






All Saints Church School Curriculum Map

YEAR 3	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stones and Bones 		Active Planet 		Hero or Villain? 	
Educational Visits / Visitors/ enrichment	Carymoor Education centre Maiden Castle Dinosaur fossil museum Lyme Regis		Whatley Quarry		New Barn Farm, near Dorchester Roman Baths	
History including STEAM ideas to promote learning	<p>When do you think it was better to live? The Stone Age, Bronze Age or Iron Age? Can you solve the mystery of the 52 skeletons? A source based history mystery based on a case study of the Dorset Hill Fort, Maiden Castle Key Stage History website</p> <p>Outdoor Learning focus linked with History; living like a Stone Age person - how to make fire, cooking food, foraging, collecting water, making shelters (Ug)</p> <p>Stone Age How do we know? Archaeological evidence of different types and its interpretation (e.g. Star Carr, Flixton Island, etc)</p> <p>What was the impact of farming? Transition from hunter gatherer lifestyle to more settled way of life.</p>		Famous historical events: Pompeii		<p>How can we prove the Romans invaded Britain? If you were Julius Caesar, would you have invaded Britain in 55BC?</p> <p>Was Boudicca a hero or a villain? Should the Celts take on the Romans? Who was greater: Julius Caesar or Boudicca? Significant people: Queen of Iceni – Boudicca (folk hero)</p> <p>Learn about Julius Caesar's invasions of Britain in 55 B.C. and 54 B.C.</p> <p>Learn how the Romans expanded and defended their Empire, including newly conquered southern Britain.</p>	

	<p>Famous historical figure: Mary Anning</p> <p>How creative were early peoples? Role of skilled workers and designers; smelting of metal; making of pottery; decoration and design.</p> <p>What is the legacy of this period? Stonehenge and other sites; living in groups or tribes; trade and communications.</p>		<p>The role of the Roman army is investigated and pupils learn what life was like for soldiers serving on Hadrian's Wall.</p>
<p>Science including STEAM ideas to promote learning (including some DT skills)</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties .</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>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>Identify that humans and some animals have skeletons and muscles for support, protection and movement</p> <p>Link to 52 skeleton mystery</p> <p>Make paints with different plant materials and use different binders – link to cave painting</p>	<p>Outdoor Learning focus linked with Science; Darwin's Thinkers pack (HD's – The Great Plant Hunt) and Edible garden project, investigating rocks and soils.</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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>Investigate the way in which water is transported within plants</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change</p>

			Outdoor Learning focus linked with Science; light / shadows – tracking movement of the sun.
DT including STEAM ideas to promote learning	<p><u>Food and Nutrition</u></p> <p>Design and make a healthy couscous salad Know how to begin to cook foods (using appropriate equipment and supervision)</p>	<p><u>Textiles</u></p> <p><u>Sewing</u></p> <p>Design and make a product using whip stitch and running stitch</p>	<p><u>Structures and Mechanisms</u></p> <p>Construct and make a 3D model linked to topic</p> <p>Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and in words.</p> <p>Use a range of tools and equipment accurately. Measure, mark out, assemble and join materials and components with some accuracy.</p> <p>Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief.</p> <p>Use sheet materials and construction tools with appropriate supervision</p>
Geography including STEAM ideas to promote learning	<p>Children will explore the unique features of the United Kingdom. They will learn what a county is, and locate some of the UK's main ones on a UK map.</p> <p>The children will learn the differences between the UK, Great Britain and the British Isles.</p> <p>They will understand that the UK has urban and rural locations and the advantages and disadvantages of living in either one. They will look at some holiday destinations which are popular in the UK.</p>	<p><i>Children will answer these key questions:</i></p> <p><i>What are the main features of a river?</i></p> <p><i>What is the water cycle and why it is so important?</i></p> <p><i>What are the features of the upper, middle and lower courses of a river?</i></p> <p><i>Why have so many cities been established close to a river?</i></p> <p><i>How would you carry out a river study?</i></p> <p><i>Where are the most famous rivers in the UK and worldwide?</i></p>	<p>This unit explores the question “<i>Why is London the capital city of the United Kingdom?</i>.” Children learn to locate London and understand its accessibility, discover what it means to be a capital city, and investigate the importance of London’s transport system, especially the Underground. They also explore London’s famous and significant buildings, its links with the monarchy, and compare it with other European capitals. Finally, pupils examine the geographical features, such as the River Thames, that supported London’s growth. The unit develops children’s contextual knowledge of place, their understanding of human and physical</p>

			geography, and their ability to use maps, enquiry, and retrieval strategies to remember and apply key facts
Outdoor learning: This will not be a separate box - make the text green where outdoor learning was involved specifically			
English genres and some suggested texts	If Rocks could sing The Pebble Ug Stone Age Boy Wild Girl Stone Girl Bone boy	Persuasive writing	Diary of Illiona Escape from Pompeii
SPAG	<p>To begin to use inverted commas to punctuate direct speech through narrative</p> <p>To use the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>To use the present tense perfect form of verbs in contrast to the past tense.</p> <p>To use Standard English verb inflections instead of local spoken forms (I did vs I done)</p> <p>To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because and although</p> <p>To use conjunctions, adverbs and prepositions to express time and cause</p> <p>To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Understand grammatical vocabulary: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, inverted commas (or speech marks)</p>		
Art	<u>Gestural Drawing with Charcoal</u> Disciplines: Drawing, Sketchbooks <u>Working with Shape and Colour</u> Disciplines (☺) rintmaking (Stencil/Screen Print), Collage	<u>Telling Stories through drawing and making</u> Disciplines: Drawing, Sculpture, Sketchbooks <u>Cloth, thread, paint</u> Disciplines: Painting, Sewing, Drawing, Sketchbooks	<u>Making animated drawings</u> Disciplines - Drawing, Animation, Sketchbooks <u>Using Natural materials to make images</u>

			Disciplines: Cyanotype, Anthotype, Painting with Natural Pigments, Drawing, Sketchbooks
Computing	Computing systems and networks 1 Networks	Computing systems and networks 3 Journey inside a computer Creating Media (Option 1: Using devices other than iPads) (Option 2: Using iPads)	Programming: Scratch Online Safety
Music through Kapow and SingUp	<p>Ballads</p> <ul style="list-style-type: none"> • Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying <p>Creating compositions for an animation</p> <ul style="list-style-type: none"> • Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • 	<p>Whole class instrumental lessons</p> <p>Notation</p> <p>Glocks</p>	<p>Sing Like a Roman</p> <p>Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Jazz</p> <p>identify what call and response is. play a tune. improvise a new response to the call. what traditional jazz music</p>
PSHE	Me and My Relationships Lesson Plans first half term As a rule Looking after our special people	Keeping Safe Lesson Plans Safe or unsafe? Danger or risk?	Being my Best Lesson Plans Derek cooks dinner! (healthy eating) Poorly Harold

	<p>How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thunks Dan's dare My special pet (OPTIONAL) Assessment Plans</p> <p>Me and My Relationships - Pre and Post Unit Assessment: Y3/P4</p> <p>Second half Valuing Difference</p> <p>Lesson Plans</p> <p>Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb Assessment Plans</p> <p>Valuing Difference - Pre and Post Unit Assessment: Y3/P4</p>	<p>The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (1) (OPTIONAL) Assessment Plans</p> <p>Keeping Safe - Pre and Post Unit Assessment: Y3/P4</p> <p>Rights and Respect</p> <p>Lesson Plans</p> <p>Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! (OPTIONAL) Assessment Plans</p> <p>Rights and Respect - Pre and Post Unit Assessment: Y3/P4</p>	<p>Body team work For or against? I am fantastic! Top talents Getting on with your nerves! (OPTIONAL) Assessment Plans</p> <p>Being My Best - Pre and Post Unit Assessment: Y3/P4</p> <p>Growing and Changing</p> <p>Lesson Plans</p> <p>Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid Assessment Plans</p> <p>Growing and Changing - Pre and Post Unit Assessment: Y3/P4</p>
<p>RE</p>	<p>Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Incarnation – What is the Trinity?</p>	<p>Creation - What do Christians learn from the creation story?</p> <p>Salvation – What do Christians call the day Jesus died ‘Good Friday?’</p>	<p>Understanding Christianity People of God – What is it like to follow God?</p> <p>Hinduism Would visiting the river Ganges feel special to a non- Hindu?</p>

	Understanding Christianity unit		
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