

# Skerton St Luke's CE Primary School

## Year 3 Curriculum Map – 2020 - 2021



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Topic</b>	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?
<b>Storytelling/ Novel</b>	Paddington – Michael Bond George's Marvellous Medicine – Roald Dahl	<ul style="list-style-type: none"> <li>▪ Charlotte's web- EB White</li> <li>▪ Aesop's Fables</li> </ul>	Stig of The Dump – Clive King	The Iron Man – Ted Hughes	Henry Pond The poet – Dick King Smith "I was there" – Boudicca's Army (First-person adventure)	The Enchanted Wood – Enid Blyton
<b>Literacy Units Fiction and non-fiction</b>	Narrative/Poetry / Diary	Fables/Persuasion/Poetry	Story as a theme Diary writing  <u>Outdoor Learning</u> 5 ways to use a stick Make a den Make simple tools from rocks and sticks – tie a hitch knot Stick art Stick weaving	Novel Discussion Diaries (Play-scripts–Guided Reading)	Non Chronological reports Poetry Diary Writing	Fantasy stories Explanations Classic poetry  <u>Outdoor learning</u> Fantasy Cloud shapes Tell a story using 5 objects you have found
<b>Cross Curricular Writing opportunities</b>	History – Recounts <u>Outdoor Learning</u> Develop rich and varied vocab through sense of place. Describe what you can see through your sq frame.	DT -Recipes/Instructions Invitations Science - Healthy Eating persuasive leaflet	History - Stone age diaries / letters	DT – Iron Man instructions	History – Romans Non Chronological reports  Science – Information leaflet Sun safety	Science – Seed dispersal explanation.
<b>Room of Wonders</b>	Medieval Castle artefacts	In role storytelling	Stone Age museum loan Fossils	Magnets	Romans	Roman museum loan
<b>Local Link</b>	Lancaster Castle	School Kitchen	Stone age in Lancaster	Local forces in action	Romans in Lancaster	Local produce
<b>National Link</b>	Castles in Britain	Warburton's bakery	Stone age in Britain	National use of forces	Roman evidence	National produce
<b>Global Link</b>	Castles around the world	Fables from other countries	Stone age around the world	Global forces in action	Italy - Rome	Fruit and veg from other countries
<b>Enrichment: Visits/ visitors</b>	Fieldwork in local area Lancaster Castle	Warburton's bakery	Lancaster University	Museum artefact loan	Ribchester Museum	Ryelands Park
<b>Science:</b>	Skeletons Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Nutrition and diet Identify that animals inc humans, need the right types and amounts of nutrition and that they cannot make their own food:they get nutrition from what they eat.	Rocks and fossils -Compare and group together different types of rocks on the basis of their appearance and simple physical properties. -Describe in simple terms how fossils are formed -Recognise that soils are made from rocks and organic matter.  <u>Outdoor Learning</u> Make a tower of rocks Retell the rock cycle story using rocks and sand Make wormeries	Forces and magnets Compare how things move on different surfaces -Notice that some forces need contact between 2 objects but magnetic forces can act at a distance. -Observe how magnets attract or repel each other and attract some materials and not others. -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. -Identify some magnetic materials,	Light -Recognise that they need light in order to see things. -That dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -Recognise that shadows are formed when the light from a light source is blocked by an opaque object. -Find patterns in the way size of shadows change.	Plants Identify and describe the functions of different parts of the flowering plants – roots, stem/trunk, leaves and flowers. -Explore the requirement for plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant. -Investigate the way in which water is transported within plants. -Explore the art that flowers play in the life cycle of flowering plants inc pollination, seed formation/dispersal.

			Make clay fossils	-Describe magnets as having 2 poles. -Predict whether 2 magnets will attract or repel each other depending on which poles are facing.	<u>Outdoor Learning</u> Find shadows and draw around them Shadow art Shadow plays	<u>Outdoor Learning</u> Find different plants Leaf rubbings Leaf characters
--	--	--	-------------------	--	--	--

**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.

<b>Geography</b>		<p><b>North America</b></p> <ul style="list-style-type: none"> <li>-locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, and time zones (including day and night)</li> <li>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and watercycle</p>	<p><b>Volcanoes and earthquakes</b></p> <p>describe and understand key aspects of:</p> <p style="padding-left: 40px;">Physical geography, including:, volcanoes and earthquakes.</p> <p style="text-align: center;"><u>Outdoor Learning</u> <u>Volcano making</u></p>		<p><b>Rio and South East Brazil</b></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities</li> <li>▪ - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ - identify the position and significance of the Equator</li> <li>▪ understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</li> </ul>	
------------------	--	--	---	--	---	--

<b>History</b>	<b>Local History- Lancaster Castle</b> 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  <u>Outdoor Learning</u>  Make a castle out of natural materials.		<b>Stone Age</b> 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		<b>Roman Britain</b> 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	
<b>Music:</b>		<b>Creating musical patterns</b> To listen with attention to detail and recall sounds with increasing aural memory  <u>Outdoor learning</u>  Natural instruments.		<b>Performing: present a performance.</b> 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		
<b>Art/DT:</b>		<b>Healthy Picnic</b>  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.	<b>Obs drawing of fossils</b>  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.  <u>Outdoor learning</u> Using square frame to observational draw the school building using different media.	<b>Mechanical levers</b>  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 [for example, gears, pulleys, cams, levers and linkages]	<b>Mosaics</b>  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.  <u>Outdoor learning</u>  Square frames for observations	<b>Structures</b>  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  <u>Outdoor learning.</u> Make natural structures
<b>I.T.</b>	<b>Movies/media</b>	<b>CS programming</b>	<b>Digital research</b>	<b>CS programming</b>	<b>Networking</b>	<b>Presenting info</b>
<b>P.E</b>	<b>OAA Team Building</b> To take part in outdoor and adventurous activity challenges both individually and within a team.	<b>Tag Rugby/Dance</b> 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	<b>Gymnastics</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>Modified team games/Dance</b> To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic	<b>Gladiator games / OAA</b> To take part in outdoor and adventurous activity challenges both individually and within a team	<b>Athletics/Gymnastics</b> 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]

		To perform dances using a range of movement patterns		principles suitable for attacking and defending  To perform dances using a range of movement patterns	To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
<b>RE</b>	3.6 Harvest Jewish festival of Sukkot 3.1 Called by God UC 2A.2 What is it like to follow God?	3.1 Called by God UC 2A. What is it like to follow God? 3.2 Christmas – God with Us	3.3 Jesus the man who changed lives UC 2A.4 What kind of world did Jesus want?	3.4 Exploring the sadness and joy of Easter UC 2A.5 Why do Christians call the day Jesus died ‘Good Friday’?	3.5 Which rules should we follow? UC 2B.3 How can following God bring freedom and justice?	Does everybody follow the same rules? Sikh beliefs, The 5 Pillars of Islam, Jewish Law - Torah
<b>PSHE</b>	What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>MFL</b>	Animals	Food	At School	My home	People and the body	Sport
<p>♣ 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</p>						