



**Curriculum Map  
Year 3 - 2020/21**

- The table below identifies the objectives for this year group and which term these objectives should be covered, however staff have ownership over when they are taught in the term.
- It is expected that the Wider Curriculum will be taught weekly or fortnightly, depending on the timetable agreed by SLT, to ensure mastery of key skills.

**All staff must RAG rate the objectives electronically at the end of each half-term to ensure coverage of the objectives - these will be monitored.**

Foundation Subjects:	National Curriculum Coverage:	Year 3		
		Autumn Ancient Egypt	Spring Stone Age to Iron Age	Summer Farm to Fork
Art and Design	To create sketch books to collect information, sketches and resources to show the development of an idea from starting points.	Sketching and adding detail to the pyramids of Giza		
	In painting, use a number of brush techniques, using thick and thin brushes to produce textures and lines; mix colours effectively; use water colour paint to produce washes for backgrounds then add detail ; experiment with creating mood by colour	Produce a picture of Tutankhamun and his tomb as well as Egyptian artefacts		
	In sculpture, create and combine shapes to create recognisable forms include texture that conveys feelings, expression or movement ; use clay and other mouldable materials; add materials to provide interesting detail		Create a replica clay class project of Stonehenge.	
	In textiles, shape and stitch materials; use basic cross-stitch and basic stitch, create weaving;	Create an Egyptian basket.		
	Take inspiration from famous artists. Comment on the work of great artists, architects and designers in history, by using visual language	Georges Seurat - Pointillism		
Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems			
	Solve problems by decomposing them into smaller parts			
	Use sequence, selection and repetition in programs			
	Work with variables and various forms of input and output			
	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			
	Understand computer networks, including the internet; how they can provide multiple services, such as the WWW and the opportunities they offer for communication and collaboration			
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information to collect and present data and information			
Use technology safely, respectfully and responsibly; identify a range of ways to report concerns about content and contact.	E-safety day as part of PSHE programme			
Design and Technology	<b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups		Create pulleys and lever systems to create a stone henge.	
	<b>Make</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		Create pulleys and lever systems to create a stone henge.	

Cooking & nutrition	Evaluate	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately		Create pulleys and lever systems to create a stone henge.	
	Cooking & nutrition	Investigate and analyse a range of existing products			Create and make a healthy meal that can be exported/imported to parts of Europe.
		Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			Create and make a healthy meal that can be exported/imported to parts of Europe.
		Understand and apply the principles of a healthy and varied diet			Create and make a healthy meal that can be exported/imported to parts of Europe.
		Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			Create and make a healthy meal that can be exported/imported to parts of Europe.
		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			Create and make a healthy meal that can be exported/imported to parts of Europe.
Science	Working scientifically	Ask relevant questions and use different types of scientific enquiries to answer them			
		Set up simple practical enquiries, comparative and fair tests			
		Make systematic and careful observations and, where appropriate take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers			
		Gather, record, classify and present data in a variety of ways to help in answering questions			
		Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables			
		Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions			
		Use results to draw simple conclusions, make predictions for new values, 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				
	Plants	identify and describe the functions of different part of flowering plants: roots, stem/trunk, leaves and flowers			Identify and describe the different functions of a plant. How plants transport water to survive and explore the life cycle of plants. How plants have different ways to survive and grow depending on their climate.
		explore the requirements of plants for life and growth and how they vary from plant to plant			
		investigate the way in which water is transported within plants			
		explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			
	Animals, including humans	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat			Pupils will be introduced to the main parts of the human body associated with the skeleton and muscles. What makes a balanced diet and how you are in control of the amount of nutrients that you eat in your diet.
		identify that humans and some other animals have skeletons and muscles for support, protection and movement			
	Rocks	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties			Pupils will be able to explore and learn about different types of rocks and
		describe in simple terms how fossils are formed when things that have lived are trapped within rock			

		recognise that soils are made from rocks and organic matter		soils, including those in the local environment.  Pupils will learn about how fossils are made and learn about the role of archaeologists.	
Light		recognise that they need light in order to see things and that dark is the absence of light	Pupils will explore that light travels in straight lines. They will understand the importance of protecting their eyes from natural and manmade light sources. They will understand how shadows are made.		
		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 a solid object			
		find patterns in the way that the size of shadows change			
Forces and magnets (Link with Geography - making magnets for compass)		compare how things move on different surfaces	Pupils will be able to understand that magnetic forces can act without direct contact. They will explore how a positive and negative magnet works and will understand the purpose of different magnets. Pupils will explore different materials which are magnetic and non-magnetic.		
		notice that some forces need contact between two 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, and identify some magnetic materials			
		describe magnets as having two poles			
		predict whether two magnets will attract or repel each other, depending on which poles are facing			
Geography		Locate the world's countries, using maps with a focus on Europe			Countries and cities and their importance after Brexit
		Ask and answer geographical questions about the physical and human characteristics of a location	River Nile and Egypt	Stone Henge and Scar of Bray. Migration of early settlers from Africa across Doggerland and Europe.	Imports/ exports and importance of countries and cities after Brexit. Air miles.
		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	River Nile and Egypt		
		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			Visit Boydell's Farm to record and present the human and physical features in the local area.
		Name and locate counties and cities of the United Kingdom, geographical regions and their 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.		Migration of early settlers from Africa across Doggerland and Europe.	Locating European countries food/trade Identifying key topological features including (valleys/mountains/hills)
		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.			Visit Boydell's Farm to record and present the human and physical features in the local area.
		Describe and understand key aspects of physical geography, including: rivers, mountains, hills, water cycle	River Nile and Egypt (rivers and water cycle focus)		Identifying key topological features including (valleys/mountains/hills)
		Describe and understand key aspects of human geography, including: types of settlement and land use	River Nile and Egypt (farming land built on the River Nile, Valley of the Kings)		Visit Boydell's Farm to record and present the human and physical features in the local area.
		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			

History	Changes in Britain from the Stone Age to the Iron Age: late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age hill forts. Understand the concept of change over time.		Changes in Britain Hunter gatherers and early farmers	
	Compare, make connections, contrasts and trends over the times and places they have studied	Compare and contrast trends and connections with modern day Egypt - transition to Ancient Greeks	Bronze age-religion, technology and travel Iron Age - forts and concepts of change over time	
	Use evidence to ask questions and find informed answers, using thoughtful selection and organisation of relevant historical information from a range of sources, about the past	Ask relevant historical information in relation to Tutankhamun's tomb	Ask relevant historical information in relation to the Stone Age and Iron Age	
	A local history study linked to changes in Britain from the Stone Age to the Iron Age		Bronze age-religion, technology and travel Iron Age - forts and concepts of change over time	
	The achievements of the earliest civilizations: Ancient Egypt	farming, construction and medicine		
	Place events, artefacts and historical figures on a timeline using dates.	Place key events from Egyptians on a timeline	Place key events from Bronze and Stone Age	
	Use appropriate historical vocabulary to communicate, including: dates, times, period, era, change and chronology	See knowledge organiser and create on-going assessment to retain key dates, times etc.	See knowledge organiser and create on-going assessment to retain key dates, times etc.	
<p><b>Music</b></p> <p>*National curriculum statements are marked as bold. Italics show the knowledge from Charanga units.</p> <p><b>Develop an understanding of the history of music is not covered until Years 5 and 6.</b></p>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression:</b></p> <p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> <li><i>Singing in a group can be called a choir; Leader or conductor: A person who the choir or group follow; Songs can make you feel different things e.g. happy, energetic or sad; Singing as part of an ensemble or large group is fun, but that you must listen to each other; To know why you must warm up your voice</i></li> </ul> <p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> <li><i>The instruments used in class (a glockenspiel, a recorder)</i></li> </ul> <p><i>To know and be able to talk about:</i></p> <p><i>Performing is sharing music with other people, an audience; A performance doesn't have to be a drama! It can be to one person or to each other; You need to know and have planned everything that will be performed; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; It involves communicating feelings, thoughts and ideas about the song/music</i></p>	ongoing	ongoing	ongoing
	<p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music:</b></p> <p><i>To know and be able to talk about improvisation:</i></p> <ul style="list-style-type: none"> <li><i>Improvisation is making up your own tunes on the spot; When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; To know that using one or two notes confidently is better than using five; To know that if you improvise using the notes you are given, you cannot make a mistake</i></li> </ul> <p><i>To know and be able to talk about:</i></p> <p><i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends; Different ways of recording compositions (letter names, symbols, audio etc.)</i></p>	ongoing	ongoing	ongoing
	<p><b>Listen with attention to detail and recall sounds with increasing aural memory:</b></p> <p><i>To know five songs from memory and who sang them or wrote them.</i></p> <p><i>To know the style of the five songs.</i></p>	ongoing	ongoing	ongoing
	<p><b>Use and understand staff and other musical notations:</b></p> <p><i>Know how to find and demonstrate the pulse.</i></p> <p><i>Know the difference between pulse and rhythm.</i></p> <p><i>Know how pulse, rhythm and pitch work together to create a song.</i></p> <p><i>Know that every piece of music has a pulse/steady beat.</i></p> <p><i>Know the difference between a musical question and an answer.</i></p>	ongoing	ongoing	ongoing
	<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</b></p> <p><i>To choose one song and be able to talk about:</i></p> <p><i>Its lyrics: what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch); Identify the main sections of the song (introduction, verse, chorus etc.); Name some of the instruments they heard in the song</i></p>	ongoing	ongoing	ongoing
	<p><b>Religious Education</b></p> <p>Know what key beliefs people hold about God, the world and humans: Hinduism and Brahman, Judaism</p>			
	<p>Why some figures, e.g. founders, leader and teachers, inspire religious believers: Figures behind Divali celebration</p>			

	What sacred texts and other sources say about God, the world and human life : Jesus healing people, Good Friday			
	How religious families and communities practise their faith and the contributions this makes to local life: Divali,			
	Where, how and why people worship including the importance of some particular religious sites: River Ganges			
	Why some occasions are sacred to believers and what people think about life after death: Good Friday			
	How religious and spiritual ideas are expressed: Christmas, Good Friday, Divali			
Physical Education (where applicable)	Use running, jumping, throwing and catching in isolation and in combination			
	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			
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]			
	Perform dances using a range of movement patterns			
	Take part in outdoor and adventurous activity challenges both individually and within a team			
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Swim competently, confidently and proficiently over a distance of at least 25 metres			
	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]			
	Perform safe self-rescue in different water-based situations.			

French	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Numbers 1-10		Days of the week
	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<ul style="list-style-type: none"> <li>Ask someone's name and say your own.</li> <li>Ask how someone is and respond to the same question</li> </ul>		
	speak in sentences, using familiar vocabulary, phrases and basic language structures			Describe hair and eyes
	appreciate stories, songs, poems and rhymes in the language	Numbers 1-10		Days of the week
	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Musical Instruments and girl/boy/dragon.	<ul style="list-style-type: none"> <li>Classroom Objects</li> <li>Colours</li> </ul>	Identify parts of the body
	describe people, places, things and actions orally* and in writing		Say your age	Give basic character descriptions (physical)
	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	First notions of gender	<ul style="list-style-type: none"> <li>Gender</li> <li>Basic word order</li> </ul>	<ul style="list-style-type: none"> <li>Simple word order</li> <li>Gender</li> <li>The definite article</li> </ul>
	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Musical instruments	Describe an object's colour	Describe eyes, hair and appearance
	present ideas and information orally to a range of audiences	French Chateaux project	Say your age	Famous French People Project
	read carefully and show understanding of words, phrases and simple writing	Read greetings and questions	Recognise classroom instructions	Recognise days of the week
	write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Greetings	Classroom objects	Give basic character descriptions
	listen attentively to spoken language and show understanding by joining in and responding	Asking and answering spoken questions/greetings.	Classroom instructions	Listen and understand classroom instructions and praise words.