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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 Factory  The Stone Age Boy  The Pebble in my Pocket | | The Spiderwick Chronicles  Authur Spiderwick’s Fieldguide | | | Mark of the Cyclops | | |
| **Literacy** | **Recipe** for choc buns  Character **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 boggart  Crime **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 | | |
| **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 | | |
| **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 * 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 | 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 | | 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 | 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 | |
| **Artists / outcomes** | Portraits  (characters from Charlie?)  Illustrator – Quentin Blake  Still life observational drawing - link to science work on light and shadow | Bronze age clay pots  Create fossils  Cave Painting (Painting LIs) | | Replicate watercolour art from Spiderwick field guide to produce own creatures  Observational sketching and painting of plants | Replicate watercolour art from Spiderwick field guide to produce own creatures  Observational 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; recognise  acceptable/unacceptable behaviour; identify a  range 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 of  communicating online and how to prevent them.   * Establish methods of   responding to  unpleasant 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 and  animated 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 present  information. | |
| **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 | | | |
| **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.** | | | | | | | | | |