

## Curriculum Map - Year: 3

### Big Conversation: How Can I Be A Caring Citizen? I am caring.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>Holidays</b>	<b>How can we be caring members of our community?</b>	<b>Light and Dark</b>	<b>Where does water come from?</b>	<b>How are the Stone Age and Iron Age relevant to us?</b>	
<b>Topic Description and Cross-curricular Links</b>	Learning about popular British leisure pursuits. What did Britons do? Where did they go? What traditions were there? Children to investigate a popular seaside resort in the UK.	Learning about our local area of Finsbury Park. What was it like in the past? What has changed? How can we contribute to our local community?	Study of light and dark on our planet – seasons, rotations of the Earth, shadows.	Learning about rivers in UK and around the world	Learning about the Stone Age and how it is relevant to our lives today	Learning about the Iron Age and how it is relevant to our lives today
<b>Starting Point/ stimulus</b>	Seaside/ Blackpool photographs – Y2 Summer 2 trip – photos and artefacts	Museum of Islington Visit from members of community	Shadow Puppet Show	West Reservoir - kayaking	Museum of London British Museum	Archaeological site? Natural History Museum (Science)
<b>Topic Outcome</b>	Link end of Y2 seaside trip (get teachers and chn to collect shells, get photos etc as stimulus)  Children to have an understanding of British past times and a popular British holiday resort (Blackpool?)	Chn know about how the local area can be improved / has developed. How we can be better members of our community	Understanding of how sun affects day and night, shadows and reflections.	Chn to be able to name some significant rivers and explain the water cycle.	Chn to have an understanding of chronology and how the life changed over the Stone Age period	Understanding the significance of the Iron Age and how it has shaped Britain today
<b>Learning environment</b>	Beach hut as reading corner, seaside artefacts	Signs for local landmarks	Shadow puppet theatre	Water cycle charts, a raft / kayak	Cave	Hillfort

<p><b>Language and Literacy</b></p>	<p><b>L&amp;L Unit 1</b></p> <p><b>Stories w familiar settings</b> <i>'Sand Wizards'</i> Exploration of friendship and feelings through story set at the seaside.</p> <p>Build on ideas about settings and character and write two contrasting beach settings.</p> <p><b>Non – Fiction: Information texts</b> <i>'You're A-Z Holiday Guide'</i> Write own entry for class A-Z guide. <i>'Which Holiday'</i></p>	<p><b>L&amp;L Unit 2</b></p> <p><b>Playscripts</b> <i>'A Tune of Lies'</i> Learning about features of a play script and exploring a play with theme of friendship and lying.</p> <p>Chn to write additional episode as a play script.</p> <p><b>Non – Fiction: Instructional texts</b> <i>'How to make a one string guitar'</i> Writing effective instructional text of their own</p>	<p><b>L&amp;L Unit 3</b></p> <p><b>Science Fiction &amp;Fantasy</b> <i>'A Tale of Two Robots'</i> Reading a story about two robots. Chn to develop empathic responses to characters and situations and begin to understand different points of view.</p> <p>Write a new episode for the story.</p> <p><b>Non – Fiction: discussion texts</b> <i>'Nose in a book or eyes on a game?'</i> <i>'How long should break be?'</i> Write a discursive text and take part in a class debate</p>	<p><b>L&amp;L Unit 4</b></p> <p><b>Poetry</b> <i>'Water Cycle'</i></p> <p>Explore short tongue twisters, riddles, nonsense poems and longer performance poems.</p> <p>Chn to write own poem and perform.</p> <p><b>Non – Fiction: Explanation Texts</b> <i>'Where does water come from?'</i> Write an explanation text about the water cycle</p>	<p><b>L&amp;L Unit 5</b></p> <p><b>Mystery Stories</b> <i>'Smash and Grab'</i> Explore how authors create mystery and suspense in mystery stories</p> <p>Chn use similar techniques to create compelling mystery stories</p> <p><b>Non – Fiction: Non – Chronological Reports</b> <i>'Wanted: A New Planet'</i> Identifying key features of text type and with support, write their own non-chronological report about space</p>	<p><b>L&amp;L Unit 6</b></p> <p><b>Folk Tales</b> <i>'The Enchantress of the Sands'</i> Look at stories from a variety of cultures, exploring key features, settings and dramatic language used in this genre.</p> <p>Chn write own folk tale in a new setting</p> <p><b>Non – Fiction: Biographies</b> <i>'Jamila Gavin – Biography'</i> <i>Jamila Gavin – autobiography'</i> Look at a biography of author of Enchantress of the Sands.</p> <p>Write a biography about a person who has moved from one country to another</p>	
<p><b>L i t e r a c y</b></p>	<p><b>Additional Literacy lesson focus</b> (when not teaching L &amp; L): <i>e.g. poetry texts, significant calendar events, writing linked to any visits, extend writing for choice &amp; pleasure (link to journals), book reviews, creating books to read to younger children.</i></p>	<p>Pebble in my Pocket</p> <p>Take One Picture</p>			<p>Macbeth</p>	<p>Ug – Stone Age Boy</p>	
	<p>Explicit teaching of grammar (where absent from/vague in L &amp; L scheme)</p>	<p>Adverbs and adverbials Inverted commas Headings and subheadings</p>	<p>Adverbs of time</p>	<p>Determiners, conjunctions, adverbs and adverbials</p>	<p>Prefixes</p>	<p>Adverbs and word families  Sentences  Perfect tense</p>	<p>Prepositions and paragraphs</p>

	<b>Writing Across the Curriculum</b> (topic work written in genres of previous L&L unit studied)	Diary entry/ postcard – beach visit (from Y2 or Summer holiday)	Information text – Finsbury Park history	Instructional text – how to make a robot.	Discussion text – what are the most important qualities of a friend?	Explanation text – plant life cycles	Non- chronological report – Stone age
M a t h s	<b>Inspire Maths Transition unit Number</b> Place value Addition/ subtraction	Multiplication Column method Time Angles Rotations/turns Measure - perpendicular/parallel	<b>Big maths beat that - number</b> Fractions (4 wks split) Shape (area and perimeter)	<b>Big maths beat that - number</b> Number problems - Money Measure/ Shape- draw 2D, make 3D, - describe properties Multiplication Division	<b>Big maths beat that - number</b> Missing Numbers - 4 calculations Inverse Time Money consolidation	<b>Big maths beat that - number</b> Statistics Number problems Explicit problem solving methods	<b>Big maths beat that - number</b> Statistics Number problems Explicit problem solving methods
	<b>Maths across the curriculum</b>	Looking at time and timetables Distance from holiday destinations Miles to Km conversions	Co-ordinates on local maps	Measuring angles Daylight hours around the world - comparison	Measuring mass and capacity with water containers Use of water - capacity	Negative numbers Time lines - dates - time problems	Data collection
	<b>Rights Respecting Schools including British values</b>	The Right to Education (28) The Right to be Treated Fairly (19) The Right to be Heard (12) Everyone has Rights (1) The Right to have our Own Culture Respected (30)		The Right to be Treated Fairly (19) The Right to be Healthy and Safe (24) The Right to be Heard (12) The Responsibility to respect the environment around us (29) The Right to have our Own Culture Respected (30)		The Right to be Treated Fairly (19) The Right to a Childhood (31) The Right to Education (28) The Responsibility to respect the environment around us (29) The Right to have our Own Culture Respected (30)	
	<b>Rights Respecting Schools including British values</b>	How can we be a caring and active citizen?  British value: tolerance	How can we be a caring and active citizen?	How can we be a caring and active citizen?  Finding things out and being inquisitive	How can we be a caring and active citizen?  Empathy towards others	How can we be a caring and active citizen?  Keeping healthy and safe	How can we be a caring and active citizen?  Communication and reflection
	Science	Classification of rock types Understanding fossilisation	Simple forces, including magnetism	Sources of light, shadows and reflections	The water cycle	Plants inc. parts, lifecycles and requirements for life	Animals: skeletons and nutrition
	History		Local history study of Finsbury park area (Islington)		---	Stone Age history – hunter gatherers and early farmers Bronze age religion, technology and travel Iron age hill forts (Taught chronologically)	
	Geography	Study a region of the UK - Blackpool	Use fieldwork to record, measure and observe	Time zones across the world	Rivers in the UK/ Europe and Americas. Physical and human features.	---	

R.E.		Community	Hinduism – Diwali Festival of light			Islam
Art	Paul Signat paintings (pointillism)	---	Making shadow puppets and create play – Play scripts	---	Stone Age cave paintings, making necklaces with salt dough	Celtic patterns and jewellery
D.T.	---	Making musical instruments.	Making robots (junk modelling)	Create a 3d sculpture of a river/ water cycle and linked features	---	---
Music	Charanga Unit 1	Charanga Unit 2	Charanga Unit 3	Charanga Unit 4	Charanga Unit 5	Charanga Unit 6
Computing	<p><b><u>Communication and Collaboration:</u></b>  <u>Online research -</u>  Research a seaside/holiday resort (could be linked to where they went over Summer.)  Limit website - use favourite/bookmark</p> <p>Searching effectively - Espresso Primary KS2</p> <p>Online Research e-safety: child-friendly search engines, copy and pasting, awareness of plagiarism, creating favourites/bookmarks, distinguishing fact or fiction</p> <p><b><u>Multimedia &amp; Word Processing:</u></b>  Create information leaflet on researched holiday destination - Word: text box, format text, insert images, word art, insert shapes. (Desktop publishing skills and understanding.)</p>	<p><b><u>Programming:</u></b>  Espresso Coding - Year 3</p> <p><b><u>Multimedia &amp; Word Processing:</u></b>  Keyboard skills -  2type/bigbrownbear.co.uk/leamtotype/doorwayonline.org.uk</p> <p><b><u>Online Safety/Digital Literacy:</u></b>  Key lesson activities in Year 3 folder:  - My online community</p>	<p><b><u>Digital Media:</u></b>  2Do it Yourself - Create a game/quiz/matching pairs/sorting eg. Natural/unnatural light sources linked to light and dark (Use videos to show children how to do each one.)  NB:Include images and sound</p> <p>Follow up session - Play each other's games and evaluate</p> <p><b><u>Communication and Collaboration:</u></b>  <u>Online research -</u>  Research and taking notes/summarising findings</p> <p>Online Research e-safety: child-friendly search engines, copy and pasting, awareness of plagiarism, creating favourites/bookmarks, distinguishing fact or fiction</p>	<p><b><u>Communication &amp; Collaboration:</u></b>  Starting with blog sessions first - Blog central</p> <p>Progression:</p> <p>J2webby Blogging unit (Need individual child USOs)  (Book Sean in for training on this.)</p> <p><b><u>Multimedia &amp; Word Processing:</u></b>  Create posters on water info or advertising water aid bake sale.</p> <p>Could post these on blog to encourage commenting/ response</p> <p><b><u>Online Safety/Digital Literacy:</u></b>  Safety and conduct when blogging and blogging control</p>	<p><b><u>Communication &amp; Collaboration:</u></b>  Simulation/modelling:  lgfl - prehistoric Britain resources - Timeline and artefact resources</p> <p><b><u>Programming:</u></b></p> <p>Scratch Intro :  Create and animated fish tank - create back ground, basic script to move the sprites. Follow project saved on teacher share. (1-2 lessons intro activity)</p> <p>Progression:</p> <p>Scratch Year 3 Unit - Drawing and patterns unit</p>	<p><b><u>Data:</u></b>  Mango database KS2  2investigate  Create own data base linked to topic - eg. Science - Animals groups  Search activities linked to the databases created.</p>

	<p><b>Online Safety/Digital Literacy:</b> Personal details (5Finger Rules: 1-name, 2-address and phone, 3-school, 4-photo, 5-email) <b>Discuss /sign AUP</b></p>		<p><b>Online Safety/Digital Literacy:</b> Key lesson activities in Year 3 folder: - Show Respect Online <b>Safer Internet Day/Week</b></p>			
PE	Swimming Gymnastics	Swimming Dance	Swimming Cricket	Swimming Football	Swimming Athletics	Swimming Rounders
PSHCE	<p>Rights and responsibilities: children's rights</p> <hr/> <p><b>Mental health: friendship</b> Pupils learn:</p> <ol style="list-style-type: none"> <li>about similarities and differences between themselves and others</li> <li>about what makes a good friend</li> <li>about dealing with issues that might arise in friendships</li> </ol>	<p>Making a difference: school roles</p> <hr/> <p><b>Keeping safe: What is bullying?</b> Pupils learn:</p> <ol style="list-style-type: none"> <li>what bullying is, the different types of bullying and why it is unacceptable</li> <li>about recognising bullying</li> <li>about what to do if they witness or experience bullying</li> </ol>	<p>DATE: drugs in everyday life DATE: alternatives to taking medicine</p> <hr/> <p><b>Mental health: dealing with feelings</b> Pupils learn:</p> <ol style="list-style-type: none"> <li>about different emotions and how to manage these</li> <li>that people can experience conflicting emotions at different times, such as times of loss and change</li> <li>about the process of grief and bereavement</li> </ol>	<p>Friendship: qualities of a friend</p> <hr/> <p><b>Drug, alcohol and tobacco education: What is a drug?</b> Pupils learn:</p> <ol style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be helpful or harmful</li> <li>about tobacco and its effects on the body</li> <li>about the help available for people to remain smoke free or quit smoking</li> <li>(optional/additional) that medicines can be used to manage and treat medical conditions and the importance of this being done correctly</li> </ol>	<p>Keeping safe: personal safety</p> <hr/> <p><b>Fun, food and fitness: edible and active</b> Pupils learn:</p> <ol style="list-style-type: none"> <li>about the range of sources their food comes from</li> <li>that their food comes from a range of countries from around the world</li> <li>about some of the challenges people might experience around keeping physically active</li> </ol>	<p>Rights and responsibilities: moral and social dilemmas</p> <hr/> <p><b>Financial capability: saving, spending and borrowing</b> Pupils learn:</p> <ol style="list-style-type: none"> <li>about what influences people's choices about spending and saving money</li> <li>about why people might borrow money and that borrowed money must be paid back</li> <li>about different jobs that people do to earn money and the role of charities</li> </ol>
<b>Trips and Visitors</b>	Bethnal Green Museum of Childhood	Museum of Islington  Visit from members of community	Visitors to come and perform a shadow puppet show	Finsbury Park boating lake	Museum of London British Museum	Archaeological site? Natural History Museum (Science)
<b>Discrete and whole school events.</b>	3 Days INSET (Sept) <b>Family Food Evening (Oct)</b>	PPRs Parents Evenings (Nov) <b>Christmas production</b> <b>Winter Fair(Dec)</b>	1 Day INSET (Jan)	PPRs Parents Evenings (Mar)	1 Day INSET (April) Y2 SATs Year 6 SATs (May) Y6 School Journey	Y3 -5 Optional SATs (June) Sports Day PPRs Reports

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