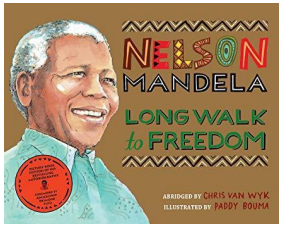
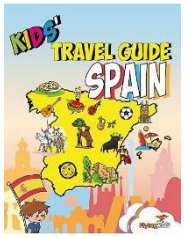
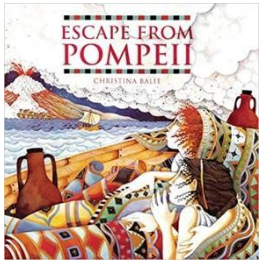
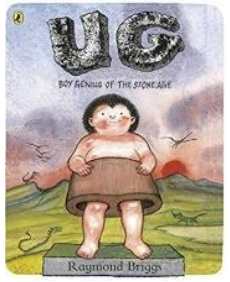
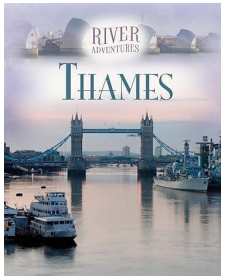
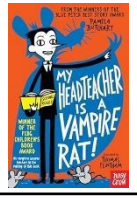
Love God, love your neighbour as yourself – be the Good Samaritan *Luke 10.25-37*

Year 3 Long Term Curriculum Map

Our spiritual journey begins where children are at; what they need to know next so they remember more.

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term: Global Citizenship Theme Ecological Awareness	
Autumn 1 Nelson Mandela	Autumn 2 80 Days Around the World	Spring 1 Active Planet	Spring 2 Take One Picture	Summer 1 Stone Age to Iron Age	Summer 2 Go with the Flow-Waterways of London
Core Text: A Long Walk to Freedom 	**Core Text:** Non-fiction texts about Spain 	**Core Text: :** Escape from Pompeii 	**Core Text:** Poetry block	**Core Text:** UG Boy Genius of the Stone Age. 	**Core Text: Canals of London/ Thames** 
Writing Outcome: To write a **historical recount** about Nelson Mandela's Life	**Writing Outcome:** To write a **non-chronological report**	**Writing Outcome:** To write an **adventure story**	**Writing Outcome:** **Poetry: Poems on a Theme** *(opportunity to link to link to NG painting)*	**Writing Outcome:** To write a **historical narrative/ legend** set in the Stone Age.	**Writing Outcome:** To write a **persuasive piece** of writing e.g. a letter to Govn regarding clean waterways.
Other Texts: My Headteacher Is a Vampire Rat! 	**Other Texts:**	**Other Texts:**	**Other Texts:**	**Other Texts:**	**Other Texts:**  Iron Man by Ted Hughes
***Or* Poetry to express emotion** *Michael Rosen's A – Z of emotion by Michael Rosen*		**Poetry: Performance Poetry – Pattern and Rhyme** Heard it in the Playground – Allan Ahlberg The dragon who ate the School – Nic Tocsek		**Poetry: Poetic Language** Calligrams, poetic portraits and shape Poems	

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Maths **Place Value** Representing and positioning numbers up to 1000 Estimate and compare numbers to 100 Number line to 1000	**Maths** **Place Value** Order numbers to 1000 Count in 50's **Add and subtract** 10's and 100's **Multiplication and division** by 3,4 and 8	**Maths** **Multiplication and Division** Multiples of 10 Multiply a 2-digit number by 1-digit with or without an exchange Divide a 2-digit number by a 1-digit number with or without a remainder **Length and Perimeter** Metres, centimetres, millimetres (measure, equivalent lengths) Compare lengths Add and subtract lengths Measure and calculate perimeter	**Maths** **Fractions** Understand the denominator of unit fractions Understand the numerator of non-unit fractions Understand the whole Compare and order non-fraction fractions Equivalent fractions **Mass and Capacity** Measure mass in grams / kilograms Equivalent masses Compare and add / subtract mass Measure capacity and volume in millimetres / litres Add / subtract / compare capacity and volume	**Maths** **Fractions** Tenths as decimals Fractions of a set of objects Equivalent fractions Compare and order fractions Add / subtract fractions **Money** Pounds and pence Convert, add, subtract Give change **Time** Hours, months, years Telling the time to 5 minutes / to the minute Using a.m. & p.m. 24-hour clock Duration of time Measuring time in seconds	**Maths** **Shape** Turns and angles Right angles Horizontal & vertical/ horizontal & perpendicular Recognise and describe 2-D and 3D shapes Make 3D shapes **Statistics** Bar charts and tables
Topic Enquiry: **History:** Finding out about apartheid in S Africa and the life of Nelson Mandela Looking at the impact and changes that resulted from his actions. **Geography**: Finding out about the Geography of South Africa	**Topic Enquiry:** **History:** Finding out about different modes of international transport in the past. Understanding some impacts of British Rule in India. **Geography**: quick recap: the oceans and continents. New: Identify the position and significance of the Equator, Northern and Southern Hemisphere. North and South Poles. Choosing a country to learn more about and comparing the geography to the UK.	**Topic Enquiry:** **History**: Finding out about the eruption of Mount Vesuvius and its impact on the city of Pompeii. **Geography**: Finding out about how volcanoes and mountains are formed and what causes an earthquake through investigating plate tectonics.	**History/Geography** Take One Picture	**Topic Enquiry:** **Geography:** Finding out about the location of iron age settlements. **History**: Finding out about life in the Stone age, Bronze Age and Iron Age. Looking at sources of evidence to support our enquiries.	**Topic Enquiry:** **History:** Investigating the historical sources that tell us about the impact of the River Thames on London's history. Finding out about the history of the Regent's Canal and City Road Basin. **Geography:** Finding out about the River Thames including the journey of a river and its effect on the physical and human geography of London.

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Global Citizenship: **Equality and Rights** **Power and Governance (4 weeks)** Why do we need rules at school? How can people take part in making and changing the rules at school? Project Outcome: School Elections **Social Justice and Equity (6 weeks)** What causes inequality? Should we all be equal? Is this always fair? Should boys and girls be treated the same? What is gender inequality? (The Pay Gap, Education gap) How would Gender equality change your life and change the world? Project Outcome – Social Enterprise: Raise money for the Malala Fund **Human Rights (5 weeks)** What is the UN Convention on the Rights of the Child? Why do some people have their Human Rights denied? What can we do when someone is treated badly? What is a consequence? Why do we have them? Project Outcome: Amnesty International Campaign (weighing it up) – presentation to the Head Teacher		**Global Citizenship:** **Respect for Others** **Identity and Diversity (8 weeks)** What does culture mean to me? How do our differences help make the world a more interesting and better place? How do I celebrate different cultures? Does a person have to earn respect, or do all people deserve it? What role does respect play in your relationships with friends and family? Project Outcome: Link to International Mother Tongue Day – organise a celebration of different languages across the school **Peace and Conflict (4 weeks)** How do my actions impact others? How can I solve arguments effectively and fairly? What can we learn from disagreements?		**Global Citizenship:** **Ecological Awareness** **Sustainable Development (8 weeks)** Starting Point: Whole School Earth Day What are the most important issues facing the environment today? Why are we responsible for our planet? What can we do as individuals and a community to take responsibility and look after the planet? **Globalisation and Interdependence (6 weeks)** What is fair trade? How do the everyday choices we make have global consequences? How can we make a difference to people and places around the world? Project Outcome: Research and Promote Snacks for a Fair Trade Breaktime	
P4C Friendship – Hometalk 18	**P4C** Journeys – Hometalk 22	**P4C** Fear – Hometalk 53	**P4C** Creativity – Hometalk 61	**P4C** Plant Based Eating – Hometalk 55	**P4C** Pets – Hometalk 35
Science: Forces and Magnets	**Science:** Light	**Science:** n/a	**Science:** Rocks	**Science:** n/a Plants	**Science:** Animals including Humans
Computing: **E Safety : Media Balance and Well Being Device -** Free Moments (UK)	**Computing:** **E Safety: Cyber Bullying** Putting a STOP to Online Meanness	**Computing:** **E Safety: News and Media Literacy** - We, the Digital Citizens (UK)	**Computing:** **E Safety: Privacy and Security** - That's Private! (UK)	**Computing:** **E Safety: Digital Footprint and Identity** - Digital Trails (UK)	**Computing:** **E Safety: Relationships and Communication** -

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Connecting Computers	J2 Animate	Data and Information – Branching Database (J2 Data-J2 Branch)	Programming – sequence with code	Digital writing – Google Docs	Who Is in Your Online Community? Programming Sequencing with Scratch Animation
Music Toby the Tarantula rap		**Music** Adventure stories – writing a song		**Music** Shake the Papaya	
DT: Making propellers for boats	**Art: Sculpture** Fish Shoals	**DT:** Structures – Design an Earthquake Proof Building (IPC) or	**Art:** Take One Picture	**DT:** Country Trust recycling Paper: Packaging for a gift	**Art:** Drawing and Painting – Landscapes
Cooking: Vegan Taco		**Cooking:** Fruit kebab with Yoghurt		**Cooking:** Seed Breakfast Bars	
PSHE: **Drug, alcohol and tobacco education** Tobacco is a drug	**PSHE:** **Keeping safe and managing risk** Bullying – see it, say it, stop it	**PSHE:** **Mental health and emotional wellbeing** Strengths and challenges	**PSHE:** **Identity, society and equality** Celebrating difference	**PSHE:** **Careers, financial capability and economic wellbeing** Saving, spending and budgeting	**PSHE:** **Physical health and wellbeing** What helps me choose?
RE: What is the Bible's big story?	**RE:** How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?	**RE:** Judaism What does it mean to be Jewish?	**RE:** Who is the most important person in the Easter story?	**RE:** What did the Buddha teach his followers about life?	**RE:** Who is Jesus? I am statements
PE: Basketball Dance	**PE:** Dodgeball / Tennis Swimming	**PE:** Symmetry & Asymmetry Dance	**PE:** Athletics	**PE:** Athletics Dance	**PE:** Rounders

Year 3 National Curriculum Coverage					
Term	Topic	History objectives	Geography Objectives	Art/DT	Music

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Autumn 1	Nelson Mandela - Apartheid	• Be able to find out about aspects of the past from a range of sources • Be able to enquire into historical issues and their effects on people's lives	• Be able to use appropriate techniques to gather information • Be able to use and interpret globes and maps in a variety of scales • Be able to explain how physical and human processes lead to similarities and differences between places	• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Design, make and evaluate as laid out in KS2 programme of study	See curriculum outline for music
Summer 2	Go with the Flow - Waterways of London	• Be able to find out about aspects of the past from a range of sources • Find out about an aspect of local history • Be able to enquire into historical issues and their effects on people's lives	• Be able to collect and record evidence to answer geographical questions • Be able to identify geographical patterns and to use their knowledge and understanding to explain them • Be able to use appropriate geographical vocabulary to describe and interpret their surroundings • Be able to use instruments to make measurements • Be able to use appropriate techniques to gather information • Be able to use and interpret globes and maps in a variety of scales • Be able to explain how physical and human processes lead to similarities and differences between places	• 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 and painting with a range of materials • knowledge and skills as laid out in the KS2 programme of study	
Spring 1	Active Planet		• Describe key aspects of physical geography – mountains, volcanoes and earthquakes	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Design, make and evaluate as laid out in KS2 programme of study	
Autumn 2	80 Days Around the World	• Be able to find out about aspects of the past from a range of sources	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	• 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,	

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			• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	including sculpture with a range of materials • knowledge and skills as laid out in the KS2 programme of study	
Summer 1	Stone Age to Iron Age	• Changes in Britain from the Stone Age to the Iron Age		• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Design, make and evaluate as laid out in KS2 programme of study	
Spring 2	Take One Picture				

All classes to carry out a geographical skills and fieldwork lesson

Year 3 Enquiry Skills Map			
Subject Area		**End of Year Expectations**	**Greater Depth**
History		Can they pose and respond to questions about a person or event from the past using different sources? •Can they begin to use more than one source of information to bring together a conclusion about an historical event? •Can they describe events and periods from history using appropriate subject vocabulary	Can they reflect and explain how events from the past have shaped their lives today? •Can they form reasoned arguments for why events from the past are interpreted in different ways?
Geography		Can they select geographical vocabulary independently to describe and compare localities? •Can they identify that localities may have similar and different characteristics? •Can they use and compare two maps explaining the purpose of each?	Can they make geographical inferences through a variety of geographical sources? •Can they make links using prior knowledge and ask and answer geographical questions?
DT	**Developing, Planning and Communicating Ideas**	Can they plan their design, using accurate diagrams and labels? •Can they plan the equipment/ tools needed and give reasons why? •Can they start to order the main stages of making their product? •Can they identify a design criteria and establish a purpose/ audience for their product? •How realistic are their plans? e.g. tools, equipment, materials, components?	

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	Working with Tools, Equipment, Materials and Components	Can they use equipment and tools accurately and safely? •Can they select the most appropriate materials, tools and techniques to use? •Can they manipulate materials using a range of tools and equipment? •Can they measure, cut and assemble with increasing accuracy?	
	Evaluating Processes and Products	● Start to think about their ideas as they make progress and be willing to make changes if this helps them to improve their work? •Can they assess how well their product works in relation to the purpose? •Can they explain how they could change their design to make it better?	
Art	**Drawing**	Can they use their sketches to develop a final piece of work? •Can they use drawing as a tool to express and idea? •Can they use different shading techniques to give depth to a drawing? •Can they use different shading techniques to create texture in a drawing?	
	Painting	Can they mix a range of colours in the colour wheel? •Can they identify what colours work well together? •Can they create a background using a wash? •Can they use a range of brushes to create different effects?	
	Printing	Can they experiment with layered printing using 2 colours or more? •Can they understand how printing can be used to make numerous designs? •Can they transfer a drawing into a print?	
	Textiles/3D	Can they add layers onto their work to create texture and shape? •Can they work collaboratively to create a large sculptural form? •Can they use fabrics to build an image? •Can they add detail to a piece of work? •Can they add texture to a piece of work?	
	Collage	Can they overlap materials? •Can they use collage as a tool to develop a piece in mixed media? •Can they use collage to create a mood board of ideas?	
	Sketchbooks	Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books	
	Knowledge	Can they compare the work of different artists? •Can they explore work from other cultures? •Can they communicate what they feel the artist is trying to express in their work? •Can they communicate what they are trying to express in their own work?	Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork? •Can they adapt or improve their original ideas? •Can they explain why they have selected specific materials for their artwork?

			•Can they begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature?
Music	**Performing**	Do they sing songs from memory with increasing expression, accuracy and fluency? •Do they maintain a simple part within an ensemble? •Do they modulate and control their voice when singing and pronounce the words clearly? •Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? •Can they improvise (including call and response) within a group using the voice? •Can they collaborate to create a piece of music?	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?
	Composing	Can they create repeated patterns using a range instruments? •Can they create accompaniments for melodies? •Can they combine different sounds to create a specific mood or feeling? •Do they understand how the use of tempo can provide contrast within a piece of music? •Can they begin to read and write musical notation? •Can they effectively choose, order, combine and control sounds to create different textures? •Can they use silent beats for effect (rests)? •Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition?	Can they compose a simple piece of music that they can recall to use again? •Do they understand metre in 4 beats; then 3 beats?
	Appraising	Can they create repeated patterns using a range instruments? •Can they create accompaniments for melodies? •Can they combine different sounds to create a specific mood or feeling? •Do they understand how the use of tempo can provide contrast within a piece of music? •Can they begin to read and write musical notation? •Can they effectively choose, order, combine and control sounds to create different textures? •Can they use silent beats for effect (rests)? •Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition?	Can they recognise changes in sounds that move incrementally and more dramatically? •Can they compare repetition, contrast and variation within a piece of music?

Year 3 Science Knowledge and Skills Map		
Area	**End of Year Expectations**	**Greater Depth**
Plants	● Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Range of plants. ● Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? ● Can they investigate the way in which water is transported within plants? ● Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? ● Can they record their observations in different ways including labelled diagrams, charts etc. and use secondary sources? ● Can they plan and set up a fair test and explain why it was fair? ● Can they explain what they have found out and use their measurements to say whether it helps to answer their question? ● Can they set up a simple test to make comparisons?	● Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?
Animals Including Humans	● Can they explain the importance of a nutritionally balanced diet? ● Can they describe how nutrients, water and oxygen are transported within animals and humans? ● Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? ● Can they describe and explain the skeletal system of a human? ● Can they describe and explain the muscular system of a human? ● Can they describe what they have found using scientific language? ● Can they describe what they have found out using secondary sources.	● Can they explain how the muscular and skeletal systems work together to create movement? ● Can they classify living things and non-living things by a number of characteristics that they have thought of? ● Can they explain how people, weather and the environment can affect living things? ● Can they explain how certain living things depend on one another to survive?

Rocks	● Can they compare and group together different rocks on the basis of their appearance and simple physical properties? ● Can they describe and explain how different rocks can be useful to us? ● Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? ● Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? ● Can they recognise that soils are made from rocks and organic matter? ● Can they describe what they have found using scientific language? ● Can they classify objects in different ways? ● Can they describe what they have found using scientific language? ● Can they use different ideas and suggest how to find something out?	● Can they classify igneous and sedimentary rocks? ● Can they begin to relate the properties of rocks with their uses?
Forces and Magnets	● Can they compare how things move on different surfaces? ● Can they observe that magnetic forces can be transmitted without direct contact? ● Can they observe how some magnets attract or repel each other? ● Can they identify and classify which everyday materials are attracted to magnets and which are not? ● Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? ● Can they describe magnets have having two poles (N & S)? and predict whether two magnets will attract or repel each other depending on which poles are facing? ● Can they make and record a prediction before testing? ● Can they take accurate measurements using different equipment and units of measure? ● Can they set up a simple fair test to make comparisons? ● Can they explain what they have found out and use their measurements to say whether it helps to answer their question? ● Can they record their observations in different ways such as labelled diagrams, charts etc.?	● Can they investigate the strengths of different magnets and find fair ways to compare them?

Light	● Can they recognise that they need light in order to see things? ● Can they recognise that dark is the absence of light? ● Can they notice that light is reflected from surfaces? ● Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? ● Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? ● Can they find patterns in the way that the size of shadows change? ● Can they explain the difference between transparent, translucent and opaque? ● Can they set up a simple fair test to make comparisons? ● Can they describe what they have found using scientific language? ● Can they record their observations in different ways including labelled diagrams, charts etc?	● Can they explain why lights need to be bright or dimmer according to need? ● Can they say what happens to the electricity when more batteries are added? ● Can they explain why their shadow changes when the light source is moved closer or further from the object?
Working Scientifically		
Planning	● Can they use different ideas and suggest how to find something out? ● Can they make and record a prediction before testing? ● Can they plan a fair test and explain why it was fair? ● Can they set up a simple fair test to make comparisons? ● Can they explain why they need to collect information to answer a question?	● Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
Obtaining and Presenting Evidence	● Can they take accurate measurements using different equipment and units of measure? ● Can they record their observations in different ways such as labelled diagrams, charts etc.? ● Can they describe what they have found using scientific language?	● Can they explain their findings in different ways (display, presentation, writing)? ● Can they use their findings to draw a simple conclusion? ● Can they suggest improvements and predictions for further tests?
Considering Evidence and Evaluating	● Can they explain what they have found out and use their measurements to say whether it helps to answer their question?	● Can they suggest how to improve their work if they did it again?
Types of Investigation	● Children should have the opportunity to investigate ● Observing changes over different periods of time ● Noticing patterns	●

	● Grouping and classifying ● Carrying out comparative and fair tests ● Finding things out using secondary resources	