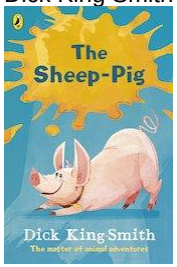
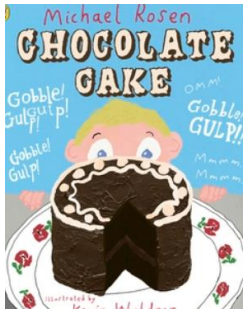
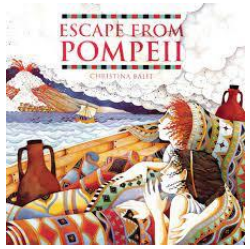
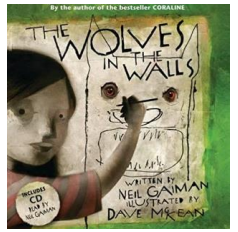
Year 3 Curriculum Map September 2024-25

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Basic skills: Meaningful and varied opportunities to use and apply English and Maths skills/ knowledge, and to learn important vocabulary. **Cultural Capital: The need for our children to gain cultural capital that they would not otherwise gain due to a social deprivation.**	**Writing**	N: TWS Traditional Tale – The Three Little Pigs. NF: TWS Instruction – My Strong Mind. IWT: Recount for city / village trip – writing a comparison.	N: TWS Narrative – Stone Age Boy. NF: TWS Non-chronological report – Skeleton. IWT: story narrative	N: TWS The Blue Umbrella. NF: Light and Dark Explanation Text IWT: TWS Explanation	N: TWS The Street Beneath Our Feet. NF: TWS Persuasive holiday brochure – Skara Brae. IWT: holiday brochure.	N: TWS Comedy – Book-eating Boy. NF: TWS Poetry – I asked the Little Boy who couldn't See. IWT: Poetry	N: TWS Suspense - The Wolves in the Walls. - IWT: story narrative
	Grammar and punctuation terms	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma, **adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks)**						
	Reading Spine Books	The Sheep Pig Dick King Smith 	A selection of poems.	Chocolate Cake Martin Rosen 	Escape from Pompeii Christina Ballit 	Free Choice Non-Fiction Curriculum Based	The Wolves in the Walls Neil Gaiman 
	Maths (Refer to programme of studies)	3 Weeks: Reasoning with number up to 100. 3 Weeks: Place Value 1 Week: Assessment Mark to look at and rewrite	5 Weeks: Addition and Subtraction 2 Week: Assessment Mark to look at and rewrite	4 Weeks: Multiplication/Division 1 Week: Assessment Mark to look at and rewrite	3 Week: Fractions 2 Weeks: Length and perimeter 1 Week: Assessment Mark to look at and rewrite	3 weeks: Angle and shape 2 weeks: Length, weight and volume. 1 week: Time 1 Week: Assessment Mark to look at and rewrite	Revision of calculation methods Mark to look at and rewrite

Inclusion and the Local Context: Using the local context including diversity within the school and community **Mental Health: Developing knowledge of good mental and physical health through successful relationships, effective self-care and resilience** **Environmental Awareness:**	**Science**	**PHYSICS** FORCES AND MAGNETS	**BIOLOGY** ANIMALS INCLUDING HUMANS Scientist- Marie Curie X-Rays	**PHYSICS** LIGHT AND SHADOW	**GEOLOGY** ROCKS AND FOSSILS Mary Anning- first fossil	**BIOLOGY** PLANTS Scientist- Tom Hart Dyke Pensthorpe trip	**STEM** *Recap learning from throughout the year and time to revisit where needed.*
	Computing	**E-Safety** **3.1 We are rule writers** **3.2 We are digital friends**		**E-Safety** **3.3 We are Internet Detectives** **3.4 We are aware of our digital footprint**		**E-Safety** **3.5 We are netiquette experts** **3.6 We are Avatar creators.**	
		Autumn 1 and 2 **Orientation – how to use the computers in Junior School** • How to log into the computers and safely shut them down. • How a mouse works • Familiarisation with a keyboard (Dance Mat typing https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr) • How and where to save work.		**Spring 1** Twinkl Planit Year 3 – Word Processing Skills • Take screen shots • Change case • Align text • Insert bullet points and numbering • Inset and format text boxes **Spring 2** Suggested extension and application of learning – Type up a published piece of writing in Word.		**Summer 1 and 2** Twinkl Planit Year 3 – Coding with Scratch – Learning Loops • To write algorithms using coding blocks in Scratch. • To use a loop to repeat an action or sequence multiple times. • To design a simple catching game, making use of appropriate loops.	
	History	**Autumn 2** Stone Age to Iron Age Did all prehistoric people live in caves? Human history stretches back for 10s of thousands of years and humans developed civilised ways of living.		**Spring 2** The Romans Were the Romans really 'Rotten'? Different people see things in different ways, it depends who you listen to.		**Summer 2** The Vikings and Anglo Saxons Invaders or settlers, how should we remember the Vikings and the Anglo Saxons? Societies aren't just their warriors. It's possible to find out about wider society.	

Knowledge and understanding of Climate Change **All different.** **All equal.** **All learning**		Timeline, AD, BC(E), time period, a historical age, pre-history, remains, artefact Understand the terms BC(E) and AD and the significance of the year 0. Place periods of British History on a timeline. Know that British pre-history was separated into different sub periods, such as stone age, bronze age and iron age. Know how people lived in those ages, focusing on lifestyle, food, tools and technology. Gressenhall	Roman Empire, invasion, civilisation, primary source, secondary source, perspective, villa, legion, rebellion Who/when were the Romans? Where did they come from? Know the events and timeline of the Romans in Britain and the key figures involved – Emperor Claudius and Boudicca. Know how the Roman invasion changed the lives of the native Britons including new technologies or ways of life– roads, baths, large settlements. Civilisation. Explore that how some native Britons resisted change – Know what happened during Boudicca's rebellion. Castle trip/	Viking, Saxon, invader, settler, raid, mythology, Valhalla, longship Who were the Vikings/Saxons? Where/when did they come from? What do historians mean by invaders? How did Viking and Saxon culture influence Briton – place names, religion and mythology, how they lived, dressed, organised their society. Examine how their societies were similar / different from Prehistoric and Roman periods. Video remote learning with Sutton Hoo
	Geography	**<u>Autumn 1</u>** Is it better to live in a city or in a village? People around the world live in very different places. hamlet, village, town, city, metropolis, amenities, local services, rural, urban, population Know and identify different types of settlement. Identify types of settlement in Norfolk. Explain the difference between types of amenities and local services. Examine the advantages and disadvantages of rural and urban settlements. Written answer – concept question Visiting a city/ village/ town	**<u>Spring 1</u>** What makes the UK unique? Norwich is a part of the United Kingdom which has a varied landscape. United Kingdom, country, county, region, national park, coastline, Union Flag/Jack, landmark Know and locate the countries, capital cities and flags of the United Kingdom. Understand that England is divided into counties and regions Recognise key physical features of the UK. Recognise key landmarks of the UK. Answer concept question.	**<u>Summer 1</u>** What does the world really look like? The world contains a vibrant range of different biomes linked to their position on the Earth. Biome, desert, temperate forest, boreal forest, tropical rainforest, tundra, tropical grasslands, savannah, ice Name and recognise different types of biome. Identify features of different biomes. Compare biome regions around the world.

	Art and Design	**Autumn 1** Pencil: grayscale Observational drawing – applying tone to a drawing using pencil. Human form – eye How do you draw realistically? Careful observation of shape and line allow you to draw realistically. Realistically, observation, sketching, tone, pressure, blending, stippling, cross-hatching pencil WALT: look at and discuss existing pieces of art. MC Esher Hectar Gonzalez Renee Magritte	**Spring 1** Multimedia: Collage How do you create art without using pencils or paint? There are many types of media that can be used to create patterns and pictures. Understand how our knowledge of the past is constructed from a range of material Line, composition, mosaic, tessera/ tesserae, glass, mortar, grout	**Summer 1** Paint: poster Environment – forests (Georges Seurat) Does colour always have to be realistic? Sometimes the overall effect of the painting is more important than the detail. Pointillism, impressionism, pattern, shape, blending.
	Design and Technology	**Autumn 2** A greetings card with moving parts for family or friends (refer to plans). Mechanisms- Levers and Linkages How can your tools be used to create different effects? That by using a variety of different mechanisms you can moving parts for a variety of purposes. Mechanism, lever, linkage, user, purpose, design WALT: Investigate and evaluate existing products (cards or books with lever/linkage mechanisms). Practise creating a range of lever and linkage mechanisms. Generate realistic ideas using annotated sketches. Make the product using suitable finishing techniques. Evaluate own product against the design brief.	**Spring 2** Bread based products with a filling- sandwich, roll, toastie, wrap (refer to plans). Cookery- Healthy and varied diet. Does all fast food have to be unhealthy? That food items such as sandwiches are as healthy as you make the fillings. Texture, taste, appearance, preference, savoury WALT: Investigate and evaluate a range of existing products (sandwiches and wraps). Practise food preparation techniques using a recipe. Generate ideas against design brief (annotated sketches). Make the product using appropriate utensils. Evaluate final product against intended purpose and user.	**Summer 2** Design the packaging of a gift for a family member (refer to plans). Structure- Shell Structures Is it possible to use technology to create a more accurate design? That CAD can allow you to create precise shapes and measurement that are essential for many designs. Many designs need to be replicated many times: computers generated design help to store a template. Architecture, shell structure, three-dimensional (3D), net, joining, adhesive. Investigate and evaluate existing shell structures of packaging. Practise creating a range of 3D shapes using nets. Generate ideas against design brief (annotated sketches). Make the product using accurate measuring, marking, cutting, and assembling techniques.

						Test and evaluate final product against design brief. 1.	
	Music	**Autumn 1** **Let the Spirit Fly** **Listen & Appraise: Let Your Spirit Fly (RnB)** **Musical Activities using glocks and/or recorders** **Perform & Share**		**Spring 1** **Three Little Birds** **Listen & Appraise: Three Little Birds (Reggae)** **Musical Activities using glocks and/or recorders** **Perform & Share**		**Summer 1** **Musicals Unit**	
	Languages Twinkl Spanish	**Autumn 1** Meet and Greet		**Spring 2** My Body		**Summer 2** Time to Eat	
	Get Set 4 PE	**Ball Skills** **Fundamentals**	**Gymnastics** **Netball**	**Outdoor and Adventurous Activities** **Handball**	**Hockey** **Pupil Voice Choice**	**Cricket** **Tennis**	**Athletics** **Rounders**
	PSHE	**Jigsaw – Being me in my world** Key questions: What do I like about myself? What are my rights and responsibilities? How can I make good choices? **Black History Month** • Martin Luther King • Denise Lewis • Benin Kingdom • Black British	**Jigsaw – Celebrating difference** Key questions: What is a family? What is a conflict? How do our words affect others?	**Jigsaw – Dreams and goals** Key questions: What are my ambitions in life? How can I approach new challenges? How can I plan to improve?	**Jigsaw – Healthy me** Key questions: Why are the lungs and heart important? How does what I put into my body affect my health? How can I keep myself safe?	**Jigsaw – Relationships** Key questions: How can I be a better friend? How do others around the world affect my life? What are my rights and how are they met?	**Jigsaw - Changing me** Key questions: What does growing up look like for humans and animals? How do boys' and girls' bodies change as they grow? What is a stereotype? **Pride Month**

		women athletes covered in GR Discussion and focus on BLM					
	RE	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity		Theme Jesus; Miracles Concept: incarnation Key Question: Could Jesus heal people? Were these miracles is there some other explanation? Religion: Christianity		Theme: Hindu Beliefs and festivals Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	
	Trips and Experiences		**Gressenhall – Stone Age Workshop- History** **Cathedral - RE**		**Castle – HIstory (Romans)**	**Pensthorpe - Science**	**Bowling at Riverside – P.E**

Knowledge Organisers

These set out the knowledge which will be taught in each topic and the key questions which will be explored (these are adapted each year to reflect children's needs and interests). Knowledge organisers are shared with parents to support home learning.

We encourage children to be engaged in their learning through:

Context and **C**onnections

Challenge and **C**ompetition

Our curriculum:

- is underpinned by our aims, values and purpose.
- develops the whole child – knowledge, skills, understanding and attitudes.
- is broad, balanced and has clear progression in subject knowledge and skills.
- is flexible and responsive to individual needs and interests (e.g. through choice of 'Key Questions')

- encourages the use of environments beyond the classroom.
- makes meaningful links between areas of knowledge across the curriculum
- makes links with the major issues of our time.
- has a local, national and international dimension.
- is filled with rich first-hand purposeful experiences.