# Skerton St Luke's CE Primary School
# Curriculum Map – 2018 -2019

**Name:** Mrs Heywood and Mrs Billington   **Class:**  Year 3

<span style="color:red">**National Curriculum Objectives**</span>

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Class Topic** | There's no place like home | Healthy Humans | Rock and Roll | The Iron Man | What the Romans did for us | How does your garden grow? |
| **Storytelling/ Novel** | The Lion The witch and The wardrobe – CS Lewis | Danny The Champion of The World –Roald Dahl | Stig of The Dump – Clive King | The Iron Man – Ted Hughes | The Thieves of Osteria - | The Enchanted Wood – Enid Blyton |
| **Literacy Units** *Fiction and non-fiction* | Folk Tales Biographies | Fables Poems: Structure Persuasion: Letters | Story as a theme Poems as a theme Discussion | Novel Diaries | Play scripts Non Chron reports | Fantasy stories Explanations Classic poetry |
| **Cross Curricular Writing opportunities** | Instructions:Directions | Recipes Invitations reports | Class values Stone age diaries | Report Explanation | Book reviews | Plant diary |
| **Local Link** | Lancaster History/museum | School Kitchen | Stone age in Lancaster | Local forces in action | Romans in Lancaster | Local produce |
| **National Link** | Folk tales from Britain | Warburton's bakery | Stone age in Britain | National use of forces | Roman evidence | National produce |
| **Global Link** | Folk tales from other countries | Fables from other countries | Stone age around the world | Global forces in action | Italy - Rome | Fruit and veg from other countries |
| **Enrichment: Visits/ visitors** | Fieldwork in local area Judge's Lodgings | Warburton's bakery | Lancaster University | Museum artefact loan | Ribchester Museum | Ryelands Park |
| **Science:** | Skeletons <span style="color:red">Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</span> | Nutrition and diet <span style="color:red">Identify that animals inc humans, need the right types and amounts of nutrition and that they cannot make their own food:they get</span> | Rocks and fossils <span style="color:red">-Compare and group together different types of rocks on the basis of their appearance and simple physical properties.</span> | Forces and magnets <span style="color:red">Compare how things move on different surfaces -Notice that some forces need contact between 2 objects but magnetic forces can act at a distance.</span> | Light <span style="color:red">-Recognise that they need light in order to see things. -That dark is the absence of light -Notice that light is reflected from surfaces</span> | Plants <span style="color:red">Identify and describe the functions of different parts of the flowering plants – roots, stem/trunk, leaves and flowers. -Explore the requirement for plants</span> |

| | | nutrition from what they eat. | -Describe in simple terms how fossils are formed<br>-Recognise that soils are made from rocks and organic matter. | -Observe how magnets attract or repel each other and attract some materials and not others.<br>-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.<br>-Identify some magnetic materials,<br>-Describe magnets as having 2 poles.<br>-Predict whether 2 magnets will attract or repel each other depending on which poles are facing. | -Recognise that light rfom the sun can be dangerous and that there are ways to protect their eyes.<br>-Recognise that shadows are formed when the light from a light source is blocked by an opaque object.<br>-Find patterns in the way size of shadows change. | for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant.<br>-Investigate the way in which water is transported within plants.<br>-Explore the art that flowers play in the life cycle of flowering plants inc pollination, seed formation/dispersal. |
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WS Skills:     Ask relevant questions using different types of scientific enquiry.
Set up simple practical enquiries, comparative and fair tests.
Make systematic and careful observations, taking appropriate measurements using standard units (using a range of equipment, inc thermometers and data loggers)
Gathering, recording, classifying and presenting data in a variety of ways.
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
Report on findings for enquiries – written and oral explanations, displays or presentation of results.
Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.
Identify differences, similarities or changes related to simple scientific ideas and processes.
Use straightforward scientific evidence to answer questions or to support their findings.

| **Geography** | Local/map work<br>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, | | Volcanoes and earthquakes<br><br>describe and understand key aspects of:<br><br>Physical geography, including:, | | Local study: Lake District<br><br>▪ name and locate counties and cities of the United Kingdom, geographical regions and their | |
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| | <span style="color:red">mountains, coasts and rivers), and land-use patterns;<br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>-use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br><br>- describe and understand key aspects of human geography, including: types of settlement and land use,<br><br>use fieldwork to observe,measure, record and present the human and physical features in the local area using digital technologies.</span> | | <span style="color:red">volcanoes and earthquakes.</span> | | <span style="color:red">identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</span> | |
| **History** | Local History | | Stone Age | | Roman Britain | |

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| | a local history study ♣ a depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | | To know about changes in Britain from the Stone Age to the Iron Age. This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture | | To know about the Roman Empire and its impact on Britain. This could include: ♣ Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | |
| **Music:** | | Creating musical patterns To listen with attention to detail and recall sounds with increasing aural memory | | Performing: present a performance. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music | | |

| Art/DT: | | Healthy Picnic | Obs drawing of fossils | Mechanical levers | Mosaics | Structures |
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| | | To understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | To create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. | generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world understand and use mechanical systems in their products | To create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. | apply their understanding of how to strengthen, stiffen and reinforce more complex structures generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world |

| Computing | Movies/media understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Use a variety of software and devices to create digital assets such as programs, multimedia content | CS programming Programming/ Computational thinking use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use more complex simulations and understand the effects of changing variables | Digital research understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Develop their search strategies further by refining their use of key words and starting to use key phrases and questions | CS programming design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Plan and write algorithms using sequence, repetition and further develop their computational thinking strategies to solve problems. | Networking Communication and collaboration/networking use sequence, selection, and repetition in programs; work with variables and various forms of input and output Have knowledge and experience of using a range of different inputs and outputs | Presenting info use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use a variety of software and devices to create digital assets such as programs, graph content |
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| **P.E** | Modified ball games/Gymnastics To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Tag Rugby/Dance To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To perform dances using a range of movement patterns | OAA Team Building/Gymnastics To take part in outdoor and adventurous activity challenges both individually and within a team. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Modified team games/Dance To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To perform dances using a range of movement patterns | Gladiator games / OAA To take part in outdoor and adventurous activity challenges both individually and within a team To compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Athletics/Gymnastics To use running, jumping, throwing and catching in isolation and in combination To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |

| PSHE | Emotional Health and Well-Being/ Say No to Bullying | Healthy Relationships | Taking Part/New Beginnings | Keeping Safe / Going for Goals | Healthy Lifestyles / Good to be Me | Economic Well-being/ Changes |
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| MFL | Animals | Food | At School | My home | People and the body | Sport |

♣ listen attentively to spoken language and show understanding by joining in and responding

♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

♣ speak in sentences, using familiar vocabulary, phrases and basic language structures

♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

♣ present ideas and information orally to a range of audiences*

♣ read carefully and show understanding of words, phrases and simple writing

♣ appreciate stories, songs, poems and rhymes in the language

♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly

♣ describe people, places, things and actions orally* and in writing