**Year 3 Curriculum Map 2021 – 2022**

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| A picture containing text, clipart  Description automatically generated | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic Theme | Ages Ago  *History focus* | Ages Ago  *History focus* | Walk Like an Egyptian  *History/Geography focus* | Walk Like an Egyptian  *History/Geography focus* | Where’s Wally?  *Geography focus* | Where’s Wally?  *Geography focus*  Eat Right  *Science/ DT focus* |
| Dragon Value | Safety Smartie | Teamwork Trio | Creative Christoph | Resilient Ruby | Challenge Charlie | Independent Isaac |
| Motivation (Why this topic) | Learn about how early humans lived and how their achievements have had a huge impact on our everyday lives nowadays. | | To expose children to a different culture of living from around the world and show how their achievements impacted our lives nowadays. | | Understand the importance of looking after our planet and how they can help. Motivate them to inspire others. | Learn the importance of a healthy lifestyle |
| Outcome (End Product) | Museum – Stone Age room, Bronze Age room and Iron Age room | | Architect documentary (green screen)? | | Inform others about eco-friendly changes. Beach trip? | Design, evaluate and make a healthy meal. Master chief style competition? |
| Hook/Educational Trips | Hook - Stone Age day (tool making, cave painting, hunter/gatherer and poo investigation)  Buster Hill ancient farm | | Hook – Tutankhamun’s tomb.  Egyptian day (Portals to the Past or The Drama Hut) | | Hook – rubbish in the classroom. What impact does it have?  Sea Life centre | Blind food taste |
| PSHE | Relationships – TEAM | Society - Britain | Relationships – Be Yourself | Economy – Money Matters | Mental health and wellbeing | Physical health and wellbeing |
| Texts (potential) | Stone Age Boy – Satoshi Kitamura  The First Drawing – Mordicai Gerstein  Stig of the Dump – Clive King  Ug – Raymond Briggs  How to Wash a Woolly Mammoth- Michelle Robinson | | Howard and the Mummy – Tracey Fern  Flat Stanley – Jeff Brown  There’s a Pharaoh in our Bath – Jeremy Strong  Let’s do the Pharaoh – Jeremy Strong  Egyptian Diary – Richard Platt | | Wally the Wayward Sea Turtle - Laura Joy Pewitt  What a waste: Rubbish, recycling and protecting our planet – Jess French | Eat your Peas – Kes Gray and Nick Sharrat |
| Reading | The Wild Girl  The Boy with the Bronze Axe | The Wild Way Home  Secrets of Stonehenge | Egypt Magnified (non-fiction)  The Valley of the Kings (poem) | The Egyptian Cinderella  The Scarabs Secret | Under the weather: stories about climate change (short stories)  What a Wonderful World (non-fiction) | Be the change (poems to help you save the world) |
| Spoken Language | * ask relevant questions to extend understanding and knowledge * relevant strategies to build their vocabulary * Articulate and justify answers, arguments and opinions * Participate in role play, discussions and debates. | | * ask relevant questions to extend understanding and knowledge * relevant strategies to build their vocabulary * speak audibly and fluently with an increasing command of Standard English (documentary). * Articulate and justify answers, arguments and opinions * Gain, maintain and monitor the interest of the listener * Participate in role play, presentations, discussions and debates | | * ask relevant questions to extend understanding and knowledge * relevant strategies to build their vocabulary * Articulate and justify answers, arguments and opinions * Participate in role play, discussions and debates | |
| Writing | Diary entry  Descriptive writing - cave | Portal story  Leaflet - Stongehenge | Instructions on how to mummify an object  Newspaper article | Biographies  Retelling Egyptian Myth | Persuasive writing  Script writing | Healthy snack advert  Comic book |
| Maths | Multiplication and Division  Adding and subtracting (bridging tens) | Number and place value  Adding and subtracting (up to 1000)  Number facts | Geometry (right angles)  Addition and subtraction (Manipulating the additive relationship and securing mental calculation) | Addition and subtraction (column addition)  Number facts | Addition and subtraction (column subtraction)  Unit fractions | Fractions  Geometry (parallel and perpendicular sides in a polygon)  Time |
| Science | * Rocks (fossil) * *Animals (nutrition, food and muscles)* | | * Light | | * *Plants (habitats)* * Forces and Magnets | |
| History | Compare changes in Britain from the Stone Age to the Bronze and Iron Age. | | Learn about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. | |  | |
| Geography | * Can name, locate and identify counties and cities of the UK, geographical regions and their identifying human and physical characteristics and key topographical features (such as hills, mountains, coasts and rivers). * Make a geographical comparison through a study of human and physical geography of two contrasting areas of the UK. * Understand, use and begin to ask questions using subject specific vocabulary. * Develop own opinions about place, people and environment and question and make comparisons, giving reasons to support. | | * Describe and understand key aspects of the water cycle (including the role of rivers). * Make a human geographical study of the River Nile, exploring its impact on settlement and land use, economic activity/trade links and access to natural resources. * Understand, use and begin to ask questions using subject specific vocabulary. * Develop own opinions about place, people and environment and question and make comparisons, giving reasons to support. | | * Understand, use and begin to ask questions using subject specific vocabulary. * Present a geographical process (erosion, water cycle, migration or urbanisation). * Develop own opinions about place, people and environment and question and make comparisons, giving reasons to support. * Identify the position of the Equator and describe the Northern and Southern hemisphere. * Use maps, atlases, globes and Google Earth etc. to locate and identify the countries and major cities of Europe and describe landmarks and key physical characteristics and features. * Use and understand the 8 points of the compass and 6 figure grid reference. | * Transition – plan a tour of the school for visitors using an aerial plan/ map of the school and plot the main geographical features identified using symbols with a key and using 4 figure grid references. Take digital photos and use coordinates to plot. |
| Computing | Coding | Spreadsheets | Online Safety  Effective Searching | Databases | Simulations | Graphing |
| Art & Design | Observational drawings – cave paintings  Potential artists – Banksy, Jon Stucky, Jean-Michel Basquiat, Keith Haring or Kobra? | | Sculptures for conopic jars out of clay | | Observational beach drawing (review and revisit ideas) |  |
| Design & Technology | Design, make and evaluate Stone Age houses/ jewellery  Whittling wool  Sewing – creating a large piece of garment made of fur by joining it together.  Discuss the principle of a healthy and varied diet.  Discuss hygienic food preparation and food storage.  Begin to know that food is grown, reared and caught. | | Design an Egyptian style board game.  Design and make structures to represent pyramids in the style of the Ancient Egyptians. | |  | Plan, make and evaluate a healthy meal (peeling, chopping, slicing and grating). |
| Music | Vocal performance  Use of the ‘C’ scale | | Guitars  Chords | | World Music: djembe drumming and steel pans | |
| R.E. | Baptism  Explore what is means to belong to a group and relate to learning about the Christian faith and belonging | Christmas  Describe the story of the Nativity and the role of the Angels | Holi  Good and Evil  Describe how and why Hindus use the festival of Holi to remember the concept of good and evil. Identify examples of how others are affected by good and evil (Gods in Ancient Egyptian times). | Easter  Describe the story of Jesus from his entry into Jerusalem to the resurrection. Understanding the basic beliefs about Jesus’ death. | Protection  Rakshaburdhan  Identify and discuss the meaning of protection and compare in different situations. Discuss and investigate the importance of protection in the Hindu faith. | Symbols and beliefs |
| P.E. (Indoor & Outdoor) | Dance  Tennis | Dance  Football | Real PE  Fitness | Real PE  Athletics | Dance  Kwik cricket | Real PE  Sport variation/ competitions (e.g. basketball, tag, rugby and hockey) |
| Spanish | Greetings and saying how you feel | Counting to 15 and saying your age | Colours | School equipment | Names and ages of family members and pets | Colours and shapes of flags |