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|  | **Year 3: 2021-22 CURRICULUM MAP** |
|  | **Autumn 1 (8 Weeks)** | **Autumn 2 (7 weeks)** | **Spring 1 (7 weeks)** | **Spring 2 (6 weeks)** | **Summer 1 (5 weeks)** | **Summer 2 (7 weeks)** |
| **Topic** | What Makes A Dream Team? Our School History | (Stone Age) Bronze Age to Iron Age | Is there more to this world than we can see?  | Ancient Greece |
| **Key Dates** |  | CHRISTMAS ASSEMBLY Y3 | World Book Day |  |  | Sports Day |
| **Experiences** |  | Trip to Sheffield Museum – bronze age activities (COVID depending) | Trip to RSPB Old Moor | Visit to Wath library(to become members) |  |
| **Texts** | Charlie and the Chocolate Factory  | Charlie and the Chocolate FactoryThe Stone Age BoyThe Pebble in my Pocket | The Spiderwick ChroniclesAuthur Spiderwick’s Fieldguide  | Mark of the Cyclops |
| **Literacy** | **Recipe** for choc bunsCharacter **description**: Charlie **Information** text: How our school has changed | **Narrative** –entering secret room of factory**Information** text: life in the Bronze Age**Poetry** linked to Christmas | **Diary –** first night at new house**Persuasive Letter –** persuade mum to believe Jared about boggartCrime **report** (boggart) | **Information** text – produce class fieldguide**Character and setting description** from a point in the film (looking through the stone for the first time)**Poetry** linked to the style of the boggart’s messages | **Recount** – a day in the life of an Ancient Greek | **Information text** about discoveries that influence us today (link to topic work)**Letter –** adviceto new year 3s |
| **Science** | **Light**♣ recognise that they need light in order to see things and 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 that the size of shadows change.Link to art work (see below) | **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 ♣ 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 ♣ 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. | **Plants**identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) 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. | **Forces and magnets**♣ compare how things move on different surfaces ♣ 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. |  |
| **History** | **HISTORY OF OUR SCHOOL*** Key milestones in the history of the school
* Who was George Ellis
* What do the trustees do for the school?
* What was school like in the mid-20th century
* Day in the Life
* children experience day in the life of BEP in 1960’s
 | **Bronze Age to Iron Age*** Comparison of achievements since Stone Age
* Start of the Roman Empire
 | **Our Planet** | **Ancient Greece*** Direct comparison to Iron Age Britain
* Discoveries that influence today-astronomy, maths, medicine and democracy
* Ancient Greek influence on modern day culture
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| **Geography** | **History of the School*** Revision of where Brampton is within Yorkshire
* Explore land using patterns of the school site and immediate area
 | * Geographic and country location of Stonehenge. Arbor Low stone circle and Mam Tor and famous settlements such as Maiden Castle, Dorset
* Identify key topographical features-use maps to explore the landscapes of settlement
 | **Our Planet*** Overview of the world’s environmental regions, climate zones and biomes
 | **Ancient Greece/Modern Greece*** Location of Greece within Europe, key physical and human features including mountains, islands and earthquakes
* Identify the natural regions/important sites of Ancient Greece: Peloponnese-Sparta, Central Greece-Athens, Northern Greece-Mt Olympus, Island groups
* exploring similarities and differences between Greece and UK
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| **Art**  | DRAWING * Use different hardnesses of pencil to show line, tone and texture
* Sketch lightly (no need to use a rubber to correct mistakes)
* Use shading to show light and shadow
* Use hatching and cross- hatching to show tone and texture
 | SCULPTURE* Create and combine shapes to create recognisable forms eg shapes made from nets or solid materials
* Include texture that conveys feelings, expression or movement
* Add materials to provide interesting detail
* Select and use tools
 | DRAWING* Use different hardnesses of pencil to show line, tone and texture
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* Use shading to show light and shadow
* Use hatching and cross- hatching to show tone and texture
 | PAINTING* Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
* Mix colours effectively
* Use watercolour paint to produce washes for backgrounds, then add detail
* Experiment with creating mood with colour
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| **Artists / outcomes**  | Portraits(characters from Charlie?)Illustrator – Quentin BlakeStill life observational drawing - link to science work on light and shadow | Bronze age clay potsCreate fossils Cave Painting (Painting LIs) | Replicate watercolour art from Spiderwick field guide to produce own creaturesObservational sketching and painting of plants | Replicate watercolour art from Spiderwick field guide to produce own creaturesObservational sketching and painting of plants |  |  |
| **DT** | Chocolate buns Shadow theatre | Build secret room to choc factory |  | Trap/home for Spiderwick’s boggart |  |  |
| Design, Make and Evaluate |
| **Computing** | **E-Safety:*** Use technology safely, respectfully and

responsibly; recogniseacceptable/unacceptable behaviour; identify arange of ways to report concerns about content and contact* Establish what our

personal information is and why we need to keep it safe.* Think about where

Online we need to be safe (playing games,social media and texting)* Discuss what we must do if we think someone is trying to get our personal

information. | **Computer Networks:*** Understand what a computer network is and how to use one safely.
* Use a search engine to

find specific information.* Navigate and use a

search engine to search for pictures. | **E-safety:*** Establish how the

internet can be used to communicate.* Understand the

dangers ofcommunicating online and how to prevent them.* Establish methods of

responding tounpleasant messages.* How to communicate safely when using online games.
 | **Microsoft Processing:*** Use a range of software to collect and present work
* Use simplekeyboard

shortcuts.* Insert pictures and

change the appearance by editing, cropping,shaping and adding boarders* Improve text by changing

the colour and size.* Add transitions and effects to slides in powerpoint.
 | **Algorithm:*** Use programmes to design a sequence of code, including controlling directions.
* Design and make

backgrounds andanimated characters.* Add sound effects.
 | **Consolidation and****presentation of learning:*** Use google maps to find locations.
* Use google maps to

create a route and see how to find directions.* Use programmes to

show what they have found and presentinformation. |
| **RE: UNDERSTANDING CHRISTIANITY** | Unit 1.3—Incarnation. Why does Christmas matter to Christians?* Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.
* Offer suggestions about what texts about baptism and Trinity might mean.
* Give examples of what these texts mean to some Christians today.
* Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
* Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

 **CHRISTMAS ASSEMBLY** | Unit 2A.1—Creation/Fall. What do Christians learn from the Creation story? * Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.
* Make clear links between Genesis 1 and what Christians believe about God and Creation.
* Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)
* Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
 | Unit 2A.2—People Of God. What is it like to follow God? * Make clear links between the story of Noah and the idea of covenant.
* Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
* Make links between the story of Noah and how we live in school and the wider world
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| **PHSCE****(JIGSAW)** | **Being Me in my World** | **Celebrating Difference** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Music** | **Churanga Scheme** | **SINGNG** (in preparation for Y3 Christmas assembly)* Learn songs chosen for assembly
* Experience solo and group singing and arrangements
* Performance techniques
 | **Churanga Scheme** | **BBC TEN PIECES*** identify other instruments visually and aurally
* Discuss music using appropriate vocab
* Experience work of famous composers in historical context
 | **Churanga Scheme** |
| **All musical skills introduced are practised and built on throughout the year.** |