

Year 3 Curriculum Map

Autumn Autumn 1 8 weeks Autumn 2 7 weeks		Spring Spring 1 6 weeks Spring 2 7 weeks		Summer Summer 1 4 weeks Summer 2 7 weeks	
The Dragon Began		Plants Awesome or awful		Urban developers	
Question	Are dragons real?	Question	Which plants would grow and survive in Narnia?	Question	Where did Birmingham come from?
Hook	Dragon eggs	Hook:		Hook:	Bid for international event
Experience	Create a pond Forest school	Experience	Snowdome/play in snow (word banking) Creaturama Egyptian day	Experience	Trip to Birmingham to explore landmarks and land use
Books	The Dragon Slayer	Books	The Lion, The Witch and The Wardrobe	Books	Topic books linked to history and geography of Birmingham
Arts	Julian Opie	Arts	Design and make a coffin for a mummy	Arts	Technical drawings of Birmingham landmarks

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<p>The Pegasus rule of law SMSC</p> <ul style="list-style-type: none"> • Accepting and engaging with British values • Knowledge of Britain’s democratic parliamentary system and its role in shaping our history and values, including its current work and role in developing our country <p>Stimulus: Giraffe’s Can’t Dance Outcome: Narrative Retell story / GD another character’s point of view (lion)</p> <p>SMSC</p> <ul style="list-style-type: none"> • Interest in exploring and reasoning regarding moral and ethical issues, including hearing the viewpoints of others • Ability to be reflective • Willingness to reflect on their experiences <p>Stimulus: Tuesday Outcome: Write a non-chronological report on frogs – research</p> <p>Stimulus: Tuesday Outcome: Describing character description of the frogs in the story</p> <p>Stimulus: The Cat began Outcome: Poetry inventing The Dragon Began / Invent animal of their own choice</p> <p>SMSC</p> <ul style="list-style-type: none"> • Use of imagination and creativity in learning 	<p>Stimulus: Zagazoo Outcome: Narrative</p> <p>Stimulus: Narnia (visual literacy) Outcome: Describing Setting description</p> <p>Stimulus: The Lion, The Witch and The Wardrobe Outcome 1: Explaining Letter</p> <p>Outcome: Poetry – Diamante style 7 lines using a set structure (choice of focus)</p> <p>Science: Biology Plants Describe the parts of a plant and the functions: Roots Stem Trunk Leaves</p> <p>Celery experiment – how does the water travel up the plant? Sketch and draw the parts of a plant Sc1: Ask and answer relevant questions Where would a cactus grow? Why? Types of plants and their habitats</p> <p>Explanation (Sequential) – Science report on how water is transported through the plant</p> <p>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</p>	<p>Writing:</p> <p>Stimulus: Pictures of our city – what can you see? Andrew Fusek – last night I saw the city breathing’ Outcome: Poem Create own poem ‘ Last night I saw Birmingham breathing.</p> <p>Stimulus: leaflet on places Outcomes: design a leaflet on Birmingham to convince people to visit.</p> <p>Geography: Our City / Birmingham and the UK Geographical skills and field work (What makes a city? Birmingham) POS: Locational knowledge, economic activity, physical and human features ; classify data Key Skills:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 <p>Information text – Geography visit using geographical language and technical drawings SMSC</p> <ul style="list-style-type: none"> • Understanding and appreciation of cultural influences that have shapes own heritage and that of others
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<p>Stimulus: The Dragon Slayer Outcome: Narrative story ending (Invent)</p> <p>Cross curricular writing Responding (personal) – viewing their thoughts on Julian Opie – likes and dislikes of his technique PowerPoint and spoken presentation on animals and living things</p> <p>Science: Biology Which animals have adapted the most? Animals and humans (Y3/4 content); Classify different types of animals Mammals Reptiles Amphibians Skeletons and muscles Name the function of skeletons and muscles Sc1: Make systematic and careful observations; similarities and differences Experiment – Who’s the strongest child? Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Maths link Statistics to present scientific findings.</p> <p>Art: Julian Opie Outcome: Technical drawing of an animal from shared text Skill: Experiment with sketching and colour Use sketch books to collect, record and evaluate ideas</p>	<p>Dissect a 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</p> <p>SMSC</p> <ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them <p>Art Observational drawing of plants Skills: shape, form, space</p> <ul style="list-style-type: none"> Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects and designers Create and combine solid shapes Create images and explain why they are created (digital media) <p>History: Window through time Ancient Egypt Key Skills Knowledge: To demonstrate knowledge of events, people and changes Enquiry: To use different sources to answer questions based upon the past. Chronological Understanding: Periods of time POS: Achievements of the earliest civilisations; using a range of sources DT: Construction using different materials</p>	<ul style="list-style-type: none"> Understanding and appreciation of a range of different cultures to aid living in modern Britain Use of a range of social skills in different contexts <p>Maths Timeline Co-ordinates and measuring skills Stimulus: Rumpelstiltskin Outcome: Explaining Newspaper report How do shadows change experiment ? Use 3D shapes and torches to measure the length of shadows. How can you make the test fair? How does the distance change the length of the shadow? 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.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Shadow Art –</p> <p>Skill: Shading</p> <p>Content: Julian Opie Outcome: Landmark of Castle Vale Skill: Colour blocking based on evaluated work</p> </div> </div>
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Improve mastery of techniques such as drawing, painting and sculpture with varied materials
Learn about great artists, architects and designers

- Develop ideas from starting points throughout the curriculum
- Collect information

Material: Pencil and colouring pencil

Science: Forces and Magnets

Scientist: William Gilbert

Sc1: Gathering, recording and presenting information (tables and charts); setting up fair tests

Magnet experiment – which is the strongest?

- 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.

RE

Outcome: Coffin for a mummy model

Materials: Modelling wire and Mod-roc

- Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular groups or individuals
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from a wider range of tools and equipment to perform practical tasks, according to their functional properties and aesthetic qualities

Maths

Measure

Recording data

Writing

Outcome: Poetry – Diamante style

7 lines using a set structure (choice of focus)

Cross curricular writing

Explanation (factorial) – how light travels

Instructions (procedures) – Embalming

RE



Material: Paint

Outcome: graffiti art for Birmingham

RE

Theme:
Hindu Beliefs

Key Question:
How can Brahman be everywhere and in everything?

Religion: Hinduism

Theme:
Sharing and Community

Key Question:
Do Sikhs think it is important to share?

Religion: Sikhism

Theme:
Pilgrimage to the River Ganges

Key Question:
Would visiting the River Ganges feel special to a non-Hindu?

Religion: Hinduism

Theme:
Prayer and Worship

Key Question:
What is the best way for a Sikh to show commitment to God?

Religion: Sikhism

SMSC

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<p>Theme: Diwali</p> <p>Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p> <p>*Theme: The Amrit Ceremony and the Khalsa</p> <p>Key Question: Does joining the Khalsa make a person a better Sikh?</p> <p>Religion: Sikhism</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p> <p>SMSC</p> <ul style="list-style-type: none"> • Opportunity to respect, accept and celebrate diversity shown through tolerance and positive attitudes towards different religions, ethnic and socio-economic groups in local, national and global communities • Interest in exploring, understanding of and respect for different faiths and cultural diversity <p>School council elections- democracy</p> <ul style="list-style-type: none"> • Knowledge of Britain’s democratic parliamentary system and its role in shaping our history and values, including its current work and in role and developing our country 	<p>Theme: Jesus’ Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p> <p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is ‘good’ about Good Friday?</p> <p>Religion: Christianity</p> <p>SMSC</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong, and apply to life including living in modern Britain • Understanding consequences of their behaviour <p>Homework project Through the door – 2 settings entered through a door</p> <p>Reading spine The Abominables Ice Cat</p>	<ul style="list-style-type: none"> • Willingness to participate in a variety of communities/social settings through resolving differences <p>Homework project 3d model of Birmingham landmark</p> <p>Reading spine Babe- sheep pig The Iron Man The Battle of Bubble and Squeak</p>
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Social Enterprise project – September design a Christmas card for Jack Dromey

SMSC

- Accepting and engaging with British values so enabling them to make a positive and productive contribution to life in modern Britain
- Willingness to participate in and respond to artistic, sporting and cultural opportunities

Homework project

Using natural materials to create a dragon nest and egg

Reading spine

Hansel and Gretel

The Lion, The Witch And The Wardrobe

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