



# Year 3 Curriculum Map 2018-2019



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic focus</b>	<b>Settlers of the Stone, Bronze and Iron Age History. Who are we and where do we come from?</b>		<b>Our European Neighbours</b>	<b>Ancient Civilisations: How were the ancient Greeks different?</b>	<b>Where do rivers come from?</b>	<b>What is friendship?</b>
<b>Possible Trips/visits</b>	Museum of London or Open Air Museum Amersham		TBC	British Museum	Field work visit to Thames <a href="http://chiswickpier.org.uk/wp-content/uploads/2017/07/CPT-Chiswick-Pier-Family-Trail-2016.pdf">http://chiswickpier.org.uk/wp-content/uploads/2017/07/CPT-Chiswick-Pier-Family-Trail-2016.pdf</a>	Production of Wind in the Willows in school. Possible. Trip to the Thames barrier
<b>Events/festivals</b>	National Poetry day 4.10.18 Eid Al-Adha (before start of term) Diwali 5.11.18	Armistice Day 11.11.18 Children in Need 17.11.18 Christmas jumper day 15.11.18	Chinese New Year 5.2.18	World Book Day 7.3.18 International Women's Day 8.3.19 World Poetry Day 21.3.19 Science Week 9 <sup>th</sup> March Easter 21.4.19	St George's Day 23.4.19 Fitness week TBC	Queen's official birthday 16.6.19 Eid al Fitr 4.6.19 Arts Week TBC Transition End of year performance TBC
<b>Literacy genres</b> <b>Key texts</b>	BOOOM! Alan McDonald The secrets of Stonehenge Mick Manning Ug Raymond Briggs The stone age Marcia Williams The Stone Age tablet Andrew Langley		Around the world in Eighty Poems – James Barry The Original Folk and Fairy Tales. Brothers Grimm Who were the Brothers Grimm? Avery Reed The Fairy Tales of Hans Christian Andersen Europe everything you ever wanted to know Lonely Planet Brexit	Black Ships Before Troy Rosemary Sutcliffe Greek Myths Marcia Williams The Odyssey Gillian Cross Greek Gazette Fergus Fleming Best Ever Greek Legends Terry Deary	Wind in the Willows Kenneth Grahame  Badger's parting gift Susan Varley	
<b>Key Humanities learning</b> <b>Knowledge and skills</b>	Learning about 98% of human history in Britain, the first settlers. Changes in Britain from the Stone Age to the Iron Age including: Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae. Bronze Age religion, technology and travel e.g. Stonehenge Iron Age hill forts tribal kingdoms, farming, art and culture  Making connections, contrasts and trends over time using historical terms. Answer and construct historically valid questions about change, cause, similarity and significance. Select and organise information. Sources.		Physical and social geography of Europe/Brexit. Classes can choose to focus on one country for most of their topic. Describe and understand key aspects of physical geography incl rivers and mountains. Locate key countries and capitals/cities of Europe. Use maps, atlases, globes and digital mapping. Describe & understand key aspects of physical geography including climate zones, rivers & mountains. Describe and understand human geography including types of settlement and land use, economic activity including trade links. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Describe and understand key aspects of physical and human geography.	Ancient Greece – a study of Greek life and achievements and their influence on the western world. Continue to develop a chronologically secure knowledge of history. Gain and deploy a historically-grounded understanding of abstract terms such as 'empire' and 'civilization'. Understand Ancient Greece, Greek life, their achievements and influence on the western world. Construct informed responses that involve selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Learning about rivers comparing the Thames and Amazon– where do they come from where they go and what lives in the river ecosystems? Water cycle. Environmental issues eg, logging.  Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Place knowledge: understand geographical similarities and differences through the study of human and physical geography Human and physical geography: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle human geography, including: types of settlement and land use. Field work: observe, record and present the human and physical features in the local area (River Thames) using a range of methods, including sketch maps, plans and graphs, and digital technologies	What is a friend? How do we define what a friend is? Examples of friendship in literature. The Wind in the Willows is a story all about friendship – how does it compare to some other famous friendships in literature. Charlotte's Web, Swallows and Amazons, BFG, The Famous Five, The Lion the Witch and the Wardrobe. How do we relate to our friends – keeping them, respecting them and growing the bond? How do we manage problems in our friendship – is Toad the best friend he can be? How can we change our behaviour and environment to be better friends – what guidelines and expectations can we establish? What can we learn from Toad, Ratty, Mole and Badger – what are the golden rules of friendship?
<b>Mathematics (Maths mastery)</b>	Number sense, exploring calculation strategies, solve number and practical problems, estimation, add and subtract money, place value, using 3-digit numbers in calculations, graphs.	<b>Addition and subtraction</b> , use formal written methods to calculate, solve problems using number facts and place value, length and perimeter, accurate measuring and using appropriate units.	<b>Multiplication and division</b> , solving problems, deriving facts, practicing mental and formal written methods.	Tell, record, write and compare the time, Roman numerals, 12hr clocks, a.m. and p.m., compare durations. Recognise, use, compare, and order simple fractions; understand fractions as parts of a whole; add/subtracts fractions of same denominator.	Identify right-angles, identify parallel and perpendicular lines; draw/make and measure 2-D and 3-D shapes. Measure, compare, add/ subtract and solve problems, using appropriate tools and units.	Recall and use multiplication/ division facts for 6 & 8 times table; count in multiples of 6 & 8; calculate mathematical statements. Add/subtract numbers mentally; find 10, 100, 1000 more than a given number; order and compare beyond 1000; round any number to nearest 10, 100, and 1000.
<b>Science</b>	Plants: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Investigate the way in which water is transported within plants.	Animals: 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 some animals have skeletons and muscles for support, protection and movement.	<b>Rocks</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>Light</b> : Recognise that they need light in order to see things and that dark is the absence of light.	<b>Light</b> - 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. <b>Light</b> - Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object.	<b>Light</b> - Find patterns in the way that the size of shadows change. <b>Forces and Magnets</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.	<b>Forces and Magnets</b> - 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
<b>Art and Design knowledge and skills</b>	Grow in understanding of the historical and cultural development of art forms. Cave painting, megalithic structures. Start sketch books: Explore shading: using different media to achieve tones Draw familiar things from different viewpoints and combine images to make new images. Use line, tone, shape and mark with care to represent things seen, imagined or remembered.		Seurat and pointillism		Sketching – reviewing and revisiting pieces.	Plant art: mix tints, create the illusion of depth, 3d clay



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Design and Technology		Moving Monsters	Sandwich snacks – using breads from different European countries		Packaging	Making mini greenhouses
Computing			Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use presentation software to communicate ideas or information (optional).			
Music	Djembe drumming – making community music					
P.E.	Gymnastics: develop flexibility, strength, technique, control and balance	Dance: perform dances using a range of movement patterns, responding to auditory cues.	Invasion Games: play competitive games and apply basic principles suitable for attacking and defending	Athletics: develop flexibility, strength, technique, control and balance, speed.	Catching and Throwing: use running, jumping, throwing and catching in isolation and in combination	Net and Racquet: play competitive games and apply basic principles suitable for attacking and defending
MFL	Mandarin Chinese					
PSHE	Health and Wellbeing healthy lifestyle, physical, mental and emotional health and wellbeing, managing change, including puberty		Living in the Wider World respect for self and others, rights and responsibilities as members of families, other groups and ultimately as citizens, different groups and communities		Relationships develop and maintain a variety of healthy relationships, within a range of social/cultural contexts, recognise and manage emotions within a range of relationships, recognise risky or negative relationships including all forms of bullying and abuse	
RE/P4C	What do signs and symbols mean in religion?	How and why do Hindus celebrate Diwali?	What do we know about Jesus?	Jewish Celebrations	What is the Bible and why is it important for Christians?	Islamic Rites of Passage