

# LONG TERM CURRICULUM MAP

## Year 3

This document **MUST** be used in conjunction with the BYPS Progression Grids

SUBJECT	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CORE TEXT</b>	<b>Stone Age Boy</b> by Satoshi Kitamura  <b>How to Wash a Woolly Mammoth</b> by Michelle Robinson	<b>The Hodgeheg</b> by Dick King-Smith	<b>Into the Forest</b> by Anthony Browne (PoR)  <b>Poetry</b>	<b>Egyptian Cinderella</b> by Shirley Climo	<b>The Miraculous Journey of Edward Tulane</b> By Kate DiCamillo	<b>The Worst Witch</b> by Jill Murphy
<b>ENGLISH</b>	<b>Writing Outcomes:</b> Instructional text Narrative Story	<b>Writing Outcomes:</b> Adventure Story Non-Fiction Information leaflet	<b>Writing Outcomes:</b> Diary Entry Setting descriptions Poems	<b>Writing Outcomes:</b> Personal Narrative Poetry (Shape poetry) Letter (Persuasive writing)	<b>Writing Outcomes:</b> Persuasive Travel Brochure Postcard	<b>Writing Outcomes:</b> Character study Play Script Newspaper
<b>MATHS</b>	<b>WRH Small Steps:</b> Place Value Addition & Subtraction	<b>WRH Small Steps:</b> Addition & Subtraction contd. Multiplication and Division	<b>WRH Small Steps:</b> Multiplication and Division Money Statistics	<b>WRH Small Steps:</b> Length and Perimeter Fractions	<b>WRH Small Steps:</b> Fractions Time	<b>WRH Small Steps:</b> Properties of shape Mass and Capacity
<b>SCIENCE</b>	<b>Everyday Materials - Rocks and Soils</b>  <b>Are all rocks the same?</b>	<b>Animals including humans</b>  <b>How do we move?</b>		<b>Forces - Magnets</b>  <b>How does a magnet work?</b>	<b>Plants</b>  <b>Where do seeds come from?</b>	<b>Light</b>  <b>Where do shadows come from?</b>
<b>HUMANITIES</b>	<b>Who lived in a Stone Age house like this?</b> Using understanding of <b>chronology</b> and <b>climate</b> to work out <b>when</b> and <b>where</b> using sources. Identifying key elements for <b>settlement</b> and survival in local <b>environment</b> .	<b>Who lived in an Iron Age house like this?</b> Using understanding of <b>chronology</b> and <b>climate</b> to work out <b>when</b> and <b>where</b> using sources. Identifying key elements for <b>settlement</b> and survival, and <b>developments from Stone, Victorian and modern Ages</b> .	<b>What was it like for our ancestors?</b> (Desert from Y4) Building on <b>climate zone</b> knowledge to describe <b>features and processes of desertification</b> making links with <b>rain cycle</b> and <b>location in world map</b> . Make links with previous learning on African living (Yr2) to provide context to <b>Israel +Torah events (e.g. drought move to Egypt, Miracle of flowers on Sinai)</b> .	<b>What can we find out about Ancient Egypt?</b> (from Y4) Building on Yr3 Stone/Iron Age, find <b>detail from sources</b> to describe and explain reasons for differences in lifestyle linked to <b>climate</b> and <b>chronology</b> . Should also include <b>mapping, description+ use of Nile for farming</b> .	<b>Does a river always run through it?</b> Enhance knowledge of <b>UK maps</b> (Y2) by <b>mapping and defining land use and rivers/ mountains, to describe Thames and identify differences with Nile, and benefit of settlement in UK for trade/travel to Europe</b> . This will provide key knowledge basis for further units on <b>Roman settlement, and trade and transport</b> .	<b>Is all of Europe the same?</b> Compare Greek and Roman <b>topography</b> in Europe with <b>the UK</b> , making links with <b>climate zones</b> etc, and developing <b>map</b> skills to provide context for next units. Build on <b>location and travel to/from UK from South UK</b> .
<b>COMPUTING</b>	<b>Programming Scratch</b> <b>Unit: Kapow</b> Repetition and Loops		<b>We Are Presenters</b> <b>Unit: Switched on Computing</b> Videoing a presentation against a green screen		<b>Developing Keyboard Skills</b> <b>2 Type school software</b> <b>Teacher Created Unit</b> To develop general keyboard skills	

## LONG TERM CURRICULUM MAP

### Year 3

This document **MUST** be used in conjunction with the BYPS Progression Grids

	<a href="https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/programming-scratch/">https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/programming-scratch/</a>					
<b>D T</b>	<u>Structures Project 2</u> <b>Doughnut box project using CAD (Channukah)</b> Create a card nets on computer using computer aided design.		<u>Cooking</u> <b>Apple Crumble- Tu Bishvat</b> Peel and dice fruit. Measure ingredients accurately, rub and bake. Discuss seasonality of food.		<u>Electrical Project 1</u> <b>Making a doorbell</b> Create a doorbell using a basic series circuit.	
<b>ART</b>	<b>Painting Pattern (Animal skeletons)</b> Show growing control with fine brushes to create repeated pattern. Use fine brushes to show detail in paintings.	<b>Drawing and Painting (Stone age)</b> Drawing with charcoal. Use mixed media to create drawings.	<b>Collage (Romans)</b> Colour mixing with paint to make tiles for mosaics.	<b>Sculpture (Mask making-Purim)</b> Learn to attach pieces of clay together by scoring in creation of sculpture.	<b>Observational Drawings (A walk in London)</b> Make observed drawings of local buildings develop drawings into paintings.	<b>Pattern Making (Properties of Shape)</b> Tessellating shapes. Creating pattern by rotating a square through 90 degrees.
<b>PSHE</b>	<u>Health and Wellbeing</u> <b>What keeps us safe?</b>	<u>Relationships</u> <b>What are families like?</b>	<u>Relationships</u> <b>How can we be a good friend?</b>	<u>Living in the Wider World</u> <b>What makes a community?</b>	<u>Health and Wellbeing</u> <b>Why should we eat well and look after our teeth?</b>	<u>Health and Wellbeing</u> <b>Why should we keep active and sleep well?</b>
<b>FOREIGN LANGUAGES BIBLICAL HEBREW</b>	Develop accurate pronunciation so that others understand what they are reading aloud. Learn a further 250 vocabulary words Begin to learn Rashi script (Spring 2) Focus on spelling in written work through identifying root words Continue to build ability to translate and understand ancient texts (Genesis chapters 23-28) Independently use appropriate vocabulary to describe the culture surrounding Biblical Hebrew					
<b>MUSIC</b>	<b>Adapting and transposing motifs- (Roman Theme)</b> Pupils experiment and get creative with their music making. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them to their peers		<b>Ballads</b> Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.		<b>Create compositions in response to an animation - (Mountain Theme)</b> Listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Create original compositions to match an animation, building up layers of texture	
<b>PE</b>	<b>Netball</b>	<b>Gymnastics</b>	<b>Racket Sports (at least 3 lessons)</b>	<b>Athletics (at least 3 lessons)</b>	<b>Swimming</b>	<b>Swimming</b>
	<b>Swimming Skills/Objectives</b> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].               <ul style="list-style-type: none"> <li>Perform safe self-rescue in different water-based situations.</li> </ul> </li> </ul>					