



Year 3 Curriculum Map 2018/19

Subject	Autumn 1 - Y3	Autumn 2 - Y3
	Tortuga	Egyptians
History	Not covered this half term.	Egyptians Skill 1 - Use an increasing range of common words, historical terms and phrases relating to the passing of time. Skill 2 - Use an increasing range of historical terms relating to the Year 3 topics. (Time before 1066, local history study)
Geography	Weather and Climate Skill 1 - Identify seasonal and daily weather patterns of the United Kingdom. Skill 2 - Identify the location of hot and cold areas of the world in relation to the Equator and the North (Arctic) and South (Antarctic) Poles. Skill 3 - Describe and explain the location of different climate zones. Skill 4 - Gather daily and weekly weather recordings. Skill 5 - Describe and explain weather data.	Not covered this half term.
Science	Plants Skill 1 - Explain what different parts of flowering plants do. Skill 2 - Explore the requirements of plants for life and growth and how they vary from plant to plant. Skill 3 - Investigate the way in which water is transported within plants. Skill 4 - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Skill 5 - Explain differences, similarities or changes related to simple scientific ideas and processes. Skill 6 - Use straightforward scientific evidence to answer questions or to support my findings.	Not covered this half term.
PSHE	Collaboration and making friends Skill 1 - Develop strategies to deal with and manage different relationships.	Not covered this half term.

	Skill 2 - Co-operate in group work.	
RE	<p style="text-align: center;">Belonging (Buddhism)</p> <p>Skill 1 - Describe his/her own responses to the human experience of the concepts studied (Communicate).</p> <p>Skill 2 - Describe examples of how his/her own responses are, or can be, applied in their own life and the lives of others (Apply).</p> <p>Skill 3 - Describe key concepts that are common to all; people as well as those that are common to the lives of many living a religious life (Enquire).</p> <p>Skill 4 - Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion value human experience of the concepts by describing his/her own value to people and through dialoguing with others can recognise, identify and describe some issues raised (Evaluate).</p>	<p style="text-align: center;">Angels</p> <p>Skill 1 - Describe his/her own responses to the human experience of the concepts studied (Communicate).</p> <p>Skill 2 - Describe examples of how his/her own responses are, or can be, applied in their own life and the lives of others (Apply).</p> <p>Skill 3 - Describe key concepts that are common to all; people as well as those that are common to the lives of many living a religious life (Enquire).</p> <p>Skill 4 - Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion value human experience of the concepts by describing his/her own value to people and through dialoguing with others can recognise, identify and describe some issues raised (Evaluate).</p>
Art/Design	<p style="text-align: center;">Sculptures inspired by Andy Goldsworthy</p> <p>Skill 1 - Experiment with different materials to create a range of effects and use these in his/her finished work.</p> <p>Skill 2 - Talk about some of the great artists, architects and designers in history and describe their work.</p>	<p style="text-align: center;">Canopic Jars and Death Masks</p> <p>Skill 1 - Talk about some of the great artists, architects and designers in history and describe their work.</p> <p>Skill 2 - Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Skill 3 - Experiment with different materials to create a range of effects and use these in his/her finished work.</p>
Computing	<p style="text-align: center;">Networks and using computers</p> <p>Skill 1 - Understand computer hardware and how to navigate/save and alter information in shared drivers.</p> <p>Skill 2 - Make choices on which program is best for a given task.</p>	<p style="text-align: center;">E-safety</p> <p>Skill 1 - Recognise and discuss acceptable and unacceptable behaviour online.</p> <p>Skill 2 - Understand to keep personal information private.</p>
DT	Not covered this half term.	Not covered this half term.
Music	<p style="text-align: center;">Percussion</p> <p>Skill 1 - Play and perform in solo or ensemble contexts with confidence (Dynamics).</p> <p>Skill 2 - Find the pulse in songs/music with confidence (Tempo).</p> <p>Skill 3 - Begin to listen to and recall sounds with increasing aural memory (Texture).</p>	<p style="text-align: center;">Songs for performance</p> <p>Skill 1 - Understand some formal, written notation which includes crotchets and rests (Duration).</p> <p>Skill 2 - Confidently recognise a range of musical instruments (Timbre).</p> <p>Skill 3 - Sing songs with multiple parts with increasing confidence (Pitch).</p>

PE	<p style="text-align: center;">OAA</p> <p>Skill 1 - Understand an activity and plan actions and movements so he/she is successful whilst showing an understanding of being safe.</p> <p>Skill 2 - Use a range of skills to move himself/herself from one place to another whilst recognising the different physical demands of the task.</p> <p>Skill 3 - Safety negotiate a given area and find hidden clues/objects.</p> <p>Skill 4 - Show understanding of simple map symbols and generate a map of a given area.</p> <p>Skill 5 - Use maps and diagrams to orientate and travel around a simple course.</p> <p style="text-align: center;">Indoor athletics</p> <p>Skill 1 - Change speed & direction whilst running.</p> <p>Run fast in a straight line using his/her arms to help balance movement.</p> <p>Skill 2 - Jump accurately from a standing position.</p> <p>Skill 3 - Throw a variety of objects with one hand.</p>	<p style="text-align: center;">Multiskills</p> <p>Skill 1 - Stop / catch different sized and shapes balls with control.</p> <p>Skill 2 - Pass a ball to someone else.</p> <p>Skill 3 - Take part in opposed conditioned games.</p> <p>Skill 4 - Hold and use different size rackets/bats to aid his/her performance.</p> <p>Skill 5 - Understand the tactics used against him/her by others.</p> <p style="text-align: center;">Dance</p> <p>Skill 1 - Perform with control & co-ordination.</p> <p>Skill 2 - Respond imaginatively to a variety of stimuli.</p> <p>Skill 3 - Vary dynamics, levels, speed & direction.</p> <p>Skill 4 - Perform in a style that represents a different culture.</p> <p>Skill 5 - Follow a set of instructions to create a dance.</p> <p>Skill 6 - Develop sequence within a group.</p>
Languages	<p style="text-align: center;">Greetings and all about me</p> <p>Skill 1 - Recognise and respond to words and phrases that he/she hears.</p> <p>Skill 2 - Join in with parts of a story or song.</p> <p>Skill 3 - Speak clearly to an audience using good pronunciation.</p> <p>Skill 4 - Match written words and phrases to pictures or symbols.</p>	<p style="text-align: center;">Family and numbers</p> <p>Skill 1 - Recognise and respond to words and phrases that he/she hears.</p> <p>Skill 2 - Join in with parts of a story or song.</p> <p>Skill 3 - Speak clearly to an audience using good pronunciation.</p> <p>Skill 4 - Match written words and phrases to pictures or symbols.</p>
Trips	X	X

Subject	Spring 1 Y3	Spring 2 Y3
History	<p style="text-align: center;">Stone Age</p> <p>Skill 1 - Use an increasing range of common words, historical terms and phrases relating to the passing of time.</p> <p>Skill 2 - Use an increasing range of historical terms relating to the Year 3 topics. (Time before 1066, local history study)</p>	<p style="text-align: center;">Africa</p> <p>Not covered this half term.</p>
Geography		<p style="text-align: center;">Africa</p>

	Not covered this half term.	<p>Skill 1 - Use and interpret world maps, atlases and globes to locate and name 7 continents and 5 oceans.</p> <p>Skill 2 - Identify key similarities & differences between places.</p> <p>Skill 3 - Use four figure grid references.</p>
Science	<p>Light and shadow</p> <p>Skill 1 - Explain that I need light in order to see things and that dark is the absence of light.</p> <p>Skill 2 - Show that light is reflected from surfaces.</p> <p>Skill 3 - Explain that light from the sun can be dangerous and that there are ways to protect eyes.</p> <p>Skill 4 - Show how shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Skill 5 - Show that there are patterns in the way that the size of shadows change.</p> <p>Skill 6 - Ask questions and use different types of scientific enquiries to answer them.</p> <p>Skill 7 - Set up simple practical enquiries, comparative and fair tests.</p> <p>Skill 8 - Gather, record, classify and present data in a variety of ways to help with answering questions.</p> <p>Skill 9 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Skill 10 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Animals and humans</p> <p>Skill 1 - I can 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> <p>Skill 2 - I can explain why humans and some other animals have skeletons and muscles.</p> <p>Skill 3 - Explain differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Skill 4 - Use straightforward scientific evidence to answer questions or to support my findings.</p>
PSHE	<p>Keeping Safe</p> <p>Skill 1 - Self-regulate feelings appropriately.</p> <p>Skill 2 - Realise the consequences of anti-social behaviour.</p> <p>Skill 3 - Talk about his/her own opinions on issues that affect him/her and society.</p>	Not covered this half term.
RE		<p>Paschal candle</p> <p>Skill 1 - Describe his/her own responses to the human experience of the concepts</p>

	Not covered this half term.	<p>studied (Communicate).</p> <p>Skill 2 - Describe examples of how his/her own responses are, or can be, applied in their own life and the lives of others (Apply).</p> <p>Skill 3 - Describe key concepts that are common to all; people as well as those that are common to the lives of many living a religious life (Enquire).</p> <p>Skill 4 - Describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion value human experience of the concepts by describing his/her own value to people and through dialoguing with others can recognise, identify and describe some issues raised (Evaluate).</p>
Art/Design	<p>Clay thumb pots</p> <p>Skill 1 - Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Skill 2 - Explain that I like or dislike about my work.</p> <p>Skill 3 - Experiment with different materials to create a range of effects and use these in his/her finished work (clay).</p>	<p>Creating landscapes and sunsets with warm and cool colours (Chalk/oil pastels)</p> <p>Skill 1 - Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Skill 2 - Explain that I like or dislike about my work.</p> <p>Skill 3 - Talk about and identify complementary colours, colour as tone, warm and cold colours (wax resist/watercolour).</p> <p>Skill 4 - Experiment with different materials to create a range of effects and use these in his/her finished work (clay).</p>
Computing	<p>Coding</p> <p>Skill 1 - Explain how simple algorithms solve problems and complete given tasks.</p>	<p>Net searching (Africa)</p> <p>Skill 1 - Use a search engine effectively.</p> <p>Skill 2 - Check multiple sources to form a judgement.</p>
DT	<p>Create a Lever based Mammoth</p> <p>Skill 1 - Safely measure, mark out, cut, assemble and join with some accuracy.</p> <p>Skill 2 - Create designs using annotated sketches and cross-sectional diagrams.</p> <p>Skill 3 - Apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Create African inspired food</p> <p>Skill 1 - Use a variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>Skill 2 - Talk about the different food groups and name food from each group.</p>
Music	<p>Skill1 - Understand some formal, written notation which includes crotchets and rests (Duration).</p> <p>Skill 2 - Confidently recognise a range of musical instruments (Timbre).</p> <p>Skill 3 - Sing songs with multiple parts</p>	<p>Skill1 - Understand some formal, written notation which includes crotchets and rests (Duration).</p> <p>Skill 2 - Confidently recognise a range of musical instruments (Timbre).</p> <p>Skill 3 - Sing songs with multiple parts with</p>

	<p>with increasing confidence (Pitch). Skill 4 - Play and perform in solo or ensemble contexts with confidence (Dynamics). Skill 5 - Find the pulse in songs/music with confidence (Tempo). Skill 6 - Begin to listen to and recall sounds with increasing aural memory (Texture).</p>	<p>increasing confidence (Pitch). Skill 4 - Play and perform in solo or ensemble contexts with confidence (Dynamics). Skill 5 - Find the pulse in songs/music with confidence (Tempo). Skill 6 - Begin to listen to and recall sounds with increasing aural memory (Texture).</p>
PE	<p style="text-align: center;">Circuit training</p> <p>Skill 1 - Talk about reasons for warming up / why exercise is good for health. Skill 2 - Recognise a change in temperature & heart rate during exercise. Skill 3 - Knows that exercise helps keep his/her heart and lungs healthy. Skill 4 - Compare and contrast performances against and with others Skill 5 - Evaluate his/her performance and give ways to improve.</p> <p style="text-align: center;">Gymnastics - Basic Shape</p> <p>Skill 1 - Copy, remember, explore & repeat simple actions varying speed and levels. Skill 2 - Begin to select simple actions to construct basic sequences. Skill 3 - Know the basic gymnastics shapes. Skill 4 - Starting to use equipment such as box tops and benches to create movement. Skill 5 - Listen to a piece of music and create a gymnastics routine.</p>	<p style="text-align: center;">African Dancing</p> <p>Skill 1 - Perform with control & co-ordination. Skill 2 - Respond imaginatively to a variety of stimuli. Skill 3 - Vary dynamics, levels, speed & direction. Skill 4 - Perform in a style that represents a different culture. Skill 5 - Follow a set of instructions to create a dance. Skill 6 - Develop sequence within a group.</p> <p style="text-align: center;">Sports day preparation</p> <p>Skill 1 - Change speed & direction whilst running. Skill 2 - Run fast in a straight line using his/her arms to help balance movement. Skill 3 - Jump accurately from a standing position. Skill 4 - Throw a variety of objects with one hand.</p>
Languages	<p style="text-align: center;">Clothing and colours</p> <p>Skill 1 - Recognise and respond to words and phrases that he/she hears. Skill 2 - Join in with parts of a story or song. Skill 3 - Speak clearly to an audience using good pronunciation. Skill 4 - Match written words and phrases to pictures or symbols. Skill 5 - Use simple adjectives such as colours and sizes to describe things orally.</p>	<p style="text-align: center;">Animals and pets</p> <p>Skill 1 - Recognise and respond to words and phrases that he/she hears. Skill 2 - Join in with parts of a story or song. Skill 3 - Speak clearly to an audience using good pronunciation. Skill 4 - Match written words and phrases to pictures or symbols. Skill 5 - Use simple adjectives such as colours and sizes to describe things orally.</p>
Trips	X	Paultons Park

		Little Africa workshop (focus on African animal enclosure)
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Subject	Summer 1 Y5	Summer 2 Y5
	Are we nearly there yet?	Coasts
History	The history of transport Skill 1 - Use an increasing range of common words, historical terms and phrases relating to the passing of time. Skill 2 - Use an increasing range of historical terms relating to the Year 3 topics. (Time before 1066, local history study)	Not covered this half term.
Geography	Not covered this half term.	Coasts (Local study) Skill1 - Identify physical and human features of Elson & Gosport. Skill2 - Use computer mapping and photographs to make comparisons between different areas of Gosport. Skill 3 - Understand that the UK is divided into counties; locate and identify own county of Hampshire. Skill 4 - Identify key similarities and differences between places. Skill 5 - Name and locate the capital cities of the 4 countries that make up the UK Skill 6 - Use and interpret maps, atlases and globes to locate 4 countries that make up the UK. Skill 7 - Use four figure grid references.
Science	Forces and magnets Skill 1 - Compare how things move on different surfaces. Skill 2 - See that some forces need contact between two objects but magnetic forces can act at a distance. Skill 3 - Observe how magnets attract or repel each other and attract some materials and not others. Skill 4 - Compare and group some materials on the basis of whether or not they are attracted to a magnet and identify some magnetic materials. Skill 5 - Describe magnets as having two poles. Skill 6 - Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Rocks Skill 1 - Examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties. Skill 2 - Describe simply how fossils are formed when things that have lived are trapped within rock. Skill 3 - Explain that soils are made from rocks and organic matter. Skill 4 - Ask questions and use different types of scientific enquiries to answer them. Skill 5 - Set up simple practical enquiries, comparative and fair tests. Skill 6 - Gather, record, classify and present data in a variety of ways to help with answering questions. Skill 7 - Record findings using simple

	<p>Skill 7 - Ask questions and use different types of scientific enquiries to answer them.</p> <p>Skill 8 - Set up simple practical enquiries, comparative and fair tests.</p> <p>Skill 9 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Skill 8 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>
PSHE	Not covered this half term.	<p>Feelings</p> <p>Skill 1 - Self-regulate feelings appropriately.</p> <p>Skill 2 - Have an understanding of others feelings.</p> <p>Skill 3 - Develop strategies to deal with and manage different relationships</p>
RE	Not covered this half term.	Not covered this half term.
Art/Design	<p>Turner artist study</p> <p>Skill 1 - Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Skill 2 - Talk about some of the great artists, architects and designers in history and describe their work.</p> <p>Skill 3 - Use shading, using different media (drawing sketching).</p>	<p>Creating landscapes with watercolour</p> <p>Skill 1 - Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Skill 2 - Use shading, using different media (drawing sketching).</p> <p>Skill 3 - Talk about and identify complementary colours, colour as tone, warm and cold colours (wax resist/watercolour).</p> <p>Skill 4 - Experiment with different materials to create a range of effects and use these in his/her finished work</p> <p>Skill 5 - Explain that I like or dislike about my work.</p>
Computing	<p>Coding</p> <p>Skill 1 - Explain how simple algorithms solve problems and complete given tasks.</p>	<p>Networks and using computers</p> <p>Skill 1 - Understand computer hardware and how to navigate/save and alter information in shared drivers.</p> <p>Skill 2 - Make choices on which program is best for a given task.</p>
DT	<p>Making cars</p> <p>Skill 1 - Use my knowledge of existing products to design my own functional product.</p> <p>Skill 2 - Safely measure, mark out, cut, assemble and join with some accuracy.</p> <p>Skill 3 - Create designs using annotated sketches and cross-sectional diagrams.</p> <p>Skill 4 - Apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	Not covered this half term.
Music	Skill1 - Understand some formal, written notation which includes crotchets and rests (Duration).	Skill1 - Understand some formal, written notation which includes crotchets and rests (Duration).

	<p>Skill 2 - Confidently recognise a range of musical instruments (Timbre).</p> <p>Skill 3 - Sing songs with multiple parts with increasing confidence (Pitch).</p> <p>Skill 4 - Play and perform in solo or ensemble contexts with confidence (Dynamics).</p> <p>Skill 5 - Find the pulse in songs/music with confidence (Tempo).</p> <p>Skill 6 - Begin to listen to and recall sounds with increasing aural memory (Texture).</p>	<p>Skill 2 - Confidently recognise a range of musical instruments (Timbre).</p> <p>Skill 3 - Sing songs with multiple parts with increasing confidence (Pitch).</p> <p>Skill 4 - Play and perform in solo or ensemble contexts with confidence (Dynamics).</p> <p>Skill 5 - Find the pulse in songs/music with confidence (Tempo).</p> <p>Skill 6 - Begin to listen to and recall sounds with increasing aural memory (Texture).</p>
PE	<p style="text-align: center;">Gymnastics</p> <p>Skill 1 - Copy, remember, explore & repeat simple actions varying speed and levels.</p> <p>Skill 2 - Begin to select simple actions to construct basic sequences.</p> <p>Skill 3 - Know the basic gymnastics shapes.</p> <p>Skill 4 - Starting to use equipment such as box tops and benches to create movement.</p> <p>Skill 5 - Listen to a piece of music and create a gymnastics routine.</p> <p style="text-align: center;">Sports day preparation</p> <p>Skill 1 - Change speed & direction whilst running.</p> <p>Skill 2 - Run fast in a straight line using his/her arms to help balance movement.</p> <p>Skill 3 - Jump accurately from a standing position.</p> <p>Skill 4 - Throw a variety of objects with one hand.</p>	<p style="text-align: center;">Cricket and team games</p> <p>Skill 1 - Stop / catch different sized and shapes balls with control.</p> <p>Skill 2 - Pass a ball to someone else.</p> <p>Skill 3 - Take part in opposed conditioned games.</p> <p>Skill 4 - Hold and use different size rackets/bats to aid his/her performance.</p> <p>Skill 5 - Understand the tactics used against him/her by others.</p>
Languages	<p style="text-align: center;">Transport</p> <p>Skill 1 - Recognise and respond to words and phrases that he/she hears.</p> <p>Skill 2 - Join in with parts of a story or song.</p> <p>Skill 3 - Speak clearly to an audience using good pronunciation.</p> <p>Skill 4 - Match written words and phrases to pictures or symbols.</p> <p>Skill 5 - Use simple adjectives such as colours and sizes to describe things orally.</p>	<p style="text-align: center;">Hobbies</p> <p>Skill 1 - Recognise and respond to words and phrases that he/she hears.</p> <p>Skill 2 - Join in with parts of a story or song.</p> <p>Skill 3 - Speak clearly to an audience using good pronunciation.</p> <p>Skill 4 - Match written words and phrases to pictures or symbols.</p>
Trips	Beaulieu Motor Museum	The beach and the Hardway

