YEAR 3 CURRICULUM MAP *(TOPICS MAY BE MOVED AROUND AT TEACHERS' DISCRETION)* CROSS-CURRICULAR LINKS

OPPORTUNITIES FOR SPIRITUAL EXPERIENCES MATHS LINKS (SEE DETAILS BELOW) CROSS CURRICULAR WRITING OPPORTUNITIES

SUBJECT	AUTUMN		SPRING		SUMMER	
SCIENCE	Forces and Magnets: Attraction and repulsion, magnetic/non-magnetic materials, magnetic poles How things move on different surfaces (friction) AQ Maths links: Measurement, Data		Animals inc. Humans: Nutrition, skeletons and muscles AQ Light: light and dark, reflection, shadows Maths links: Time, Measurement		Plants: identify functions of plant parts, growth and life cycles Rocks: compare different kinds of fossils, what soil is made from. Maths link: Data Writing Link: Explanation AW AQ OPU	
R.E.	**Value: CREATIVITY** UNIT L2.1: What do Christians learn from the Creation story? Harvest	**Value: COURAGE** UNIT L2.9: How do festivals and worship show what matters to Muslims? Festivals: Christmas, Eid, Divali, Remembrance OPU	**Value: JUSTICE** UNIT L2.10: How do festivals and family life show what matters to Jews? Lent Service OPU	**Value: FORGIVENESS** UNIT L2.2: What is it like for someone to follow God? Festivals: Easter, Ramadan Writing Link: Discussion	**Value: TRUST** UNIT L2.4: What kind of world did Jesus want? Class Assemblies	**Value: PEACE** UNIT L2.12: How and why do people try to make the world a better place? Class Assemblies
HISTORY/ GEOGRAPHY	Local Area Study: The Black Country: From Victorian Times to Now AQ OPU Writing Link: Persuasion Maths link: Place Value Black History		Ancient Egyptians / Egypt Physical geography of Egypt AQ OPU Writing Links: Instructions, Non-chronological report Maths links: Measurement		North America: 'The Wild West' Road trip to the USA AQ OPU Maths links: Data Writing Link: Recount	
ART/ DESIGN	Local Artist: William Morris Dudley-inspired art AQ AW INS		Drawing skills Hieroglyphics cartouche, Egyptian art, pharaonic art Maths links: Shape, Measurement		Famous Artists: Lowry, William Blake	
D.T.	Canal Art AW AQ OPU		Sculpture: Sarcophagus Clay canopic jars AW AQ		Food Technology mini-project: "Sandwich Snacks" Maths links: Data, Measurement	
P.E.	GetSet4PE Units Fundamentals Y3/4 Ball Skills Y3/4 Swimming	GetSet4PE Units Yoga Tennis Swimming	GetSet4PE Units Cricket Gymnastics Swimming	GetSet4PE Units Dance Basketball Swimming	GetSet4PE Units Fitness Rounders Swimming	GetSet4PE Units Athletics Hockey Swimming *Sports Day* INS
COMPUTING	*Online Safety* → Kapow Unit: Computing systems 1: Networks	Kapow Unit: Programming: Scratch	Kapow Unit: Computing systems 2: Emailing	Kapow Unit: Computing systems 3: Inside a computer	Kapow Unit: Using devices other than iPads	Kapow Unit: Data Handling: Comparison cards databases
MUSIC	DPA-led Violin lessons (weekly) →				Class Assemblies	
PSHE (inc. HRE)	Democracy: what it is, its importance Healthy Living: food groups; healthy teeth	Anti-bullying Week activities Friendships: de-escalating and resolving conflicts	The wider World: donating to charity; compare UK life to other countries; explore gender stereotypes	E-safety: keeping safe online; who to talk to if concerned Fire safety	Relationships: qualities of a good friend; healthy relationships; different types of families	Well-being: the right to say 'no'; identifying positive thoughts; who to contact for help or support
MFL	***Language Angels*** online Spanish platform →					

SUBJECT OBJECTIVES *(STATUTORY)*

(Suggested Maths links)

SCIENCE	**Working scientifically** ▪ During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings. **Maths link: Interpret data in investigations** **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. **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 (HRE)** ▪ 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. **Maths link: Data - sort rocks, Venn & Carroll diagrams** **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 changes. **Maths links: Time - night & day, Measurement - length of shadows** **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. **Maths link: Measurement - reading scales on Newton meters**
R.E.	**Festivals:** Harvest, Remembrance, Christmas, Eid, Diwali, Easter, Mothering Sunday, Lent **New Worcestershire Agreed Syllabus Units:** L2.1: What do Christians learn from the Creation story? L2.2: What is it like for someone to follow God? L2.4: What kind of world did Jesus want? L2.9: How do festivals and worship show what matters to Muslims? L2.10: How do festivals and family life show what matters to Jews? L2.12: How and why do people try to make the world a better place?

HISTORY	Pupils should be taught about: ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. kings and queens, Battle of Britain) ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. **Maths links: Measurement, Place Value - Timelines, population, temperature**
GEOGRAPHY	Pupils should be taught to: **Locational knowledge** ▪ 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 physical and human characteristics, countries, and major cities ▪ 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 ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ 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 water **Geographical skills and fieldwork** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ 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. **Maths links: Coordinates & distance on maps, Data for local area**

D.T.	Pupils should be taught to: **Design** ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ▪ 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 **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. **Cooking and nutrition** ▪ 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. **Maths links: Data - survey, Time - calendar, Measurement – scale**
ART/DESIGN	Pupils should be taught: ▪ 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. **Maths links: Shape - 3D shape, Measurement**
P.E.	Pupils should be taught to: ▪ 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 **Maths link: Measurement – Time/distance** **Swimming and water safety** Pupils should be taught to: ▪ 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.

I.C.T.	Pupils should be taught to: ▪ 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 world wide web; 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 ▪ **use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (HRE)** **Maths links: Data - Interpret data in research; Measurement – Time; Shape and Space - Angles, enlarge/decrease, symmetry; PSR**
MUSIC	Pupils should be taught 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 ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
MFL	Pupils should be taught to: ▪ 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 ▪ 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.