



**Curriculum Map: Year 3**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English Thread, Text and Writing Links</b>	The Power of Pictures	British Classics	Stories from Other Cultures	Myths, Legends and Fairy tales	Nature's Treasures	Science Fiction, Fantasy and Adventure
	<p>Door by J Lee <i>Setting description</i></p> <p>Voices in the Park by A Browne <i>Character description</i> <i>Recount – 3<sup>rd</sup> person</i></p> <p>The Pebble in my pocket <i>Fact file</i></p> <p><i>Here we are Oliver Jeffers - how we can save our planet narrative poem</i></p>	<p>Iron Man – Ted Hughes <i>Descriptive poetry</i> <i>Character description</i> <i>Non chronological report</i> <i>Instruction text</i> <i>Diary</i> <i>News report</i></p> <p>A Christmas carol – Charles Dickens <i>Narrative with beginning, middle and end.</i></p> <p><i>Shakespeare Sonnet (Sir Philip Sidney)</i></p>	<p>African tales - Gcina Mhlophe <i>Fact file</i></p> <p>The Crow (North American tale) - Naomi Howarth <i>Fable</i></p> <p>Snow White in New York <i>Fairy tale/recount</i></p> <p>Bugsy Malone <i>Playscript</i></p> <p>Hip hop poetry for children - poem</p>	<p>No ordinary boy: The Legends of King Arthur (Easy Classics) by Tracey Mayhew (Author), Mike Phillips (Illustrator) <i>Potion (poem) writing</i> <i>Formal letter</i> <i>News report</i> <i>Diary entry</i></p> <p><i>Chaperone rouge</i> <i>Literacyshed – narrative poem</i></p>	<p>When the forest meets the sea – Jeannie Baker <i>Setting description</i> <i>Recount/retell</i> <i>3<sup>rd</sup> person new perspective</i> <i>Persuasive writing</i></p> <p>The Tin Forest – Helen Ward <i>Debate</i></p> <p><i>Lost Spells - Jackie Morris</i> <i>Descriptive poem</i></p>	<p>The Spiderwick Chronicles Field Guide - Tony DiTerlizzi <i>Setting description</i> <i>Character description</i> <i>Non chronological report</i> <i>Narrative with beginning, middle and end.</i></p> <p><i>Monster poems - Paul Cookson</i></p>
<b>Maths</b>	<b>Units – Place value, Addition &amp; Subtraction,</b>	<b>Units – Multiplication &amp; Division</b>	<b>Units – Multiplication &amp; Division, Money,</b>	<b>Units - Statistics, Length &amp; Perimeter, Fractions</b>	<b>Units – Fractions, Properties of Shape,</b>	<b>Units – Mass &amp; Capacity, Time</b>
<b>Humanities Thread and Topic</b>	<p>Geography Theme: Our World, Our Home! <b>Geography Topic: UK &amp; Dover</b></p>	<p>Theme: Pivotal Periods (British) <b>History Topic: The Tudors</b></p>	<p>Geography Theme: Global Explorers <b>Geography Topic: A North American road trip</b></p>	<p>Theme: Conflict and Tension <b>History Topic: Stone age Britain</b></p>	<p>Geography Theme: The Natural World <b>Geography Topic: Natural disasters</b></p>	<p>History Theme: Ancient Civilisations <b>History Topic: Ancient Indus Valley, Sumer &amp; Prehistoric Britain</b></p>
	<p>Maps, atlases, globes &amp; google earth Locate equator &amp; hemispheres Identify topological features eg mountains, rivers, Dover – a study Compass points</p>	<p><b>Enquiry question – What was the most significant event of the Tudor period?</b> Timeline recap Battle of Bosworth Henry VIII &amp; Reformation Elizabeth I &amp; Armada Rich &amp; Poor Crime &amp; Punishment</p>	<p>Use maps, atlases &amp; globes Physical &amp; human features Climate Tourism in North America Human &amp; economic activity Land use and human activity</p>	<p><b>Enquiry question – How did life change over the Stone age period?</b> Artefacts of the period Skara Brae archaeological site Life in the Stone age Compare &amp; contrast with Bronze &amp; Iron age</p>	<p>Structure of the Earth Volcanoes Earthquakes. Tsunamis, tornadoes, hurricanes Measuring &amp; recording the weather</p>	<p><b>Enquiry question – Which civilisation had the most impact our lives today?</b> <i>Ancient Sumer &amp; Ancient Indus Valley – writing, trade, maths, technology, buildings &amp; artefacts.</i> <i>Compare &amp; Contrast with prehistoric Britain (recap).</i></p>

<p><b>Science</b></p>	<p><b>Bio: Animals (skeletons and nutrition)</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 animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Phys: Magnetism &amp; Forces</b> 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><b>Phys: Light, shadows and reflections</b> Notice that light is reflected from surfaces Find patterns that determine the size of shadows</p>	<p><b>Bio: Plants (roots and shoots)</b> Identify and describe the functions of different parts of flowering plants: roots, stem , leaves and flowers. Explore the requirements of plant 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>	<p><b>Chem: Rocks, Fossils and Soil</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. Recognize that soils are made from rocks and organic matter.</p>	<p><b>Bio: Plants &amp; Retrieval</b></p>
<p><b>Art</b></p>		<p>Art - Portraits (sketching) Holbein</p>		<p>Art – Cave painting</p>	<p>Art - Landscape painting</p>	
<p><b>DT</b></p>	<p>DT – soup</p>		<p>DT - getaway car</p>	<p>DT– Jewellery Making (sculpting)</p>		<p>DT – Cross stitch</p>
<p><b>Computing</b></p>	<p>Internet Safety</p>	<p>Coding</p>	<p>We are Vloggers (BEEBOTS)</p>	<p>We are communicators</p>	<p>We are presenters</p>	<p>We are opinion pollsters</p>

<b>PSHE</b>	Me and my relationships	Valuing differences	Keeping safe	Rights & respect	Being my best	Growing & changing
<b>PE</b>	PCS – Netball/basketball CT – Fundamentals	PSC – Dance CT – Basketball	PSC – Gym app & floor CT – Dodgeball	PSC - Tennis CT – Yoga	PSC – Cricket, rounders CT – Hockey	PSC – Athletics track CT – Athletics field
<b>RE</b>	What does it mean to be Christian in Britain today?	What does it mean to be Christian in Britain today?	What do different people believe about God?	Why are festivals important to religious communities? (Easter Focus)	Why do people pray?	Why is the bible so important to Christians today?
<b>Music</b>	Recorder Karate!	Recorder Karate!	Recorder Karate!	Recorder Karate!	Recorder Karate!	Recorder Karate!
<b>French</b>	Moi (all about me)	On fait la Fete (Celebrations)	Les quatre amis (the four friends)	Portraits (Portraits)	Jeux et chansons (games and songs)	Ca Pousse! (growing things)