

Year 3: 2023-24 CURRICULUM MAP

	Autumn 1 (7 Weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	Our School History	Bronze Age to Iron Age	Our Planet		Ancient Greece	
Key Dates		CHRISTMAS ASSEMBLY Y3	World Book Day			Sports Day
Experiences	Visit to Wath library (to become members) Local area visit		Trip to The Butterfly House Anston		Library service artefacts workshop	
Texts	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	
Literacy	setting and character description: based on The Koala who could Information text: How our school has changed Letter to child of BEP in history Recount- Factual account of 'A day in the life' of a school child from the 1960's	Recount -Factual account of the key events of the Roman Invasion	<u>Novel: narrative</u> Setting description Character description Use of direct speech Recount- diary of April while on Bear Island Poetry: shape poems	<u>Novel:</u> News report based on April getting the bear back to Svalbard <u>Wider curriculum:</u> Summaries/Non-chronological report- Based on knowledge gained about different biomes	<u>Novel: narrative</u> Story structure -simple story structured in paragraphs, with description and speech Poetry: Limericks	<u>Novel:</u> Instructions- eg How to look after a bogart or other creature <u>Wider curriculum (Ancient Greece):</u> Non-chronological report- Based on knowledge gained about society or legacy
Maths	Place Value Addition and subtraction	Addition and subtraction continued Multiplication and division	Length and perimeter Fractions A	Mass and Capacity Fractions B	Money Time	Shape Statistics
Science	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 ♣ 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.	Rocks Careers 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.	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.	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 ♣ 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.	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.	

History	HISTORY OF OUR SCHOOL		Bronze Age to Iron Age		Our Planet		Ancient Greece	
	<ul style="list-style-type: none"> Key milestones in the history of the school Who was George Ellis What do the trustees do for the school? What was school like in the mid-20th century Day in the Life children experience day in the life of BEP in 1960's 		<ul style="list-style-type: none"> Comparison of achievements since Stone Age Start of the Roman Empire 				<p>Democracy – making decisions together and the right to vote Individual Liberty</p> <ul style="list-style-type: none"> Direct comparison to Iron Age Britain Discoveries that influence today-astronomy, maths, medicine and democracy Ancient Greek influence on modern day culture 	
Geography	History of the School		Our Planet		Mutual Respect		Ancient Greece/Modern Greece	
	<ul style="list-style-type: none"> Revision of where Brampton is within Yorkshire How have the school buildings have evolved over time to meet the needs of the community? How has the land use around the school has changed over time? 		<ul style="list-style-type: none"> Geographic and country location of Stonehenge. Arbor Low stone circle and Mam Tor and famous settlements such as Maiden Castle, Dorset Identify key topographical features-use maps to explore the landscapes of settlement 		<ul style="list-style-type: none"> Overview of the world's environmental regions, climate zones and biomes 		<ul style="list-style-type: none"> Location of Greece within Europe, key physical and human features including mountains, islands and earthquakes Identify the natural regions/important sites of Ancient Greece: Peloponnese-Sparta, Central Greece-Athens, Northern Greece-Mt Olympus, Island groups exploring similarities and differences between Greece and UK 	
Art	Drawing:		Painting		Artist: Paul Klee		Artist: Alberto Giacometti	
	<ul style="list-style-type: none"> Artist: George Braque; Youngchae Lee End point: Pencil drawing of part of BEP 		<ul style="list-style-type: none"> End point: Water colour skills building 				<ul style="list-style-type: none"> End point: tinfoil people sculpture (whole class village/olympics) 	
DT	Structures		Textile		Food		Cultural	
	Shell structures using computer-aided design		2D shape to 3D product		Healthy and varied diet			
PE	Football/Baseline Fitness		Creative Games/Gymnastics		Athletics/Gymnastics		Cricket/Dance	
	Hockey/Dance		Orienteering/Basketball					
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 programming and algorithms</u>	
	+ one e-safety lesson		+ one e-safety lesson		+ one e-safety lesson		+ one e-safety lesson	

RE: UNDERSTANDING CHRISTIANITY	<p>Unit 1.3—Incarnation. Why does Christmas matter to Christians?</p> <p>Tolerance – learning about different faith and cultures</p> <ul style="list-style-type: none"> Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. 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. <p style="text-align: center;">CHRISTMAS ASSEMBLY</p>		<p>Unit 2A.1—Creation/Fall. What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. Make clear links between Genesis 1 and what Christians believe about God and Creation. 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.) 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. 		<p>Unit 2A.2—People Of God. What is it like to follow God?</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world 	
	PHSCE (JIGSAW)	<p>Being Me in my World Mutual Respect – treating others as you want to be treated</p>	<p>Celebrating Difference Tolerance – learning about diversity and different viewpoints</p>	<p>Dreams and Goals Careers</p>	<p>Healthy Me</p>	<p>Relationships</p>
Music	<p>Charanga Scheme</p> <p>SINGNG (in preparation for Y3 Christmas assembly)</p> <ul style="list-style-type: none"> Learn songs chosen for assembly Experience solo and group singing and arrangements Performance techniques 		<p style="text-align: center;">Charanga Scheme</p>		<p style="text-align: center;">Charanga Scheme</p>	
Spanish	<p>Starting Off – Los Saludos (Greetings)</p>	<p>Los Colores y Los Numeros (Colours and Numbers)</p>	<p style="text-align: center;">Los Transportes (Transport)</p> <p style="text-align: center;">Moving on – En Mi Pueblo (In My Town)</p>		<p style="text-align: center;">Moving up – Se (I Know How To)</p> <p style="text-align: center;">Early Language Teaching – Los Animales (Animals)</p>	
<p>All musical skills introduced are practised and built on throughout the year.</p>						