

**Year 3: 2023-24 CURRICULUM MAP**

	<b>Autumn 1 (7 Weeks)</b>	<b>Autumn 2 (8 weeks)</b>	<b>Spring 1 (5 weeks)</b>	<b>Spring 2 (6 weeks)</b>	<b>Summer 1 (6 weeks)</b>	<b>Summer 2 (7 weeks)</b>
<b>Topic</b>	Our School History	Bronze Age to Iron Age	Our Planet		Ancient Greece	
<b>Key Dates</b>		CHRISTMAS ASSEMBLY Y3	World Book Day			Sports Day
<b>Experiences</b>	Visit to Wath library (to become members)  Local area visit		Trip to The Butterfly House Anston		Library service artefacts workshop	
<b>Texts</b>	My headteacher is a vampire rat Cloud busting- Malorie Blackman	The Stone Age Boy The Pebble in my Pocket	The Last Bear- Hannah Gold		The Spiderwick Chronicles Authur Spiderwick's Fieldguide	
<b>Literacy</b>	<b>setting and character description:</b> based on The Koala who could <b>Information text:</b> How our school has changed <b>Letter</b> to child of BEP in history <b>Recount-</b> Factual account of 'A day in the life' of a school child from the 1960's	<b>Recount</b> -Factual account of the key events of the Roman Invasion	<u>Novel: narrative</u> Setting <b>description</b> Character <b>description</b> Use of direct speech <b>Recount-</b> diary of April while on Bear Island  <b>Poetry: shape poems</b>	<u>Novel:</u> <b>News report</b> based on April getting the bear back to Svalbard <u>Wider curriculum:</u> <b>Summaries/Non-chronological report-</b> Based on knowledge gained about different biomes	<u>Novel: narrative</u> <b>Story structure</b> -simple story structured in paragraphs, with description and speech  <b>Poetry: Limericks</b>	<u>Novel:</u> <b>Instructions-</b> eg How to look after a bogart or other creature <u>Wider curriculum (Ancient Greece):</u> <b>Non-chronological report-</b> Based on knowledge gained about society or legacy
<b>Maths</b>	<b>Place Value</b> <b>Addition and subtraction</b>	<b>Addition and subtraction continued</b> <b>Multiplication and division</b>	<b>Length and perimeter</b> <b>Fractions A</b>	<b>Mass and Capacity</b> <b>Fractions B</b>	<b>Money</b> <b>Time</b>	<b>Shape</b> <b>Statistics</b>
<b>Science</b>	<b>Light</b> ♣ 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 light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change.	<b>Rocks</b> <b>Careers</b> 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.	<b>Animals, including humans</b> ♣ 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.	<b>Plants</b> 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.	<b>Forces and magnets</b> ♣ 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.	

History	<b>HISTORY OF OUR SCHOOL</b>		<b>Bronze Age to Iron Age</b>		<b>Our Planet</b>		<b>Ancient Greece</b>	
	<ul style="list-style-type: none"> <li>Key milestones in the history of the school</li> <li>Who was George Ellis</li> <li>What do the trustees do for the school?</li> <li>What was school like in the mid-20<sup>th</sup> century</li> <li>Day in the Life</li> <li>children experience day in the life of BEP in 1960's</li> </ul>		<ul style="list-style-type: none"> <li>Comparison of achievements since Stone Age</li> <li>Start of the Roman Empire</li> </ul>				<p><b>Democracy – making decisions together and the right to vote</b> <b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>Direct comparison to Iron Age Britain</li> <li>Discoveries that influence today-astronomy, maths, medicine and democracy</li> <li>Ancient Greek influence on modern day culture</li> </ul>	
Geography	<b>History of the School</b>		<b>Our Planet</b>		<b>Our Planet</b>		<b>Ancient Greece/Modern Greece</b>	
	<ul style="list-style-type: none"> <li>Revision of where Brampton is within Yorkshire</li> <li>How have the school buildings have evolved over time to meet the needs of the community?</li> <li>How has the land use around the school has changed over time?</li> </ul>		<ul style="list-style-type: none"> <li>Geographic and country location of Stonehenge. Arbor Low stone circle and Mam Tor and famous settlements such as Maiden Castle, Dorset</li> <li>Identify key topographical features-use maps to explore the landscapes of settlement</li> </ul>		<ul style="list-style-type: none"> <li>Overview of the world's environmental regions, climate zones and biomes</li> </ul>		<ul style="list-style-type: none"> <li>Location of Greece within Europe, key physical and human features including mountains, islands and earthquakes</li> <li>Identify the natural regions/important sites of Ancient Greece: Peloponnese-Sparta, Central Greece-Athens, Northern Greece-Mt Olympus, Island groups</li> <li>exploring similarities and differences between Greece and UK</li> </ul>	
Art	Drawing:		Painting		Artist: Paul Klee		Artist: Alberto Giacometti	
	<ul style="list-style-type: none"> <li>Artist: George Braque; Youngchae Lee</li> <li>End point: Pencil drawing of part of BEP</li> </ul>		<ul style="list-style-type: none"> <li>End point: Water colour skills building</li> </ul>				<ul style="list-style-type: none"> <li>End point: tinfoil people sculpture (whole class village/olympics)</li> </ul>	
DT	Structures		Textile		Food		Healthy and varied diet	
	Shell structures using computer-aided design		2D shape to 3D product		Cultural			
Computing	<u>We are learning to use basic mouse skills</u>		<u>We are learning to use basic keyboard skills</u>		<u>We are learning to use online research</u>		<u>We are learning about collaboration and communication</u>	
	+ one e-safety lesson		+ one e-safety lesson		+ one e-safety lesson		+ one e-safety lesson	
RE: UNDERSTANDING CHRISTIANITY	Unit 1.3—Incarnation. Why does Christmas matter to Christians?		Unit 2A.1—Creation/Fall. What do Christians learn from the Creation story?		Unit 2A.2—People Of God. What is it like to follow God?			
	<p><b>Tolerance – learning about different faith and cultures</b></p> <ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>Give examples of what these texts mean to some Christians today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</li> </ul> <p><b>CHRISTMAS ASSEMBLY</b></p>		<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</li> </ul>		<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant.</li> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>Make links between the story of Noah and how we live in school and the wider world</li> </ul>			

PHSCE (JIGSAW)	<b>Being Me in my World</b> Mutual Respect – treating others as you want to be treated	<b>Celebrating Difference</b> Tolerance – learning about diversity and different viewpoints	<b>Dreams and Goals</b> <b>Careers</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
Music	<b>Charanga Scheme</b>	<b>SINGNG</b> (in preparation for Y3 Christmas assembly) <ul style="list-style-type: none"> <li>• Learn songs chosen for assembly</li> <li>• Experience solo and group singing and arrangements</li> <li>• Performance techniques</li> </ul>	<b>Charanga Scheme</b>		<b>Charanga Scheme</b>	
Spanish	Starting Off – Los Saludos (Greetings)	Los Colores y Los Numeros (Colours and Numbers)	Los Transportes (Transport)  Moving on – En Mi Pueblo (In My Town)		Moving up – Se (I Know How To)  Early Language Teaching – Los Animales (Animals)	

**All musical skills introduced are practised and built on throughout the year.**