

Curriculum Map 2018-2019

YEAR THREE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Chocolate Have you ever wondered where chocolate comes from? It doesn't just appear on the shop shelves. The children will be learning about the production and manufacturing of chocolate. They will discover that chocolate has been around for many years. The children will explore different fair trade productions and how this affects the world. The children will also be making fantastic chocolate creations which they will get to enjoy!		Breaking news When was the first newspaper produced? Read all about it, read all about it! The children will be exploring the history of the newspaper press and discovering when and where it all began. They will be looking at different types of news and using this to plan for their own article. The children will propose a topic they would like to report on, research, interview and write their own article to be part of a class newspaper. Watch this space, there are newspapers for sale!		The environment Pollution is changing our world! Let's make a difference! The children will be researching how our environment has changed over the years by carrying out surveys and studies. They will be proposing different ideas of what they can do to change the environment and make it a better place. They will be creating their own 'save the environment' campaigns. What this space, we will be crafting using recyclable materials.	
Literacy Text to Support	Charlie and the chocolate factory-Roald Dahl.		Non-fiction texts about newspapers. Children's newspapers. Oliver and the seawigs.		Non-fiction texts about the environment.	
Traditional and Fairy Tales			The real story of the three little pigs.			

Science	<p>Teeth and healthy eating</p> <ul style="list-style-type: none"> • Identify the different types of teeth and their functions • Identify and describe the differences between human and animal teeth • Describe what a balanced diet is and how important this is for our bodies <p>Rocks and soils</p> <ul style="list-style-type: none"> • 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 • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 	<p>Forces including magnets</p> <ul style="list-style-type: none"> • 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 s 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 one materials and not others • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Plants</p> <ul style="list-style-type: none"> • Explore the requirements of plants for life and growth. • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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>Animals including humans</p> <ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement • 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 <p>Light</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Recognise that they need light in order to see things and that dark is the absence of 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 a solid object
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			<ul style="list-style-type: none"> Find patterns in the way that the size of shadows changes
Visits and Visitors	Chocolate making in school Make Do DT challenge.	Visitor that works in the newspaper sector	High Elms
Experiences	Chocolate making Disclosing tablets- teeth Make Do DT challenge.	Selling their own newspapers	French day Environment surveys in the local area
Computing	<p>The children will collect and combine information and data. They will design and create content to accomplish a given goal. The children will use technology responsibly and recognize acceptable / unacceptable behaviour and content. They will appreciate how search results are selected And be selective when using digital content. The children will understand how computer networks can provide multiple services, such as the world wide web. The children will understand the opportunities computer networks offer for communication.</p>	<p>The children will use technology responsibly. They will design and create content to accomplish a given goal. The children can choose from a variety of software and internet services to accomplish given goals.</p>	<p>The children will use technology responsibly. They will collect and combine information and data. The children will choose from a variety of software and internet services to accomplish given goals.</p>

History	<p>The children will discuss historical changes in Britain; and how this impacted the development of chocolate.</p> <p>The children will to develop a chronologically secure knowledge and understanding of the history of chocolate.</p> <p>The children will note connections, contrasts and trends over time to show how chocolate has developed.</p> <p>They will construct informed responses that involve thoughtful selection and organisation of relevant historical information they have gained about the development of chocolate.</p>	<p>The children will give simple reasons as to why key events happened in history.</p> <p>The children will discuss historical changes in Britain; what caused them and the impact on life in Britain.</p> <p>The children will give simple reasons as to why key events happened in history.</p> <p>The children will identify and describe changes between specific periods of history.</p> <p>The children will examine and compare artefacts.</p> <p>The children will discuss the impact of significant historical events, people and places in their own locality.</p>	<p>The children will explain the achievements of ancient civilizations and their impact on the world in the past and today.</p> <p>The children will discuss historical changes in Britain; what caused them and the impact on life in Britain.</p> <p>The children will discuss the impact of significant historical events, people and places in their own locality.</p>
Geography	<p>The children will locate the position of the Equator and Northern and Southern Hemispheres and identify where chocolate is produced and manufactured.</p> <p>The children will locate world continents/countries and identify the key human and physical characteristics that support the production of the cacao bean.</p>	<p>The children will describe and understand the workings of rivers, mountains, volcanoes and earthquakes.</p> <p>The children will understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country.</p>	<p>The children will take photographs of the local area to help them produce a simple map.</p> <p>They will create a survey to explore human or physical features in the local area.</p> <p>The will use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p> <p>They will understand similarities and</p>

			<p>differences in the human and physical differences with a region of the UK and the region of a European country.</p> <p>The children will describe and understand different types of settlement and land use.</p>
Art	<p>The children will use a sketchbook to record their observations and develop ideas.</p> <p>With wax crayon, the children can plan and use different pressure to produce a picture working from light to dark.</p> <p>The children will mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>The children will mix and match colours for purpose: skin tones, backgrounds.</p>	<p>The children will select the brush size and type depending on the task.</p> <p>The children will mix and match colours for purpose: skin tones, backgrounds.</p> <p>The children will mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>The children will choose a suitable surface to work on.</p>	<p>The children will make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.</p> <p>The children will create images in the style of an artist from history.</p> <p>The children will discuss and describe well known artists' work and explain how their work is similar/different.</p> <p>The children will discuss and describe well known architects' work and explain how their work is similar/different.</p>
Design technology	<p>The children will design and make a vehicle out of cardboard. In doing so, they will cover several skills including: generating and developing their ideas through discussion. The children will design products that are functional and designed for purpose. The children will explain strengths and weaknesses of existing products. The children will</p>	<p>The children will generate and develop their ideas through discussion.</p> <p>The children will design products that are functional and designed for purpose.</p> <p>The children will explain strengths and weaknesses of existing products.</p> <p>The children will evaluate his/her work against his/her own design criteria.</p> <p>The children will discuss and describe well</p>	<p>The children will join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch.</p> <p>The children will choose the most appropriate joining technique to add a decoration to a piece of fabric.</p>

	<p>evaluate his/her work against his/her own design criteria. The children will discuss and describe well known designers and inventors and their work.</p> <p>The children understand all sections of the EatWell plate and why they differ in size. They understand that different foods are produced in different areas of the world.</p>	<p>known designers and inventors and their work. The children will create a shell or frame structure, strengthening with diagonal struts.</p>	<p>They will cut slots.</p> <p>They will use given sewing patterns or printing blocks to add detail to his/her designs.</p>
RE	Harvest, Thanks giving and Christmas. The festivals of light.	The Bible. Parables of Jesus. Easter.	Special places including the church.
Music	Djembe drumming Singing	Djembe drumming Exploring pitch	Djembe drumming Exploring structure
PSHEC	Being me in the world and celebrating our differences.	Dreams and goals. A healthy me.	Relationships. Changing me.
French	Greetings, instructions, songs, family and numbers.	Animals, body parts, weather and songs.	School, colours, favourite games and songs.
PE	Hockey, basketball, dance and gymnastics.	Football, athletics, dance and gymnastics	Swimming and rounders.