



Year 3 Long Term Curriculum Map

| Autumn Term Global Citizenship Theme: Equality and Rights | | Spring Term Global Citizenship Theme: Respect for Others | | Summer Term: Global Citizenship Theme Ecological Awareness | |
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| Autumn 1 Nelson Mandela | Autumn 2 Go with the Flow-Waterways of London | Spring 1 Active Planet | Spring 2 80 Days Around the World | Summer 1 Stone Age to Iron Age | Summer 2 Take One Picture |
| <p>Core Text: A Long Walk to Freedom</p>  | <p>Core Text: A River</p>  | <p>Core Text: The Fire Maker's Daughter (WCR)/ Tom and the Island of Dinosaurs</p>  | <p>Core Text: Around the World in 80 Days</p>  | <p>Core Text: Stig of the Dump (WCR) / Stone Age Boy</p>  | <p>Core Text: To be decided based on painting</p> |
| <p>Writing Outcome: To write a historical recount about Nelson Mandela</p> | <p>Writing Outcome: To write a persuasive piece of writing e.g. an advert</p> | <p>Writing Outcome: To write an adventure story</p> | <p>Writing Outcome: To write a travel blog</p> | <p>Writing Outcome: To write a Legend about life in Stone Age</p> | <p>Writing Outcome:</p> |
| <p>Other Texts: Journey to Jo'burg The Akimbo Adventures</p> | <p>Other Texts: Wind in the Willows Secret Rivers</p> | <p>Other Texts: Escape from Pompeii King of the Cloud Forests A pebble in my Pocket</p> | <p>Other Texts:</p> | <p>Other Texts: Ug</p> | <p>Other Texts:</p> |
| <p>Poetry: Linked to National Poetry Day (writing a poem)</p> | <p>Poetry: Duck's Ditty – Kenneth Graham</p> | <p>Poetry: Mountains - Ian Serraillier</p> | <p>Poetry: Geography Lesson –Brian Patten</p> | <p>Poetry: The Harvest Moon – Ted Hughes</p> | <p>Poetry:</p> |

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| | The River –Valerie Bloom | | From a Railway Carriage – Robert Louis Stephenson | | |
| Topic Enquiry: History: Finding out about apartheid in S Africa and the life of Nelson Mandela Looking at the impact and changes that resulted from his actions. | Topic Enquiry: Geography: Finding out about the River Thames including the journey of a river and its effect on the physical and human geography of London. History: Investigating the historical sources that tell us about the impact of the River Thames on London’s history. Finding out about the history of the Regent’s Canal and City Road Basin. | Topic Enquiry: Geography: Finding out about how volcanoes and mountains are formed and what causes an earthquake through investigating plate tectonics. History: Finding out about the eruption of Mount Vesuvius and its impact on the city of Pompeii. | Topic Enquiry: Geography: Finding out about the oceans and continents, lines of latitude and longitude. Choosing a country to learn more about and comparing the geography to the UK. | Topic Enquiry: History: Finding out about life in the Stone age, Bronze Age and Iron Age. Looking at sources of evidence to support our enquiries. | Topic Enquiry: Take One Picture |
| Topic Enrichment Opportunities: | Topic Enrichment Opportunities: Museum of Docklands Thames Explorer Trust Field work London Bridge Canal Museum | Topic Enrichment Opportunities: Natural History Museum – Emergency Earthquakes and Volcanoes | Topic Enrichment Opportunities: London Metropolitan Archives British Library House of Illustration | Topic Enrichment Opportunities: Celtic Harmony Pre History Day Museum of London Pre History Stories | Topic Enrichment Opportunities: National Gallery |
| End of Term Project Outcome: International Evening | End of Term Project Outcome: Enterprise Week – Christmas Fair | End of Term Project Outcome: Museum Week | End of Term Project Outcome: Science Fair | End of Term Project Outcome: | End of Term Project Outcome: Art Exhibition |
| Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week | Global Citizenship Links: Universal Children’s Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day | Global Citizenship Links: International Women’s Day International Mother Language Day Children’s Mental Health Week | Global Citizenship Links: Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday | Global Citizenship Links: International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week | Global Citizenship Links: BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week |
| Science: Forces and Magnets Writing Outcome | Science: Light Writing Outcome | Science: n/a | Science: Rocks Writing Outcome: To write a non-chronological report about rocks | Science: n/a | Science: Plants Animals including Humans Writing Outcome: |

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| Computing: E-Awareness | Computing: Programming Networks and communication | Computing: Multi media and word processing | Computing: Communication and Collaboration | Computing: Digital Media | Computing: Data Logging Data |
| Music: Animal Magic (exploring descriptive sounds) | Music: Play it again (exploring rhythmic patterns) | Music: The class Orchestra (exploring arrangements) | Music: Dragon Scales (exploring pentatonic scales) | Music: Painting with Sound (exploring sound colours) | Music: Salt pepper vinegar mustard (exploring singing games) |
| Performance: International Evening | Performance: Nativity Play | Performance: | Performance: Spring Concert | Performance: Class Assembly | Performance: LSO Discovery |
| DT: Fan Boats | Art: Sculpture Fish Shoals | DT: Structures – Design an Earthquake Proof Building (IPC) or SAM labs - Architect | Art: Drawing and Painting – Landscapes | DT: SAM lab – Reduce, Reuse, Recycle or Paper: Packaging for a gift | Art: Take One Picture |
| Cooking: Fish cakes | Cooking: n/a | Cooking: Pasta salad | Cooking: n/a | Cooking: Making bread (campfire) | Cooking: n/a |
| PSHE: Mental Health - Friendship | PSHE: Keeping Safe – What is Bullying? | PSHE: Mental Health – Dealing with Feelings | PSHE: Drug, alcohol and tobacco education | PSHE: Fun, Food and Fitness | PSHE: Financial Capability |
| PE: Games – Invasion Dance | PE: Games – Invasion Swimming | PE: Gymnastics Dance | PE: Athletics Swimming | PE: Games – net, striking and fielding Dance | PE: Athletics Swimming |

Year 3 National Curriculum Coverage

| Term | Topic | History objectives | Geography Objectives | Art/DT | Music |
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| Autumn 1 | Nelson Mandela - Apartheid | <ul style="list-style-type: none"> Be able to find out about aspects of the past from a range of sources Be able to enquire into historical issues and their effects on people's lives | <ul style="list-style-type: none"> Be able to use appropriate techniques to gather information Be able to use and interpret globes and maps in a variety of scales Be able to explain how physical and human processes lead to similarities and differences between places | <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design, make and evaluate as laid out in KS2 programme of study | See curriculum outline for music |
| Autumn 2 | Go with the Flow - Waterways of London | <ul style="list-style-type: none"> Be able to find out about aspects of the past from a range of sources Find out about an aspect of local history Be able to enquire into historical issues and their effects on people's lives | <ul style="list-style-type: none"> Be able to collect and record evidence to answer geographical questions Be able to identify geographical patterns and to use their knowledge and understanding to explain them Be able to use appropriate geographical vocabulary to describe and interpret their surroundings Be able to use instruments to make measurements Be able to use appropriate techniques to gather information Be able to use and interpret globes and maps in a variety of scales Be able to explain how physical and human processes lead to similarities and differences between places | <ul style="list-style-type: none"> 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 and painting with a range of materials knowledge and skills as laid out in the KS2 programme of study | |
| Spring 1 | Active Planet | | <ul style="list-style-type: none"> Describe key aspects of physical geography – mountains, volcanoes and earthquakes | <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures Design, make and evaluate as laid out in KS2 programme of study | |
| Spring 2 | 80 Days Around the World | <ul style="list-style-type: none"> Be able to find out about aspects of the past from a range of sources | <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key | <ul style="list-style-type: none"> 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, | |

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| | | | <p>physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>including sculpture with a range of materials</p> <ul style="list-style-type: none"> • knowledge and skills as laid out in the KS2 programme of study | |
| Summer 1 | Stone Age to Iron Age | <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age | | <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Design, make and evaluate as laid out in KS2 programme of study | |
| Summer 2 | Take One Picture | | | | |

All classes to carry out a geographical skills and fieldwork lesson

Year 3 Enquiry Skills Map

| Subject Area | | End of Year Expectations | Greater Depth |
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| History | | <p>Can they pose and respond to questions about a person or event from the past using different sources?</p> <ul style="list-style-type: none"> •Can they begin to use more than one source of information to bring together a conclusion about an historical event? •Can they describe events and periods from history using appropriate subject vocabulary | <p>Can they reflect and explain how events from the past have shaped their lives today?</p> <ul style="list-style-type: none"> •Can they form reasoned arguments for why events from the past are interpreted in different ways? |
| Geography | | <p>Can they select geographical vocabulary independently to describe and compare localities?</p> <ul style="list-style-type: none"> •Can they identify that localities may have similar and different characteristics? •Can they use and compare two maps explaining the purpose of each? | <p>Can they make geographical inferences through a variety of geographical sources?</p> <ul style="list-style-type: none"> •Can they make links using prior knowledge and ask and answer geographical questions? |
| DT | Developing, Planning and Communicating Ideas | <p>Can they plan their design, using accurate diagrams and labels?</p> <ul style="list-style-type: none"> •Can they plan the equipment/ tools needed and give reasons why? •Can they start to order the main stages of making their product? •Can they identify a design criteria and establish a purpose/ audience for their product? •How realistic are their plans? e.g. tools, equipment, materials, components? | |
| | Working with Tools, Equipment, Materials and Components | <p>Can they use equipment and tools accurately and safely?</p> <ul style="list-style-type: none"> •Can they select the most appropriate materials, tools and techniques to use? •Can they manipulate materials using a range of tools and equipment? •Can they measure, cut and assemble with increasing accuracy? | |
| | Evaluating Processes and Products | <ul style="list-style-type: none"> • Start to think about their ideas as they make progress and be willing to make changes if this helps them to improve their work? •Can they assess how well their product works in relation to the purpose? •Can they explain how they could change their design to make it better? | |
| Art | Drawing | <p>Can they use their sketches to develop a final piece of work?</p> <ul style="list-style-type: none"> •Can they use drawing as a tool to express and idea? •Can they use different shading techniques to give depth to a drawing? •Can they use different shading techniques to create texture in a drawing? | |
| | Painting | <p>Can they mix a range of colours in the colour wheel?</p> <ul style="list-style-type: none"> •Can they identify what colours work well together? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? | |
| | Printing | <p>Can they experiment with layered printing using 2 colours or more?</p> <ul style="list-style-type: none"> •Can they understand how printing can be used to make numerous designs? •Can they transfer a drawing into a print? | |

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| | Textiles/3D | <p>Can they add layers onto their work to create texture and shape?</p> <ul style="list-style-type: none"> •Can they work collaboratively to create a large sculptural form? •Can they use fabrics to build an image? •Can they add detail to a piece of work? •Can they add texture to a piece of work? | |
| | Collage | <p>Can they overlap materials?</p> <ul style="list-style-type: none"> •Can they use collage as a tool to develop a piece in mixed media? •Can they use collage to create a mood board of ideas? | |
| | Sketchbooks | <p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <ul style="list-style-type: none"> •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books | |
| | Knowledge | <p>Can they compare the work of different artists?</p> <ul style="list-style-type: none"> •Can they explore work from other cultures? •Can they communicate what they feel the artist is trying to express in their work? •Can they communicate what they are trying to express in their own work? | <p>Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork?</p> <ul style="list-style-type: none"> •Can they adapt or improve their original ideas? •Can they explain why they have selected specific materials for their artwork? •Can they begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature? |
| Music | Performing | <p>Do they sing songs from memory with increasing expression, accuracy and fluency?</p> <ul style="list-style-type: none"> •Do they maintain a simple part within an ensemble? •Do they modulate and control their voice when singing and pronounce the words clearly? •Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? •Can they improvise (including call and response) within a group using the voice? •Can they collaborate to create a piece of music? | <p>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p> |
| | Composing | <p>Can they create repeated patterns using a range instruments?</p> <ul style="list-style-type: none"> •Can they create accompaniments for melodies? •Can they combine different sounds to create a specific mood or feeling? •Do they understand how the use of tempo can provide contrast within a piece of music? •Can they begin to read and write musical notation? •Can they effectively choose, order, combine and control sounds to create different textures? •Can they use silent beats for effect (rests)? •Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition? | <p>Can they compose a simple piece of music that they can recall to use again?</p> <ul style="list-style-type: none"> •Do they understand metre in 4 beats; then 3 beats? |

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| | Appraising | <p>Can they create repeated patterns using a range instruments?</p> <ul style="list-style-type: none"> •Can they create accompaniments for melodies? •Can they combine different sounds to create a specific mood or feeling? •Do they understand how the use of tempo can provide contrast within a piece of music? •Can they begin to read and write musical notation? •Can they effectively choose, order, combine and control sounds to create different textures? •Can they use silent beats for effect (rests)? •Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition? | <p>Can they recognise changes in sounds that move incrementally and more dramatically?</p> <ul style="list-style-type: none"> •Can they compare repetition, contrast and variation within a piece of music? |
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Year 3 Science Knowledge and Skills Map

| Area | End of Year Expectations | Greater Depth |
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| Plants | <ul style="list-style-type: none"> • Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Range of plants. • Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? • Can they investigate the way in which water is transported within plants? • Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? • Can they record their observations in different ways including labelled diagrams, charts etc. and use secondary sources? • Can they plan and set up a fair test and explain why it was fair? • Can they explain what they have found out and use their measurements to say whether it helps to answer their question? • Can they set up a simple test to make comparisons? | <ul style="list-style-type: none"> • Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)? |
| Animals Including Humans | <ul style="list-style-type: none"> • Can they explain the importance of a nutritionally balanced diet? • Can they describe how nutrients, water and oxygen are transported within animals and humans? | <ul style="list-style-type: none"> • Can they explain how the muscular and skeletal systems work together to create movement? • Can they classify living things and non-living things by a number of characteristics that they have thought of? |

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| | <ul style="list-style-type: none"> • Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? • Can they describe and explain the skeletal system of a human? • Can they describe and explain the muscular system of a human? • Can they describe what they have found using scientific language? • Can they describe what they have found out using secondary sources. | <ul style="list-style-type: none"> • Can they explain how people, weather and the environment can affect living things? • Can they explain how certain living things depend on one another to survive? |
| Rocks | <ul style="list-style-type: none"> • Can they compare and group together different rocks on the basis of their appearance and simple physical properties? • Can they describe and explain how different rocks can be useful to us? • Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? • Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? • Can they recognise that soils are made from rocks and organic matter? • Can they describe what they have found using scientific language? • Can they classify objects in different ways? • Can they describe what they have found using scientific language? • Can they use different ideas and suggest how to find something out? | <ul style="list-style-type: none"> • Can they classify igneous and sedimentary rocks? • Can they begin to relate the properties of rocks with their uses? |
| Forces and Magnets | <ul style="list-style-type: none"> • Can they compare how things move on different surfaces? • Can they observe that magnetic forces can be transmitted without direct contact? • Can they observe how some magnets attract or repel each other? • Can they identify and classify which everyday materials are attracted to magnets and which are not? • Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? • Can they describe magnets have having two poles (N & S)? and predict whether two magnets will attract or repel each other depending on which poles are facing? • Can they make and record a prediction before testing? • Can they take accurate measurements using different equipment and units of measure? • Can they set up a simple fair test to make comparisons? • Can they explain what they have found out and use their measurements to say whether it helps to answer their question? • Can they record their observations in different ways such as labelled diagrams, charts etc.? | <ul style="list-style-type: none"> • Can they investigate the strengths of different magnets and find fair ways to compare them? |

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| Light | <ul style="list-style-type: none"> • Can they recognise that they need light in order to see things? • Can they recognise that dark is the absence of light? • Can they notice that light is reflected from surfaces? • Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? • Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? • Can they find patterns in the way that the size of shadows change? • Can they explain the difference between transparent, translucent and opaque? • Can they set up a simple fair test to make comparisons? • Can they describe what they have found using scientific language? • Can they record their observations in different ways including labelled diagrams, charts etc? | <ul style="list-style-type: none"> • Can they explain why lights need to be bright or dimmer according to need? • Can they say what happens to the electricity when more batteries are added? • Can they explain why their shadow changes when the light source is moved closer or further from the object? |
| Working Scientifically | | |
| Planning | <ul style="list-style-type: none"> • Can they use different ideas and suggest how to find something out? • Can they make and record a prediction before testing? • Can they plan a fair test and explain why it was fair? • Can they set up a simple fair test to make comparisons? • Can they explain why they need to collect information to answer a question? | <ul style="list-style-type: none"> • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? |
| Obtaining and Presenting Evidence | <ul style="list-style-type: none"> • Can they take accurate measurements using different equipment and units of measure? • Can they record their observations in different ways such as labelled diagrams, charts etc.? • Can they describe what they have found using scientific language? | <ul style="list-style-type: none"> • Can they explain their findings in different ways (display, presentation, writing)? • Can they use their findings to draw a simple conclusion? • Can they suggest improvements and predictions for further tests? |
| Considering Evidence and Evaluating | <ul style="list-style-type: none"> • Can they explain what they have found out and use their measurements to say whether it helps to answer their question? | <ul style="list-style-type: none"> • Can they suggest how to improve their work if they did it again? |
| Types of Investigation | <ul style="list-style-type: none"> • Children should have the opportunity to investigate • Observing changes over different periods of time • Noticing patterns • Grouping and classifying • Carrying out comparative and fair tests • Finding things out using secondary resources | <ul style="list-style-type: none"> • |