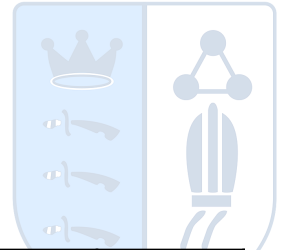
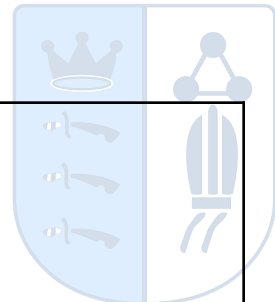
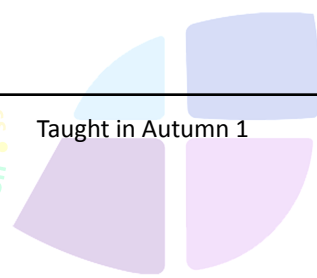
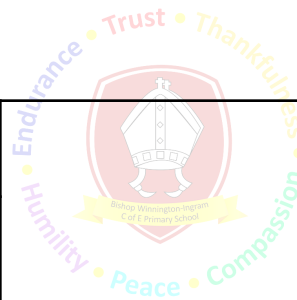


Year 3 Curriculum Map - Autumn Term



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English Genre and Texts	Narrative Stoneage Boy			Holiday Brochure Skara Brae			Narrative, Tragedy The Flood			Non-Chronological Report Earth Shattering Events		
Reading Lesson text	The Hodgeheg Charlie and the chocolate factory											
Maths	Place Value			Addition and Subtraction						Multiplication and Division A		
RE	What is the Bible's Big Story						How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?					
	What is the Bible?	What do the concepts Creation and Fall mean?	What does the concept People of God Mean?	What does the concept of Incarnation mean and why is it significant?	What does the concept of the Gospel mean?	What do the concepts Salvation and Kingdom mean?	What did the prophets foretell about the first Christmas?	How did John the Baptist prepare the way?	Why did God choose Mary?	What clues does the feast of Epiphany give us about Jesus' life?	How does Advent and the feast of the Epiphany help the Christian community live out the true meaning of Christmas?	
Visits / Visitors	Dress Up Day - Stone Age						Pantomime Science museum					
Science	Animals: Movement and Nutrition						Forces and Space: Forces and Magnets					
	To explain the role of a skeleton.	To recognise the main bones in the body.	To explain how muscles are used for movement.	To explain how food is an essential energy source for animals.	To identify the main nutrient groups and their simple functions.	To explain what makes a balanced diet.	To describe the effects of contact forces.	To recognise the effects and uses of forces.	To interpret how and why things move differently on different surfaces.	To describe the effects of magnets.	To compare the properties of different types of magnets.	To explain the uses of magnets.



History	British History 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?						<p>Taught in Autumn 1</p>					
	To recognise the chronology and significance of prehistory.	To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	To use archaeological evidence to investigate the Bronze Age.	To use deductions to explain how bronze transformed prehistoric life.	To understand the importance of trade during the Iron Age.	To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.						
Geography	Taught in Autumn 2						Why do people live near volcanoes?					
							To name and describe the layers of the Earth.	To explain how and where mountains are formed.	To explain why volcanoes happen and where they occur.	To recognise the negative and positive effects of living near a volcano.	To explain what earthquakes are and where they occur.	To observe and record the location of rocks around the school grounds and discuss findings.
Art and DT	Mixed Media- Prehistoric Painting						Cooking and Nutrition: Eating Seasonally					
	To apply an understanding of prehistoric human-made art.	To understand and use scale to enlarge drawings in a different medium.	To explore how natural products produce pigments to make different colours.	To select and apply a range of painting techniques.	To apply painting skills when creating a collaborative artwork.		To explain why food comes from different places around the world.	To explain the benefits of seasonal foods.	To develop cutting and peeling skills.	To evaluate seasonal ingredients.	To design a mock-up using criteria.	To evaluate a dish.
PSHE	Health and Wellbeing						Family and Relationships					
	To understand and plan for a healthy lifestyle including physical activity, rest and diet.	To perform a range of relaxation stretches.	To understand the different aspects of my identity.	To identify my own strengths and begin to see how they can affect others.	To break down barriers into smaller, achievable goals.	To recognise when to give consent.	To understand that families love and support each other but sometimes problems can occur and help is available if needed.	To understand that friendships have ups and downs and that problems can be resolved.	To begin to understand the impact of bullying.	To listen and communicate effectively.	To understand why trust is an important part of positive relationships.	To begin to understand the differences between people and why it is important to respect these differences.

Computing	Computing system and networks 1: networks					Programming: Scratch				
	To recognise what a network is.	To demonstrate how information moves around a network.	To demonstrate how a website works.	To explore the role of a router.	To identify the role of packet data.	To explore a programming application.	To use repetition (a loop) in a program.	To program an animation.	To program a story.	To program a game.
Spanish	Spanish greetings with puppets					Classroom objects in Spanish				
Music	Ballads					Creating compositions for an animation				
	To use musical vocabulary to explain the stylistic features of a ballad.	To explore how actions can impact performance.	To plan a musical structure inspired by a story.	To create lyrics that match a melody.	To show awareness of style, structure and features to perform a ballad.	To tell a story from a piece of music through movement.	To create a soundscape using percussion instruments.	To create a range of sounds to accompany a story.	To compose and perform a rhythm to accompany a story.	To compose and notate a short melody to accompany a story.