


Year 3 Curriculum Map 2024-2025 (to be reviewed July 2025)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Ug Boy Genius of the Stone Age by Raymond Briggs (<i>Graphic Text</i>) (Persuasive Writing, debating, role play, letters, character studies, dialogue, poetry)	Into the Forest by Anthony Browne (<i>Narrative Picture Book</i>) (Character studies, diary entry, perspective writing, characterisation, book review, illustration studies) Pebble in my Pocket by Meredith Hooper (<i>Information Text</i>) (diary entry, book review, descriptive writing)	The Lost Happy Endings by Carol Ann Duffy (<i>Narrative</i>) (character studies, descriptive writing, folk tale studying, creative writing, first person writing)	Greek Myths (<i>Myths and Legends</i>) (Retelling from another point of view, planning and writing step-by-step stories, dialogue writing, hot seating)	The Iron Man by Ted Hughes (<i>Novel</i>) (Responding to illustration, performance reading, debating, shared writing, newspaper report writing, story mapping, poetry writing, role play)	The Little Black Fish (Fables) Responding to illustration, reading aloud/book talk, writing in role, debate in discussion, narrative writing The Great Kapok Tree By Lynne Cherry (<i>Narrative</i>) Predictions, debate logging, importance of rainforests, helping the environment
Mathematics	Place Value Addition & subtraction	Addition & subtraction Multiplication & Division	Multiplication & Division Length & perimeter	Fractions Mass & Capacity	Fractions Money Time	Properties of Shapes Statistics
Science	Rocks & Soils 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	Forces and Magnets compare how things move on different surfaces notice that some forces need contact between 2 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	Animals including Humans 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 that humans and some other animals have skeletons and muscles for support, protection and movement		Light 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	Plants identify 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

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		<p>are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>			<p>light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p>	<p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
History		<p>Stone Age: How did people survive in the Stone Age?</p> <p>Timeline</p> <p>Understanding Tools/Weapons</p> <p>Key aspects of dwellings</p> <p>Transition to Bronze Age</p>		<p>Bronze Age: How did the discovery of metal change their lives?</p> <p>Timeline</p> <p>Understanding Tools/Weapons</p> <p>Comparing quality of life in the Bronze Age and modern times</p>		<p>Iron Age: How did they lead their lives according to their beliefs?</p> <p>-Gods/Goddesses</p> <p>-Traditional Beliefs</p> <p>-Understanding Egyptians approach to death/mummification</p>
Geography	<p>Mountains: How do Europe's highest peaks features compare?</p> <p>Locate and label mountain ranges on a map</p> <p>Research a mountain range</p> <p>Learn about different types of mountains</p>		<p>Rivers: How do rivers form?</p> <p>Comparison focus on The Thames and The Seine:</p> <p>Journey of a river from the hills to the sea</p> <p>The source of the river Thames v Seine</p> <p>Features of a river</p>		<p>Europe: What do we know about Europe and France?</p> <p>Europe's mountains and rivers</p> <p>Capital cities</p> <p>Paris landmarks</p> <p>Climate</p> <p>Moving countries</p> <p>Human & physical features</p> <p>Researching countries</p>	
Art/DT	<p>Art</p> <p>Drawing and Painting</p> <p>-Understand what impressionism is</p> <p>-Blend colours using acrylic paint</p> <p>-Explain who Claude Monet is and discuss his artistic style</p> <p>-Recreate a piece of impressionism work using blending</p>	<p>DT</p> <p>Castles</p> <p>Designing a castle with key features to appeal to a specific person/purpose; Drawing and labelling a castle design using 2D shapes; Making facades from a range of recycled materials; Evaluating own work and the work of others</p>	<p>Art</p> <p>3D Form (clay, sculpture, dough boxes, Modroc)</p> <p>-Recreate an Ancient Egyptian mask design or tomb design</p>	<p>DT</p> <p>Whizzing Wheels</p> <p>Children to design and make their own car propelled by a balloon. Children will explore axles and wheels. Children will measure/ saw and join wood to create wooden frame.</p>	<p>Art</p> <p>Printing, Collage and Textile</p> <p>-Sketch a range of natural forms using a variety of different media</p> <p>-Create repeated patterns</p> <p>-Explain who William Morris is and discuss his style</p>	<p>DT</p> <p>Simple Salads</p> <p>Children to research different recipes and salads from around the world, Focus on food preparation eg: chopping, grating peeling, slicing, mixing and spreading and food hygiene.</p>

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	-Create different tones with pencil	based on the aesthetic of the finished product and in comparison to the original design.	-Explain who George Segal and Alaa Awads are and discuss their artistic style -Explore Modroc techniques -Create an Egyptian Modroc mask or tomb sculpture		-Explore and experiment with print making techniques -Print using foam board and ink	
RE	Judaism (Sacred Texts)	Judaism (Festivals)	Christianity (Beliefs and Practices)	Christianity (Teachers/Leaders& Places of Worship.	Interfaith Comparing Christianity to Judaism	Interfaith <i>Charity/Kindness</i> Compare Judaism, Christianity.
PSHE	Family and Relationships Healthy families Friendship - conflict and resolution Conflict v bullying Effective communication to support relationships Learning who to trust Stereotyping - in life Where do stereotypes come from?	Health and Wellbeing My Healthy diary - physical activity, rest and diet Relaxation - stretches Wonderful me! My superpowers Breaking down problems Diet and dental health	Citizenship Rights of the child Rights and responsibility Recycling Local community groups Charity Local democracy Rules	Economic Wellbeing Ways of paying Budgeting How spending affects others Impact of spending Jobs and careers Gender and careers	Safety and changes to the body Emergencies and calling for help Basic first aid - bites & stings Communicating safely online Cyberbullying Fake emails Making choices for myself Who and what can influence my decisions and how to make the right choices for me Road safety Transition to Year 4	
French	Theme: En Famille name the season name the family members daily life activities discover the map of France	Theme: En Famille name the landscapes of France name different kind of clothes name the body parts name some holiday activities	Theme: Je suis gourmand! name the meals during the day Traditional celebrations (la Saint-Valentin, L'épiphanie, la Chandeleur...) the crepes recipe	Theme: Je suis gourmand! name a variety of food describe taste of food name the colours	Theme: Il était une fois! name the characters of a fairy tale the emotions Places and regions	Theme: Il était une fois! name the body parts Describe people and their feelings
Class PE	Cross Country	Dodgeball	Benchball	Swimming/running	Cricket with Ray	Running
PE with Coaches	Ball Skills	Gymnastics	Net/Wall Games	Football	Athletics	Tennis & Badminton

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Music	Playing tuned percussion instruments	BHM: famous composers Singing in Xmas concert	Creating sound pictures responding to longer pieces of music telling a story	The instruments of the orchestra and accompaniments. RFH concert	Developing use of the Pentatonic scale	Preparing for a performance, end of term show
Computing	Introduce Google Classroom.	Introducing Python	app making	Introducing the Microbit	Coding catching games	Coding and conditionals