



CURRICULUM MAP

YEAR 3

Autumn	Spring	Summer
Topics		
I Want My Mummy Rosa Parks Wacky Races!	What Have the Romans Ever Done for Us? My Local Area inc Plants Rocks & Fossils	Bones & Teeth Carnival
Science		
Scientific Skills <i>Questions are now more focused, comparative and fair testing is used with more systematic and careful observations, possibly also including more accurate equipment (standard units, thermometers, maybe data loggers / tablet apps), however they do not need to recognise and control variables explicitly. Close observation and grouping (similarities and differences) remain important. Look for patterns both in data and when observing. Researching using secondary sources of information should be introduced. How could they present their findings? Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. They should begin to draw simple conclusions from their results.</i>		
<u>Autumn 2- Wacky Races</u> What is a magnet? How do things move on different surfaces? What is a force? What happens when you put two magnets together? Which materials are magnetic?	<u>Spring 2 - My Local Area inc Plants</u> <u>Plants</u> <i>Children missed some of this in Y1&Y2 due to lockdown</i> How does the temperature change outside? What was the weather like this month? <i>The latter question gives an opportunity for 'Observing changes over time' ie making repeated measurements and observations.</i> What is the point of each part of a plant? How can I show what the roots do? What happens inside a stem? Why do plants have flowers? How and why do plants spread their seeds? <i>Introduction to the relationship between structure and function - the idea that every part has a job to do for the plant.</i> <u>Spring 2 - Rocks</u> What are rocks and soils? How can I group rocks? How are the different types of rocks different? How are fossils formed? What happens when you rub rocks	<u>Summer 1 - Bones & Teeth</u> How do I look after my teeth? How are human and animal teeth different? What does a skeleton do? How does my skeleton work? What do muscles do? How do some animals manage without skeletons? What happens to my food? What should we eat? <i>Modelling the digestive system.</i> Summer 2 subject foci: Geography



	<p>together? What is soil? <i>Lots of close observations and sorting</i></p>	
History		
<p><u>Autumn - I Want My Mummy</u> Who was Tutankhamun? How was he discovered? Who were the Ancient Egyptians? What was mummification? How were they discovered? What are the differences and similarities to life now compared to the Egyptians?</p> <p>What were the achievements of the Ancient Egyptians? What are hieroglyphics? What are the pyramids? What do artefacts tell us? How did the Rosetta Stone help us?</p> <p><u>Autumn 1 - Rosa Parks</u> Who was Rosa Parks? Where / when did she live? What did she do? Why was it important?</p>	<p><u>Spring 1 - What did the Romans do For Us?</u> What was the legacy of the Romans? Where do Romans fit on a timeline? What was life like for Romans? How did the Romans affect life today?</p> <p>Who was Boudicca? Who did the Romans conquer? Who was the Roman Army's leader? Why was the Roman Army so powerful? Why was Boudicca important?</p> <p><u>Spring 2 - My Local Area</u> Who was Marconi? What did he invent? Why was it important? How was William Dubilier inspired by Marconi?</p>	<p>Summer subject foci: Science Geography</p>
Geography		
<p>Autumn 1 subject foci: History</p>	<p>Spring subject foci: History</p> <p><u>Spring 2 - My Local Area</u> What is it like in Springfield? Can I locate Essex on a map? Can I locate Chelmsford on a map? How are weather instruments used to measure the weather? How is land used in and around Chelmsford? How can I record and present weather data?</p>	<p>Summer 1 subject foci: Science</p> <p><u>Summer 2 - Carnival</u> What are the continents? What are the lines of latitude, longitude, and the Equator? (<i>Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</i>) What are climate zones, biomes and vegetation belts? How is land used in Brazil? (<i>types of settlement and land use, farm, factory, forest river</i>) What natural resources does Brazil have? Where do Brazil's resources go? (<i>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>) Why does Brazil get Earthquakes?</p>
Computing		
<p><u>Autumn 1 - Esafety and Email</u> Esafety - Code.org course C lessons</p>	<p><u>Spring 1 - Powerpoint</u> Use PowerPoint to present info</p>	<p><u>Summer 1 - Coding</u> How can I use question trees to sort</p>



<p>1-2</p> <p>How can I stay safe online? How do my actions online impact on my life? What is online bullying? What actions can I take to protect myself against online bullying? How can I communicate online? What is an email? How can I send an email? How do I reply to an email?</p> <p><u>Autumn 2 - Search Engines</u> Search engines - choose the most accurate and appropriate information Can I effectively research online? How can I find relevant information? Can I choose the most accurate information? How can I check that information is correct? How do I know what the best website to use is?</p>	<p>(building on Y2 learning) How can I present information effectively? How can I choose and edit themes? How can I use transitions effectively? Can I add animations to slides? Can I present information in a set timeframe?</p> <p><u>Spring 2 - Data</u> J2e database, chart Can I collect, present and interpret data? What are spreadsheets? Can I gather relevant data? How can I interpret data? How can I present data on a bar graph?</p>	<p>data? Can I ask relevant questions? How can I use a question tree to sort information? Can I present data in a clear way? Can I use binary and loops when coding? What is binary language? Can I use nested loops to create algorithms?</p> <p><u>Summer 2 - Coding</u> Code.org course C Can I use binary and loops when coding? How can nested loops make algorithms easier? Can I use coding knowledge to create a game?</p>
RE		
<p><u>Autumn 1 - Judaism</u> What does it mean for something to be sacred or holy? Why is the Torah important in Judaism? What are the key events in the story Moses and the exodus from Egypt? What is the importance of how the Ten commandments were received by Moses? What is the significance of the two greatest commandments?</p> <p><u>Autumn 2 - Christianity</u> Why is Jesus a significant person in Christianity? Who was Jesus? How does the story of Jesus begin in the Bible? What does incarnation mean in Christianity? What journeys are made to the birth of Jesus? <i>How can I show the journey leading to the birth of Jesus?</i></p>	<p><u>Spring 1 - Sikhism</u> What is the significance of Guru Nanak in Sikhism? Who was Guru Nanak? What stories are told about Guru Nanak's childhood? What was the key turning point in Guru Nanak's life? Why would anyone want to live a life of service to God? How do Sikhs follow the teachings of the Gurus in daily life? What is the significance of the 5Ks and the turban for Sikhs?</p> <p><u>Spring 2- Christianity</u> Why was the last week of Jesus' life significant in Christianity? Which events were significant in the life of Jesus? What is the message of the last supper? Which event in the life of Jesus was the most significant for Christians? How does Jesus influence individual Christians today?</p>	<p><u>Summer 1 - Worship</u> What similarities and differences are there in worship? How can I compare Christian and Muslim places of worship? What comparisons can I make about Christian and Muslim worship? What is the relationship between the holy books of Christians, Jews and Muslims? Why is worship important for people of faith? How do I show worship in my daily life?</p> <p><u>Summer 2 - Islam</u> Why are the five pillars of faith important for Muslims? How can I explain the five pillars of Islam? What is the significance of the Shahadah for Muslims? How can I compare my daily rituals to a Muslim? What would I include in our own statements of faith?</p>
Life Skills		
<p><u>Autumn 1 – Beginning and Belonging</u> How can I help school be a safe and happy place? 1. Which school/classroom rules are</p>	<p><u>Spring 1 – Family and Friends</u> How can I make sure I get on with my friends and family? 1. What is a healthy friendship and how does trust play an essential</p>	<p><u>Summer 1 – Managing Safety and Risk</u> How can I keep myself safe in different situations? 1. How do I feel in risky situations</p>



<p>about helping people to feel safe? (Personal Safety unit)</p> <ol style="list-style-type: none"> What is my role in helping my school be a place where we can learn happily and safely? How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? Who are the different people in my network who I can ask for help? <p><u>Autumn 2 – My Emotions</u> How can I care for my feelings and the feelings of others?</p> <ol style="list-style-type: none"> Why is it important to accept and feel proud of who we are? How can I communicate my emotions? Can I recognise some simple ways to manage difficult emotions? How do my actions and feelings affect the way I and others feel? How do I care for other people's feelings? <p><u>Anti-Bullying Day</u></p> <ol style="list-style-type: none"> How are falling out and bullying different? How do people use power when they bully? What is the difference between direct and indirect forms of bullying? Do I understand that bullying might affect how people feel for a long time? 	<p>part?</p> <ol style="list-style-type: none"> What skills do I need for choosing, making, and developing friendships and how effective are they? How can I help to resolve disagreements positively by listening and compromising? Can I empathise with other people in a disagreement? How can I check with my friends that their personal boundaries have not been crossed? How do my family members help each other to feel safe and secure even when things are tough? <p><u>Spring 2 – Working Together</u> How do I work with others effectively?</p> <ol style="list-style-type: none"> What am I good at and what are others good at? What new skills would I like or need to develop? How can I listen to others and share my views and opinions effectively? How can different people contribute to a group task? How can I persevere and overcome obstacles in my learning? How do I give constructive feedback and receive it from others? 	<p>how and might my friends affect my decisions?</p> <ol style="list-style-type: none"> When might I meet adults I don't know and how can I respond safely? What actions could I take in an emergency or accident and how can I call the emergency services? What are the benefits of using the roads and being near water and how can I reduce the risks? How is fire risky and how can I reduce the risks? How can I stop accidents happening at home and when I'm out? Who is in my network of support and how can I ask them for help? (Personal Safety unit) What could I do if I feel worried about a friendship or family relationship? (Personal Safety unit) <p><u>Summer 2 – RSE/Managing Change</u> How might my body change? How do I cope with changes?</p> <ol style="list-style-type: none"> How are males and females different and what are the different parts called? When do we talk about our bodies and how they change, and who do we talk to? What can my body do and how is it special? How can I keep myself clean, why is it important and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this? What strategies help me thrive when my friendships change? How might I behave when I feel strong emotions linked to loss and change? What changes might people welcome and how can they plan for these?
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Art		
Observational drawing How do I make different marks using pencil? How do I use different marks in my drawings? How do I draw from observation? Can I accurately draw a face?	Pottery Can I create a design? (Exploration of Roman pottery) Can I use materials to create a replica? Can I paint with detail? Can I create a pattern using Roman-style detail? Mosaic What is a mosaic? How can I create a mosaic?	The Colour Wheel Can I mix primary colours to create secondary colours? How do I use paint to show mark-making? <u>Summer 1 - Carnival</u> Art linked to Brazil / carnival
Design Technology		
<u>Autumn 1 - Product Nets</u> What is a net of a product? Can I use a net to create a 3D structure? Can I cut on a fold accurately? <u>Autumn 2 - Wacky Races</u> Can I design and make a moving vehicle? How are simple buggies made? How can I cut wood safely and accurately? How can wheels be attached to a product? How can I strengthen a join? How can I create a moving vehicle? What ways can a product be tested for effectiveness? How can a product be improved?	<u>Spring 1 - Textiles</u> How are textiles fastened together? Can I design a wearable product that can be fastened together?	<u>Summer 1 - Bones and Teeth</u> Why do we need a healthy diet? Which cooking techniques make healthier food? <u>Autumn 2 - Weather Station</u> Can I combine materials to create a useful product? What are the features of a simple weather station? How can I strengthen a structure? Can I design and label a diagram of a product?
Physical Education		
<u>Autumn 1 - Football/Gymnastics</u> Play competitive games and employ attacking and defensive tactics Perform a range of movement patterns Compare performances with previous ones and demonstrate improvement Key Skills - Football Dribble and control the ball and run with it. Begin to pass to a teammate with accuracy and movement. Control the ball with different parts of the body. Change direction with the ball using an inside and outside hook. Jockey / track an opponent. Apply the rules and tactics you have learnt to play in a football tournament. Key Skills - Gymnastics Create interesting point and patch balances (asymmetric/symmetric) and	<u>Spring 1 - Dance(weather)/Striking & Fielding</u> Perform a range of movement patterns Play competitive games and employ attacking and defensive tactics Compare performances with previous ones and demonstrate improvement Key Skills - Dance Work in unison with a partner/group to create actions in response to a stimulus. Understand the use of canon (when a group carry out a sequence starting one after another). Understand how dynamics (how shape of movement is executed) affect the actions performed. Select and use movements to represent an idea whilst remembering/repeating them. Use contrasting dynamics to clearly show different phrases.	<u>Summer 1 - Dodgeball/Cricket</u> Develop flexibility, strength, technique, control and balance Play competitive games and employ attacking and defensive tactics Compare performances with previous ones and demonstrate improvement Key Skills - Dodgeball Learn the rules of dodgeball and play in a mini dodgeball game. Develop throwing at a target/moving target. Use jumps, dodges and ducks to avoid being hit. Improve catching and use the whole body to catch a dodgeball. Develop blocking. Play in a dodgeball tournament. Key Skills - Cricket Overarm throw and catch a ball. Deliver a ball accurately using the



<p>smoothly move into and out of balances. Match a partner in a sequence. Step into shape jumps with control. Develop the straight, barrel, and forward roll. Create a sequence with matching and contrasting actions and shapes.</p> <p><u>Autumn 2 - Tag Rugby/ Apparatus</u></p> <p>Perform a range of movement patterns Use movement such as running, jumping, throwing and catching in isolation and combination Develop hand/eye coordination Compare performances with previous ones and demonstrate improvement</p> <p>Key Skills - Tag Rugby Develop ball handling skills including throwing and catching demonstrating increasing control and accuracy. Play games using tagging rules including 'forward pass' and 'offside'. Support a teammate when attacking. Dodge a defender and move into space when running towards the tri-line. Defend an opponent through closing down/pressure/guiding toward the touchline. Apply the rules and tactics you have learnt to play in a tag rugby tournament.</p> <p>Key Skills - Apparatus Create interesting point and patch balances (asymmetric/symmetric) and smoothly move into and out of balances. Match a partner in a sequence. Step into shape jumps with control. Develop the straight, barrel, and forward roll. Create a sequence with matching and contrasting actions and shapes. Explore gymnastics skills using hoops. Create a partner sequence incorporating apparatus such as benches and agility tables. Use shape jumps to dismount apparatus. Dismount apparatus in a controlled way.</p>	<p>Key Skills - Striking and Fielding Throw and catch a ball. Understand the role of the fielder, bowler, batter and backstop. Underarm bowling. Run around the outside of the bases and know when to stop. Field a ball using a two-handed pick up and a short barrier. Overarm throw and catch a ball. Use the correct batting grip. Learn to bat in a team. Develop the batting technique. Play the role of bowler, batter, wicket keeper and fielder in a game.</p> <p><u>Spring 2 - Fitness/Rounders</u></p> <p>Further develop movement and coordination to assist each other Play competitive games and employ attacking and defensive tactics</p> <p>Key Skills - Fitness Develop an awareness of what your body is capable of. Test and record baseline fitness scores. Improve sprinting technique and speed (shuttle runs). Increase strength using own body weight (yoga, sit ups/press ups/step ups). Move with co-ordination, agility and balance. Increase stamina. Retest fitness and collect personal fitness scores</p> <p>Key Skills - Rounders Throw and catch a ball. Understand the role of the fielder, bowler, batter and backstop. Develop bowling. Run around the outside of the bases and know when to stop. Field a ball using a two-handed pick up and a short barrier. Improve batting technique. Learn to bat in a team. Play in a rounders tournament.</p>	<p>underarm technique. Use the correct batting grip Improve the batting technique. Field a ball using a two-handed pick up and a short barrier. Begin overarm bowling technique. Play the role of bowler, batter, wicket keeper and fielder in a game. Play mini versions of cricket.</p> <p><u>Summer 2 - Gymnastics/Athletics</u></p> <p>Perform a range of movement patterns Develop flexibility, strength, technique, control and balance Compare performances with previous ones and demonstrate improvement</p> <p>Key Skills - Yoga Develop controlled movement and flexibility. Understand what yoga is. Show strength, balance, control and co-ordination in copying yoga poses. Show control and technique in pair yoga. Show control in an animal flow. Copy and repeat an Autumn flow showing control and coordination. Copy a yoga flow, changing my breath to match the poses.</p> <p>Key Skills - Athletics Develop stamina and an understanding of pacing in a long-distance event. Develop power and speed in the sprinting technique (blocks start/use of arms to pump and create momentum). Use communication skills and technique when taking part in a relay race. Use technique when jumping for distance (hop, skip, jump/use of arms). Use technique when jumping for height (pushing from your legs/using arms to generate power/height). Use power and technique when performing push and pull throws for distance. Compete in athletics events. Measure and record scores (use of tape measures/stopwatches).</p>
<p>Spanish</p>		
<p><u>Autumn 1 - Myself</u> Can I answer simple questions and give basic information about myself</p>	<p><u>Spring 1 - Colours</u> Can I label items correctly? Can I pronounce words accurately?</p>	<p><u>Summer 1 - Local Area</u> Can I write a few short sentences about Chelmsford?</p>



<p>/ greetings? Can I introduce myself? Can I say hello, goodbye, thank you? How can I develop accurate pronunciation? Can I write words in Spanish? Can I hold a conversation in Spanish?</p> <p><u>Autumn 2 - Numbers / Animals</u> How can I read and understand short written phrases? Can I count to ten? Can I listen carefully to spoken language? How can I show understanding of written words? Can I use words for animals?</p>	<p>What are masculine and feminine words? How can I give my opinion orally? Can I name colours? How can I form a question to ask colour words from memory?</p> <p><u>Spring 2 - Fruit and Vegetables</u> How can I read and understand the main points in short written texts? Can I pronounce words correctly? Can I speak in a simple sentences? How can I express my opinion? Can I show understanding of spoken language? What is the definite article? Can I write food words from memory? Can I ask for food?</p>	<p>How can I tell if words are masculine or feminine? What is the indefinite article? Can I say where I live? What are the compass points? What is the negative form? Can I adapt phrases to create new sentences?</p> <p><u>Summer 2 - Clothes</u> How can I express personal experiences and responses? How can I tell if words are masculine or feminine? Can I use adjectival agreement? Can I use words for clothes? Can I use different forms of a verb? Can I present ideas orally? Can I write short phrases from memory?</p>
<p style="text-align: center;">Music</p>		
<p><u>Musical Elements</u> What are the elements of music? What are the instrument families? What are pulse and rhythm? What are dynamics? What are duration and tempo? What are melody and pitch? What is texture? How does music make me feel?</p> <p><u>Notation</u> How do I read music written in the treble clef? How do I read music? How do I know the length of a note? What is a time signature? What are the whole notes of a treble clef? What are tones and semitones? Can I read and understand simple music? Can I read and play simple sheet music?</p>	<p><u>Playing Tuned Instruments</u> How do I play a glockenspiel? Can I read and play the notes C, D, E and F? Can I play music from memory? How do I play the note G? What is a duet? Can I play a complex rhythmic pattern? Can I compose using the notes I have learned?</p> <p><u>Music History</u> How has music changed over time? What was music like during the Renaissance period? What was music like during the Baroque period? What was music like during the Classical period? What was music like during the Romantic Period? What was music like during the Modern period?</p>	<p><u>Composition</u> Can I compose a Pop song? What is Contemporary music? How is Pop music created? What is chord progression? Can I create lyrics and a melody? Can I add percussion to my Pop song?</p> <p><u>Music Around the World</u> How is music different around the world? What is Samba? What is Caribbean music like? What is Gamelan? What is music like in West Africa? What is a pentatonic scale? What have I learned about music this year?</p>