

Year 3 Science & Foundation subjects Curriculum map

	Autumn Term		Spring Term		Summer Term	
Science	<p>Animals: Movement and nutrition Studying the human skeleton, children identify key bones and explore how muscle changes result in movement. They learn about how the body uses energy, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p>	<p>Forces and space: Forces and magnets By investigating motion on different surfaces, children learn about friction and compare its uses and disadvantages. They broaden their experience in working scientifically as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and apply this to understand their uses.</p>	<p>Materials: Rocks and soil Observing the appearance and physical properties of rocks, children compare and group different rock samples. They learn about how fossils and soils are formed and record soil drainage rates in a bar chart.</p>	<p>Energy: Light and shadows Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</p>	<p>Plants: Plant reproduction Explaining how plants reproduce in the context of the life cycle of a flowering plant, gathering data on plant growth and investigating the structure and function of the parts of a flowering plant</p>	<p>Making connections: Does hand span affect grip strength? Exploring the relationship between hand span and grip strength through scientific enquiry. They apply their understanding of friction to make predictions and plan and carry out an enquiry</p>
History & Geography	<p>From Stone Age to Iron Age Pupils learn about the earliest hunter-gather settlers in Britain. Pupils identify the most significant changes during the neolithic period, including farming. Using archaeological evidence, pupils study Skara Brae and find out about the community. Pupils also use archaeological evidence to make predictions about why Stonehenge was built. Finally, pupils study an Iron-Age fort, reconstructing life and identifying changes from Stone-Age to Iron-Age.</p>	<p>Are all settlements the same? Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p>	<p>Ancient Civilisations: Egypt In this unit, pupils interpret evidence, including pyramids, hieroglyphics, papyrus rolls and artefacts found in tombs, to learn about the attitudes, beliefs, and ways of life of the ancient Egyptians. Pupils use maps to make deductions about the importance of the Nile Valley as a resource for the Egyptians. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship, and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>	<p>Why do people live near volcanoes? Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p>	<p>The Roman Empire in Britain Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain. They learn about the Celtic reactions to the invasion, including considering alternative interpretations of Boudica. Pupils Explain why the Romans needed a powerful army, identifying features of a Roman soldier's equipment and daily life in the Roman army. Pupils learn how the Romans changed the way people lived their lives, and how archaeological evidence is used to reconstruct the lives of Romans. Comparing Roman life to today, pupils learn how Romans still influence lives today.</p>	<p>Who lives in Antarctica? Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.</p>
Art & Design Technology	<p>Painting and mixed media: Prehistoric painting Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p>	<p>Cooking and nutrition: Eating seasonally Learning about seasonal foods and creating a seasonal food tart.</p>	<p>Textiles: Cross-stitch and appliqué Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make an Egyptian collar.</p>	<p>Drawing: Growing artists Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p>	<p>Electrical systems: Electric poster Our new electric poster unit introduces children to various forms of 'Information design' before they are briefed to develop an electric museum display based on the Romans.</p>	<p>Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-</p>

						standing structures inspired by the work of Anthony Caro.	
RE	What makes us human? Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children design the cover and blurb for a book titled 'What makes us human?'.	Where do our morals come from? Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.	Is scripture central to religion? Reflecting on what revelation means to some people, children explore the significance of some scriptures from the way some people treat and use them.	What happens if we do wrong? Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.	Why is water symbolic? Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions.	Why is fire used ceremonially? Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame inspired by the symbolic use of fire.	
French	Numbers 0-10 Yes and No Greetings, asking and saying, how are you Classroom instructions Ask for and give name Christmas – the Nativity story Christmas – a letter to Father Christmas		Revision of numbers 0-10 Introduce 11&12 Ask for and state age colours Verb - is Connective - and Shrove Tuesday Making a pancake Names of fruit Food items Easter – celebrations Easter – making a card		Lesson 9 Revision of names of food items and numbers 0-12 Days of the week Months of the year Revision activities from the list		
PSHE	Healthy minds and healthy bodies Emotions and feelings Coping with pressure Managing loss	Anti-bullying Positive Friendships <i>Looking after others</i> <i>What makes a true friend?</i> <i>Healthy relationships: secrets</i> <i>Staying safe on the internet</i>	Living and Growing Understanding negative feelings (including feeling sad) Naming body parts: differences between male and female	Different Families Same Love Challenging stereotypes Understanding family differences	Safety Accidents and prevention Drug Education: staying safe Keeping safe in the community	Safety Identity Feeling safe How trusted adults help us Making safe decisions	
PE	Football & Basketball	Netball & Dance	Tag Rugby & Gymnastics	Tennis & Handball	Hockey & Cricket	Athletics & Rounders	
Computing	Kingswood Primary School Online Scheme of Work		Unit 3.1 We are programmers In this unit, pupils will learn to: ●plan and create an algorithm for an animated scene in the form of a storyboard ●write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound ●review their animation programs and correct mistakes.		Unit 3.5 We are co-authors In this unit, pupils will learn to: ●understand the conventions for collaborative online work, particularly in wikis ●be aware of their responsibilities when editing other people's work ●become familiar with Wikipedia, including potential problems associated with its use ●practise their research skills ●write for a target audience using a wiki tool ●develop collaboration skills ●develop proofreading skills		Unit 3.6 We are opinion pollsters In this unit, pupils will learn to: ● understand some elements of survey design ● understand some ethical and legal aspects of online data collection ● use the Internet to facilitate data collection ● gain skills in using charts to analyse data ●gain skills in interpreting results

<p>Music</p>	<p>I've been to Harlem Pitch shape, ostinato, round, pentatonic, call-and-response</p>	<p>Nao chariya de/Mingulay boat song Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4</p>	<p>Latin dance (Classroom percussion) Salsa, beat, clave rhythm, timbre, chords, rhythm pattern</p>	<p>'March' from The nutcracker Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music</p>	<p>Just three notes Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation</p>	<p>Samba with Sérgio Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community</p>
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