ⓞ Christians believe God calls us in different ways. Christians believe that God stands by them at all times. We have difficult decisions to make in life and the right choices are not always the easiest nor the most popular.

			<p>What makes a person of faith in The Bible? How Christians demonstrate faith today in spreading the 'Good News'.</p> <p>Ⓢ Identify and talk about some of the key characters in the Gospel accounts of Holy Week, what happens to them and what they may feel and think at different points in these narratives Describe and explain why there people may have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy</p> <p>Use specific Christian and other religious language accurately to describe and compare different beliefs about the experiences and the moral dilemmas faced by the key characters in the Gospel accounts of Holy Week</p> <p>AT1 Learning About Religion</p> <p>Ⓢ Talk about what is important to them in the challenges they face in their relationships with others, with reference to their own and others' feelings</p> <p>Link things that are important to the key characters in the Gospel accounts of Holy Week and the ways in which they and others may think and behave</p> <p>Ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values</p> <p>AT2 Learning From Religion</p>			
<p>Computing</p> 	<p>We are programmers: Programming a short animation using Scratch. Develop a simple algorithm in the form of a</p>	<p>We are bug fixers: Finding and correcting bugs in programs - increasing knowledge and understanding of Scratch</p>	<p>We are presenters: Videoing performances. Linked with PE - shooting video and editing together.</p>	<p>We are network engineers: Exploring computer networks, including the internet.</p>	<p>We are communicators: Communicating safely on the internet using email and video conferencing software.</p>	<p>We are opinion pollsters: Collecting and analyzing data, understanding elements of survey design and ethics.</p>

	storyboard.					
<p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, • including controlling or simulating physical systems; • use logical reasoning to explain how some simple algorithms work • and to detect and correct errors in algorithms and programs • understand computer networks including the internet; • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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>Art</p>  <p><i>See Suffolk scheme of work for support</i></p>	<p>Printing</p>				<p>Collage</p>	
<p>*To experiment using a roller and watercolour ink *To select colours and surfaces to develop ideas *To make repeated patterns using a roller *To observe and discuss animal prints and markings *To use a roller and ink to create an animal print pattern *To review and discuss their technique and any improvements</p> <p>*To develop cutting and sticking skills *To create templates using cutting skills *To investigate the work of Henri Matisse *To create a positive/negative image by using templates made from black paper on white paper and vice versa.</p>						
<p>Design Technology including Cooking</p>  <p><i>See Hamilton Scheme of work for support</i></p>	<p>Design and make a model dinosaur</p>		<p>Design and make 3D volcanoes</p>			
<p>Children will develop the following key skills: * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * apply their understanding of how to strengthen, stiffen and reinforce more</p> <p>Children will develop the following key skills: * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design *apply their understanding of how to strengthen, stiffen and reinforce more complex structures *select from and use a wider range of tools and equipment to perform practical tasks [for</p>						

	complex structures	example, cutting, shaping, joining and finishing], accurately *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>Cooking and Nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.</p> <p>Cooking and Nutrition Content Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>					
 <p>P.E.</p> <p>See Val Sabin Scheme of work for support</p>	<p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - Benchball Y3/4 competition.</p> <p>Develop flexibility, strength, technique, control and balance in gymnastics.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending .</p> <p>Develop flexibility, strength, technique, control and balance in gymnastics.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - Football Y3/4 competition.</p> <p>Develop flexibility, strength, technique, control and balance in gymnastics.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Perform dances using a range of movement patterns</p>
<p>Music</p>	<p>Three Little Birds</p> <p>(A topic on Reggae Music)</p> <p>Pupils should be taught to:</p>	<p>Musical Theory and Glockenspiel Stage 1</p> <p>Pupils should be taught to:</p>	<p>Benjamin Britten 'There was a Monkey'</p> <p>Pupils should be taught</p>	<p>Musical Theory and Glockenspiel Stage 2</p> <p>Pupils should be taught to:</p>	<p>Let Your Spirit Fly</p> <p>(A topic based on an R&B song written for children)</p> <p>Pupils should be taught</p>	<p>Reflect, Rewind, Replay</p> <p>Pupils should be taught to: □ play and perform in solo</p>

 <p>See Charanga website for support</p>	<ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory □ develop an understanding of the history of music 	<ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ use and understand staff and other musical notations 	<p>to:</p> <ul style="list-style-type: none"> □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations □ 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 	<ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ use and understand staff and other musical notations 	<p>to:</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ develop an understanding of the history of music 	<p>and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory
<p>MFL - French</p>  <p>See 2015-16 MFL Pacer</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ listen attentively to spoken language and show understanding by joining in and responding □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes in the language 		<p>'Une introduction' - Greetings, A first conversation, Numbers, School items, Colours 'A l'école'- School items and colours, Subjects, Likes and dislikes, The school day</p>	<p>'La Famille'- Members of the family, Describing my family, Presentations to an audience, Revision and alphabet 'Mon corps' -Describing myself, Describing personality, Parts of the body</p>	<p>'La nourriture / Les loisirs' - Picnic food, Picnic role play, Likes / Dislikes in relation to food and drink, Hobbies and interests, Numbers, Grammar focus : Verb conjugation 'Les voyages et les visites' - Visiting French towns, Giving directions, Discussing plans for the summer</p>	



British Values

Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values

See Camden PHSCE scheme of work

How to help each other in class
What makes a happy and caring class
Friendship-managing upsets and difficulties in relationships
What makes someone healthy and happy
Keeping the brain fit for learning
Know what makes a healthy, balanced diet
Using the eatwell plate
What keeps teeth strong and healthy
Getting to know each other
What I am good at
Rights and respect in our classroom
Different feelings in different situations
Making the class a welcoming place
How people are similar and different
How it feels to be different and respecting differences
What stereotyping is and how it effects people
Gender and careers
What bullying is and ways to stop it

Different types of learners
Planning to reach a goal
Taking responsibility for our own learning
What a community is and how to make them happy
Who helps me in my local community
Different jobs people do who help in the community and skills needed for them
My views about the local environment and ways to improve it
Feeling surprised
How to disagree without falling out
What to do when we feel worried
Recognising when we feel safe
Recognising when we feel unsafe or scared and who can help us
How to feel safe in different situations

Feeling guilty and what to do to make amends
Taking responsibility for our actions
Using the peaceful problem solving technique
Difference between right and wrong
Difference between helpful and unhelpful pressure and how to respond to unhelpful pressure
What alcohol and cigarettes do to the body
How to keep safe in dangerous places
Feelings associated with change
Similarities between males and females
Understanding stereotyping
Names for parts of the body
Different kinds of families
How we are growing and changing
Our hopes for the future
Identifying what we have learnt and celebrating our achievements