



Long Term Wider Curriculum Map

Year 3

	Autumn Term	Spring Term	Summer Term
	Who was here before me? (H)	Where in the world are we? (G)	Can you survive the curse? (H)
Science	Working Scientifically - on going across the year		
	Animals , including humans Plants	Light Rocks	Plants Forces and Magnets
Computing	Computer Science - write programs that accomplish specific goals. IT Digital Literacy	IT - use a variety of software packages, collect information, Digital Literacy	Computer Science - work with various forms of input/output IT - effective searching Presentation Digital Literacy
History	Change - Stone Age to Iron Age Who was here before me? <ul style="list-style-type: none"> To sequence events or artefacts. To use dates related to the passing of time. To identify and give reasons for different ways in which the past is represented. To use a range of sources to find out about a period. To observe small details - artefacts, pictures. To begin to use the library, e-learning for research. To ask and answer questions. To communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama, mode. 		Earliest civilisation - choice e.g. Egypt/Ancient China Why are the pyramids in Egypt? <ul style="list-style-type: none"> To find out about everyday lives of people in time studied. To compare with our life today. To identify reasons for and results of people's actions. To study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt). To look at representations of the period - museum, cartoons etc. To use a range of sources to find out about a period. To observe small details - artefacts, pictures. To begin to use the library, e-learning for research. To ask and answer questions. To communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama, mode.
Geography		Locational knowledge - exploring the UK - name and locate counties and cities of the UK, geographical regions and human/physical features. <ul style="list-style-type: none"> To describe route and direction -8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/industry/transport. To ask geographical questions: where is this location? What do you think about it? To analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population. To identify and explain different views of people including themselves e.g. views of different 	Geographical skills and fieldwork -using maps, atlases and globes

		<p>sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling.</p> <ul style="list-style-type: none"> • To collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases). • To use more detailed field sketches and diagrams. • To draw maps more accurately. • To plan view (from above). • To use key accurately use contents/index to locate page quickly and accurately (ICT). 	
Geographical skills and fieldwork - on going across the year			
DT	<ul style="list-style-type: none"> • To start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. • To understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • To begin to know that to be active and healthy, food and drink are needed to provide energy for the body. 	<ul style="list-style-type: none"> • To explain their choice of tools and equipment in relation to the skills and techniques they will be using. • To start to work safely and accurately with a range of simple tools. • To start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • To start to evaluate their product against original design criteria e.g. how well it meets its intended purpose. • To begin to disassemble and evaluate familiar products and consider the views of others to improve them. 	<ul style="list-style-type: none"> • To start to order the main stages of making a product. • To identify a purpose and establish criteria for a successful product. • To know to make drawings with labels when designing. • To when planning explain their choice of materials and components including function and aesthetics. • To start to evaluate their product against original design criteria e.g. how well it meets its intended purpose. • To begin to disassemble and evaluate familiar products and consider the views of others to improve them.
Art & Design	<ul style="list-style-type: none"> • To develop intricate patterns/marks with a variety of media. • To create textures and patterns with a wide range of drawing implements. • To mix colour, shades and tones with increasing confidence. • To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To explore a range of great artists, architects and designers in history. Artists: Rothko, Rivera, Indian Miniatures, O'Keeffe, Abstract, Expressionism. 	<ul style="list-style-type: none"> • To continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To print simple pictures using different printing techniques. • To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Artists: Picasso, Hopper, Surrealism etc. 	<ul style="list-style-type: none"> • To record media explorations and experimentations as well as try out ideas. • To produce more intricate surface patterns/ textures and use them when appropriate. • To continue to explore carving as a form of 3D art. • To continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art). Egyptian Artefacts
Create sketchbooks to record observations			
Music	<p>Play and perform - rhymes/raps/action songs including 'Cave man song' - keeping pulse/beat</p> <p>Improvise and Compose - percussion band/ensemble - playing word rhythms using Stone-Iron Age ideas</p>	<p>Play and perform - notated, repeated rhythms - derived from UK cities/places: Sequence-structure create</p> <p>textures (say/play)</p> <p>Listen and appraise - regional songs/dances - folk and national music</p>	<p>Play and Perform - tuned instruments:</p> <p>pentatonic / modal improvisation and</p> <p>compositions using Egyptian ideas</p> <p>Understand notation - Charanga notated music: soh-me (Kodaly-</p>



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			style) Egyptian Dawn etc.
MFL	All About Me Introducing self and family Greeting people Counting 1-12	Games and Songs Saying what there is Giving opinions More counting (13-20)	Portraits Saying what you and other people have or don't have Saying what something is or is like
P.E.	Games & Gymnastics Games & Dance	Dance Games & Gymnastics	Games Dance & Athletics
R.E.	How do Hindus worship? How and why is Advent important to Christians?	What can we learn about Christian symbols and beliefs by visiting Churches? What do Christians remember on Palm Sunday?	What do Hindus believe and how does this affect the way they live their lives?
Whole School Weeks	Christmas Eid Anti-bullying Week Diwali	Chinese New Year World Book Day Easter	Transition Week

Additional information relating to Computing.			
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