AUGHTON CHRIST CHURCH Y3 CURRICULUM MAP

SUBJECT	Autumn			Spring			Summer		
TOPIC TITLE	**Savage Stone Age**		**Forces of nature**	**There's no place like home**			**What the Romans did for us**		**Tyke a look at Yorkshire**
MATHS	Number and Place Value, Mental calculation, 2D shape, place value, measures, mental calculation in context of length. Present, interpret, mentally calculate in context of tables and bar charts, written addition and subtraction. Written and mental multiplication and division, time, 3D shape			Place value, mental addition and subtraction, fractions, written and mental division, measures and calculation in the context of volume, capacity and mass. Mental and written multiplication and in context of pictograms, money and measurement. 2D and 3D shape and angles, written addition and subtraction and position and direction..			Place Value in context of measures, mental calculations, fractions, measures, Addition and subtraction, multiplication and division, 2D shape and angles, 3D shape, fractions, measures, statistics		
ENGLISH UNIT	**Catch Up Unit/Topicy2-y3 A bear called Paddington** - narrative	**Narrative:** Fables	**Poetry: Poems on a theme**	**Narrative:** Folk tales The Tin Forest Lancashire Giant The Clock Tower	**Non Fiction: Recount**: Biography	**Poetry: Poems with a structure** e.g. shape, calligrams, rhyming couplets	**Narrative: Novel as a theme** Iron Man	**Non Fiction:** Persuasive letters	**Poetry: Classic poetry for performance**
	Catch Up Unit/Topicy2-y3 A bear called Paddington- Non fiction	**Narrative: Adventure:** Escape from Pompeii -			**Non Fiction:** Non chronological report			**Non Fiction:** Discussion texts –for and against	
HISTORY	**CHANGES IN BRITAIN FROM STONE AGE TO IRON AGE** Children learn about changes in Britain from the Stone Age to Iron Age and that people have lived in Britain for a very long time and that this period covers over 10000years of history			**Local History** Children learn what their local area was like in the past and how it has changed over the years. They will learn about the everyday lives of people in the past as well as significant events and how buildings and land use has changed over time			**WHAT THE ROMANS DID FOR US** Children learn that the Roman Invasion of Britain was hugely significant in shaping the British nation. They learn about the impact on British life and society as a result of the Roman Invasion.		
GEOGRAPHY	**.**		**Volcanoes and Earthquakes** Children investigate earthquakes and volcanoes, what they are and why they happen and how they affect the landscape and human activity. Children learn that the earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. Children ask questions about what they hear in the news and make links between what is happening around the world eg natural disasters and what they have learnt in school	**Local Environment** Children investigate their local area using maps aerial photos and satellite imagery Children learn where they are in the world and describe a range of physical and human features of their locality. Children learn that different maps show different features in more/less detail					**Region in the UK - Yorkshire** Children study a region of the UK different to where they live. Children build on skills covered in previous term and study key aspects of human and physical geography, considering geographical similarities and differences between this region and other regions of the world including their own locality
SCIENCE	**Material Properties – Rocks and Fossils** Pupils should learn to: ▪ 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 ▫ Recognise that rocks and soils can feel and look different. ▫ Recognise that rocks and soils can be different in different places/environments.		**Forces and Magnets** Pupils should be taught to: ▪ Compare how some 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 (like and unlike poles). ▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Plants – Functions of Parts of a Plant** Pupils should learn to: ▪ Identify, locate 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	**Animals - Health/Nutrition** Pupils should learn to: ▪ 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. ▪ An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). ▪ Regular and varied exercise *from a variety of different activities* is beneficial to health (focus on *energy in versus energy out*. Include information on making informed choices).	**Light and Astronomy - Light, reflections and shadows** Pupils learn to: ▪ 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 a solid object. ▪ Find patterns in the way that the size of shadows can change	**Animals - Skeletons and Movement** Pupils should be taught to: ▪ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. ▪ Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected).

AUGHTON CHRIST CHURCH Y3 CURRICULUM MAP

<table>
<tr><td>ART DESIGN
ARTISTS/
Stone Age Art
Roman Art
CRAFTSMAKERS AND DESIGNERS STUDIED Stone Age art/Roman art and structures
Van Gogh and Georgia Okeefe</td><td colspan="2">3D
Plan, design and make models from observation or imagination.
Join clay adequately and construct a simple base for extending and modelling other shapes.
Create surface patterns and textures in a malleable material.</td><td colspan="2">PAINTING
Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
Work on a range of scales e.g. thin brush on small picture etc.
Create different effects and textures with paint according to what they need for the task.
Colour
Mix colours and know which primary colours make secondary colours.
Use more specific colour language.
Mix and use tints and shades</td><td colspan="2">COLLAGE
Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
Use collage as a means of collecting ideas and information and building a visual vocabulary.</td></tr>
<tr><td>DESIGN TECHNOLOGY</td><td colspan="2">FOOD
Develop sensory vocabulary/knowledge using, smell, taste, texture and feel
Follow instructions/recipes.
Join and combine a range of ingredients.</td><td colspan="2">FOOD
Develop sensory vocabulary/knowledge using, smell, taste, texture and feel
Follow instructions/recipes.
Join and combine a range of ingredients.
Understand the food groups on the eatwell plate and make healthy eating choices
Explore seasonality of vegetables and fruit</td><td colspan="2">STRUCTURES
Develop vocabulary related to the project.
Create shell or frame structures.
Strengthen frames with diagonal struts.
Make structures more stable by giving them a wide base.
Measure and mark square section, strip and dowel accurately to 1cm</td></tr>
<tr><td>PSHE
Delivered through SCARF</td><td>ME AND MY RELATIONSHIPS
My special pet
Looking after our special people
Friends are special</td><td>VALUING DIFFERENCES
Family and friends
Lets celebrate our differences
Zeb</td><td>KEEPING MYSELF SAFE
None of your business
Raisin Challenge (1)</td><td>RIGHTS AND RESPONSIBILITIES</td><td>BEING MY BEST
I am fantastic</td><td>GROWING AND CHAMGING
Relationship tree
Body Space
Secret or surprise?
My changing body</td></tr>
<tr><td>COMPUTING
ONLINE SAFETY EACH HALF TERM</td><td colspan="2">Programming
The children will:-
Put programming commands into a sequence to achieve a specific outcome
Solve an open-ended problem e.g. adding sound to a model or object
Describe the algorithm needed for a simple task
Use repeat commands
Keep testing the program and recognise when to debug it.
Explore Scratch, making a sprite move, change sprite and background
Explore adding sound to a program in Scratch, considering the algorithm that is necessary to make this happen
Develop an understanding of the need to test during the process of building a program, and the need to debug if it doesn't do what you expect
Create an animated scene by programming more than one sprite
Multimedia
Children will:-
Create different effects with different technology tools
Combine a mixture of text, graphics and sound to share ideas and learning
Use appropriate keyboard commands to amend text on a device
Evaluate work and improve its effectiveness.
Use a paint programme
Technology in our lives
Children will:-
Describe the World Wide Web as the part of the Internet that contains websites
Use search tools to find and use an appropriate website
Think about whether to use images that are found online
Consider the appropriateness of different search engines
Search websites for information on a specific subject or topic
Use filters to refine search results</td><td colspan="2">Programming
The children will:-
Put programming commands into a sequence to achieve a specific outcome
Break an open-ended problem up into smaller parts
Describe the algorithm they will need for a simple task
Detect a problem in an algorithm which could result in unsuccessful programming
Keep testing a program and recognise when to debug it
Handling Data
Children will:-
Collect data to answer a question
Talk about the different ways data can be organised
Use a data logger to monitor changes and talk about the information it collects
Multimedia
Children will:-
Combine a mixture of text, graphics and sound to share my ideas and learning.
Evaluate my work and improve its effectiveness
Create different effects with different technology tools</td><td colspan="2">Programming
The children will:-
Put programming commands into a sequence to achieve a specific outcome
Keep testing a program and can recognise when to debug it
Break an open-ended problem up into smaller parts
Handling Data
Children will:-
Describe the algorithm needed for a simple task
Search a ready-made database to answer questions
Add to a database
Multimedia
Children will:-
Combine a mixture of text, graphics and sound to share my ideas and learning
Make a branching database
Technology in our Lives
Children will:-
Use search tools to find and use an appropriate website
Talk about the parts of a computer
Save and retrieve work on the Internet, the school network</td></tr>
<tr><td>RE
Key Question Who/what should we follow?</td><td>HINDU
What is expected of a person in following a religion or belief?</td><td>CHRISTIANITY-GOD
Who should we look up to?</td><td>BUDDHISM
What can we learn from the life of people who started a religion?</td><td>CHRISTIANITY-JESUS
What qualities make a good leader?</td><td>SIKH DHARMA
Does qualities make a good leader?</td><td>CHRISTIANITY-THE CHURCH
What makes a good leader?</td></tr>
<tr><td>MUSIC</td><td colspan="6">YEAR 3 MUSIC DELIVERED THROUGH WEEKLY UKULELE LESSON BY LANCASHIRE MUSIC SERVICE</td></tr>
<tr><td>PE</td><td colspan="2">Invasion Games/Dance</td><td colspan="2">Striking and Fielding/ Gymnastics</td><td colspan="2">Net/wall, Athletics</td></tr>
</table>

AUGHTON CHRIST CHURCH Y3 CURRICULUM MAP

MFL				**Spanish** classroom objects, the weather and the seasons.			**Spanish** Food and parts of the body.		
ENRICHMENT OPPORTUNITY	**Outdoor Learning** Simulated archaeological dig Outdoor Learning Stone Age Forest Day at Delamere Forest Explore school grounds for threats and assets to stone age survival Stone Age day	**Cultural Diversity** Differences and similarities between stone age people	**Community Opportunities** Playing Ukulele for residents of care home	**Outdoor Learning** Trip to quarry to investigate real life forest setting Using school grounds for map work and orienteering and to look at plants Trip to Ormskirk Local fieldwork activities	**Cultural Diversity** Reading biographies of significant and famous individuals from diverse backgrounds	**Community Opportunities** Visiting care home to interview residents about memories of Ormskirk when they were young Considering how our local area can be improved	**Outdoor Learning** Trip to Ribchester Roman Museum	**Cultural Diversity** Links with school in Yorkshire	**Community Opportunities**