



**AUGHTON CHRIST CHURCH CURRICULUM MAP: YEAR 3**

<b>SUBJECT</b>	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>		
<b>Theme</b>	<b>Prehistoric Britain</b>		<b>Extreme Earth</b>	<b>What the Romans did for us</b>		<b>Regions of the UK</b>	<b>Ormskirk- Past and Present</b>		
<b>Christian values</b>	<b>Generosity</b>		<b>Compassion</b>	<b>Courage</b>		<b>Forgiveness</b>	<b>Friendship</b>		<b>Respect</b>
<b>MATHS</b>	Place Value, Addition and Subtraction. Length and Perimeter. Statistics. Addition and Subtraction. Multiplication (x3 x4) Multiplication. Division. Time. 3D Shape.			Place Value, addition and subtraction. Multiplication. Fractions. Division. Volume, capacity and mass. 2D shape. Addition, subtraction and statistics. Fractions. Position and direction. Time.			Addition and subtraction. Multiplication and division. 2D shape. Decimal place value. Place value. Calculation. Fractions. Statistics. Time		
<b>ENGLISH UNIT</b>	<b>Narrative: Historical</b> Stone Age Boy by Satoshi Kitamura	<b>Non Fiction: Non Chronological Reports</b>	<b>Classic Poetry:</b> The Magic Box by Kit Wright Poems to perform by Julia Donaldson	<b>Narrative: Fables and folk tales</b> Aesops fables The Tin Forest -Lancashire Giant- The Clock Tower	<b>Non Fiction: Explanation texts</b>	<b>Poetry: Poems with a structure</b> e.g. shape, calligrams, rhyming couplets	<b>Narrative: Novel as a theme</b> – the Iron Man by Ted Hughes	<b>Non Fiction: Discussion texts</b>	<b>Poetry: Poems on a theme</b>
	<b>Adventure</b> – Escape from Pompeii by Christina Balit	<b>Non Fiction: Recount Biographies –</b>		<b>Narrative</b> – mystery – The thing in the basement by Michelle Magorian				<b>Non fiction – Persuasion letters</b>	
<b>Reading for pleasure</b>	<b>The Song Hunter by Sally Prue</b>		<b>Journey to the centre of the earth by Jules Verne</b>	<b>Revolt against the Romans by Tony Bradman</b>	<b>The Secret Garden by Frances Hodges Burnett</b>	<b>The Iron Man by Ted Hughes</b>		<b>Street Child by Berlie Doherty</b>	
<b>HISTORY</b>	<b>Changes in Britain from Stone Age to Iron Age</b> 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			<b>What the Romans did for us.</b> 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				<b>Ormskirk in the past</b> Children investigate what Ormskirk was like in the past focusing on the workhouse and what it would have been like to have been a child living in the workhouse in Ormskirk and how lives of children then would have been different to today.	
<b>GEOGRAPHY</b>		<b>Volcanoes and Earthquakes</b> 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			<b>Regions of the UK</b> Children will name and locate countries and cities of the UK and geographical regions. They will describe and understand key aspects of human and physical geography. They will interpret a range of geographical information and study a region of the UK -The Lake District	<b>Ormskirk today</b> Children investigate the local area of Ormskirk 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 and undertake fieldwork activities in Ormskirk town centre.			
<b>SCIENCE</b>	<b>Material Properties – Rocks and Fossils</b> Children 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.	<b>Forces and Magnets</b> Children learn 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).		<b>Light and Astronomy - Light, reflections and shadows</b> Children 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 Children learn to:	<b>Plants – Functions of Parts of a Plant</b> Children 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	<b>Animals -, Health and Nutrition</b> Children 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 <i>from a variety of different activities</i> is beneficial to health (focus on <i>energy in versus energy out</i> . Include information on making informed choices).		<b>Animals - Skeletons and Movement</b> <b>Children learn to:</b> 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).	



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		Predict whether two magnets will attract or repel each other, depending on which poles are facing				
<b>ART DESIGN</b>	<b>Who were the first artists?</b> Children will investigate the Lion Man sculpture and work with clay Look at a range of cave paintings around the world and use primary colours to mix shades of brown and learn the difference between tone, tint and shade before creating their own cave painting	<b>Volcano Art</b> Children will look at volcano art by Margaret Godfrey and create their own volcano art work using layers of tissue and glue	<b>Roman Crafts</b> Investigate different crafts created during Ancient Roman period and different pots discovered by Archaeologists Investigate techniques for creating vessels and focus on creating a traditional clay coil pot, compare to Grayson Perry	<b>Van Gogh and Georgia O'Keefe</b> Children will explore works by Georgia O'Keefe and Van Gogh. They will experiment with different effects and textures, mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades to create their own paintings and use digital images as starting points for their own art.		<b>Human form -expressive drawing</b>
<b>DESIGN TECHNOLOGY</b>		<b>STRUCTURES</b> Children Investigate earthquake proof buildings in order to design and create their own earthquake proof structure	<b>Were the Romans good designers?</b> Children will design and make their own roman shields.		<b>FOOD</b> Children will develop their sensory vocabulary/knowledge using, smell, taste, texture and feel Follow instructions/recipes.to join and combine a range of ingredients. Understand the food groups on the eatwell plate and make healthy eating choices and explore the seasonality of vegetables and fruit	
<b>PSHE</b> <i>Delivered through SCARF</i>	<b>ME AND MY RELATIONSHIPS</b> My special pet Looking after our special people Friends are special	<b>VALUING DIFFERENCE</b> Family and friends Lets celebrate our differences Zeb	<b>KEEPING SAFE</b> None of your business Raisin Challenge (1)	<b>BEING MY BEST</b> I am fantastic	<b>RIGHTS AND RESPECT</b>	<b>GROWING AND CHAMGING</b> Relationship tree Body Space Secret or surprise? My changing body
<b>COMPUTING</b> <b>ONLINE SAFETY</b> <b>EACH HALF TERM</b>	<p><b>Programming</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <ul style="list-style-type: none"> <li>Understand that a program is a sequence of statements written in programming language</li> <li>To program an animation that executes a sequence of statements.</li> <li>Understand that computer programs containing graphics use x y coordinates turns are measured in degrees.</li> <li>Program a sequence of instructions that create visual effects.</li> <li>To import, create and record sounds.</li> <li>Know how to import pictures from a computer or internet.</li> </ul> <p><b>Simulation</b> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection and repetition in programs in programs work with variables and various forms of input and output. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <ul style="list-style-type: none"> <li>Understand that computer simulations can represent simulations represent real or imaginary situation.</li> <li>Know that computer simulations are guided by rules</li> <li>Explore the effect of changing variables in a simulation using them to make and test predictions.</li> <li>Know that simulations can help people try things quickly and inexpensively</li> </ul>		<p><b>Exploring Networks</b> Understand Computer networks including the internet: how they can provide multiple services including world wide web and the opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> <li>Understand what a network is</li> <li>Know key parts of a computer network</li> <li>Understand how information is exchanged between devices</li> <li>Understand that the internet is the physical connections between computers and networks</li> <li>Know how data travel through networks</li> <li>Recognise that devices on networks have a unique address</li> </ul> <p><b>Handling Data</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>Know how information in a database is organised</li> <li>Understand the advantages on a computer-based database over a paper database.</li> <li>Find and enter information to create additional records in a database</li> <li>Demonstrate the skills and understanding they have learnt during this unit.</li> </ul>		<p><b>Connect – Computer Networks</b> Understand computer networks including the internet, how they can provide multiple services, such as the world wide web and the opportunities and collaboration. Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. Use technology, safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>Understand that a computer network is a group of computers that are connected</li> <li>Know that you can move around the web using hyperlinks</li> <li>Use basic navigation skills to browse the world wide web and to know the main features</li> <li>Understand how to find reliable information using a search engine</li> <li>Know that copyright is an author right of ownership and it is illegal to steal other people's information</li> </ul> <p><b>Podcast – Creating and editing audio Podcasts</b> Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>Understand that technology can be used as a control sound and know that sound can be stored digitally</li> <li>Know what a podcast is, plan and record a podcast</li> <li>Use digital tools to edit a podcast</li> <li>Combine audio sound and effects</li> <li>Identify good features of a podcast</li> <li>Suggest improvements for a podcast</li> </ul>	



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	<ul style="list-style-type: none"> <li>Understand that simulations help us understand difficult concepts.</li> <li>Design and produce a computer simulation or adventure game</li> </ul>								
<b>RE</b> <b>Key Question</b> <b>Who/what should we follow?</b>	<b>HINDU</b> What is expected of a person in following a religion or belief?	<b>CHRISTIANITY-GOD</b> Who should we look up to?	<b>BUDDHISM</b> What can we learn from the life of people who started a religion?	<b>CHRISTIANITY-JESUS</b> What qualities make a good leader?	<b>SIKH DHARMA</b> What qualities make a good leader?	<b>CHRISTIANITY-THE CHURCH</b> What makes a good leader?			
<b>MUSIC</b>	<b>YEAR 3 MUSIC DELIVERED THROUGH WEEKLY UKULELE LESSON BY LANCASHIRE MUSIC SERVICE</b>								
<b>PE</b>	<b>Outdoor and adventurous activities/Gymnastics</b>	<b>Dance</b>	<b>Invasion Game/Athletics</b>	<b>Invasion Games/Rounders</b>	<b>Gymnastics/Tennis</b>	<b>Gymnastics/Tennis</b>			
<b>MFL</b> <b>French</b>	<b>Fruit</b>	<b>Vegetables</b>	<b>Little Red Riding Hood</b>	<b>Presenting Myself</b>	<b>Family</b>	<b>At the Cafe</b>			
<b>ENRICHMENT OPPORTUNITY</b>	<b>Outdoor Learning</b> Simulated archaeological dig in school grounds Living history Stone Age Day at Tatton Park Explore school grounds for threats and assets to stone age survival Making shelters in school grounds as part of stone age day	<b>Cultural Diversity</b> Reading biographies of significant and famous individuals Rosa Parks /Mary Anning	<b>Community Opportunities</b> Playing Ukulele for parents and residents of care home	<b>Outdoor Learning</b> Using school grounds for map work and orienteering and to look at plants Trip to Ribchester Roman Museum	<b>Cultural Diversity</b> Geography – comparison between regions of UK RE – visit to Buddhist centre	<b>Community Opportunities</b>	<b>Outdoor Learning</b> Trip to Ormskirk to undertake fieldwork activities	<b>Cultural Diversity</b>	<b>Community Opportunities</b> Visiting luncheon club to interview church community about memories of Ormskirk when they were young Considering how our local area can be improved Enterprise day to raise money for children in Uganda