

Year 3 Curriculum map 2020/21 (Subject to changes as needs arise)

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Cultural capital</u>
<u>English</u>	<p>Greek Mythology</p> <p>Mythological story Diary</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Legends</p> <p>Newspaper Persuasive writing</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Traditional and classical stories</p> <p>Instructions Narrative</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Iron Man</p> <p>Adventure story Letter</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Shakespeare</p> <p>Playscripts</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Poetry</p> <p>Floodland – Marcus Sedgewick Flotsam – David Wiesner A River – Mark Martin</p> <p>See Nelson Academy Writing Scheme of Work.</p>	Theatre
<u>Maths</u>	<p>Number and place value Addition and subtraction</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Addition and subtraction Multiplication and division</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Multiplication and division Measurement-money Statistics</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Length and perimeter Number-Fractions</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Number fractions Measurement-time Temperature</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Geometry- Properties of shapes (Lines of symmetry) Position, direction and movement Measurement- Mass and Capacity</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap</p>	<p>Christmas maths day Easter Maths Day</p>

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						of previous year's objective due to Covid-19	
<u>Science</u>		Digestion Teeth Nervous system Muscles and skeleton <u>Knowledge:</u> THE DIGESTIVE SYSTEM Children to explore what happens to the food we eat by studying body parts and functions involved in taking in food and getting rid of waste. Children should become familiar with the following: Salivary glands, taste buds Teeth: incisors, canines, premolars and molars Oesophagus, stomach, liver, small		Magnetism Simple machines <u>Knowledge:</u> MAGNETISM Magnetism demonstrates that there are forces we cannot see that act upon objects. Most magnets contain iron Lodestones: naturally occurring magnets Magnetic poles: north-seeking and south-seeking poles Magnetic field (strongest at the poles) Law of magnetic attraction: unlike poles attract, like poles repel.		Cycles of nature Water cycle Life cycles Insects <u>Knowledge:</u> CYCLES IN NATURE SEASONAL CYCLES The four seasons and Earth's orbit around the Sun Seasons and life processes Spring: sprouting, sap flow in plants, mating and hatching Summer: growth Fall: ripening, migration Winter: plant dormancy,	Nature reserve Autumn 2 Human Body – Spiritual - Develop an awareness of how to keep themselves physically and mentally healthy

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		intestine, large intestine		<p>The Earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole).</p> <p>Orienteering: use of a magnetised needle in a compass, which will always point to the north</p> <p>SIMPLE MACHINES</p> <p>Children to examine how specific tools are made to perform specific jobs- for example, hammers, screwdrivers, pliers, etc. Through observation and experimentation, examine with children how</p>		<p>animal hibernation</p> <p>LIFE CYCLES</p> <p>The life cycle: birth, growth, reproduction, death</p> <p>Reproduction in plants and animals</p> <p>From seed to seed with a plant</p> <p>From egg to egg with a chicken</p> <p>From frog to frog</p> <p>From butterfly to butterfly: metamorphosis (see below: insects)</p> <p>THE WATER CYCLE</p> <p>Most of the Earth's surface is covered by water</p> <p>The water cycle</p>	
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				<p>simple machines help make work easier, and how they are applied and combined in familiar tools and machines.</p> <p>SIMPLE MACHINES</p> <p>Lever</p> <p>Pulley</p> <p>Wheel and axle</p> <p>Gears: wheels with teeth and notches</p> <p>How gears work and familiar uses (for example, in bicycles)</p> <p>Inclined plane</p> <p>Wedge</p> <p>Screw</p>		<p>Evaporation and condensation</p> <p>Water vapour in the air, humidity</p> <p>Clouds: cirrus, cumulus, stratus</p> <p>Precipitation, groundwater</p> <p>INSECTS</p> <p>Insects can be helpful and harmful to people.</p> <p>Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects</p> <p>Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting</p> <p>Distinguishing characteristics</p>	
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						<p>Exoskeleton, chitin</p> <p>Six legs and three body parts: head, thorax and abdomen</p> <p>Most but not all insects have wings</p> <p>Life cycles: metamorphosis</p> <p>Some insects look like miniature adults when born from eggs, and they moult to grow (for example: grasshopper, cricket)</p> <p>Some insects go through distinct stages of egg, larva, pupa, adult (for example: butterflies, ants)</p> <p>Social Insects</p> <p>Most insects live solitary lives, but some are social (for</p>	
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						<p>example: ants, honeybees, termites, wasps)</p> <p>Ants: colonies</p> <p>Honeybees: workers, drones, queen</p>	
History	<p>Ancient Greece</p> <p>Knowledge:</p> <p>This ancient civilisation forms an important foundation of Western culture.</p> <p>Children will be encouraged to see how the politics, philosophies and myths of this civilisation have had a huge impact, even today.</p> <p>Explanations of how the city-states of Ancient Greece provided the earliest examples of the ideas of citizenship and democracy</p> <p>Mediterranean Sea, Aegean Sea, Crete</p> <p>Become familiar with Sparta and its warrior culture</p>		<p>Henry II Magna Carter Marco Polo</p> <p>Knowledge:</p> <p>First of the Plantagenet Kings</p> <p>Henry II's legal and judicial reforms</p> <p>Royal Magistrate Courts; Royal 'circuit' judges; extension of Royal influence in local, civil cases</p> <p>Trial by jury; precedent for modern legal systems</p>		<p>Elizabethans</p> <p>Knowledge:</p> <p>The Elizabethan Era was one of apparent relative stability due to the Elizabethan Religious Settlement, ending the previous conflicts but confirming the state's religion as opposed to Catholicism. The focus is on the social and cultural significance of this period, especially how developments in exploration led to a growth in trade and eventually colonisation, as well as the cultural significance of William Shakespeare.</p>		<p>History off the page</p> <p>Shakespeare festival</p> <p>Visit to the Globe</p> <p>Autumn 2</p> <p>Magna Carta documents the rule of law and liberties held by free men-</p> <p>Moral - Respect the rule of law.</p> <p>Spring 1</p> <p>Ancient Greece – contrast Ancient Greek and modern democracy - Develop and</p>

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	<p>Understand the importance of Athens as a city-state Athenian democracy Become familiar with the Persian Wars Marathon and Thermopylae Recognise the origin of the Olympic Games in Ancient Greece. Become familiar with Ancient Greek religion Worship of many gods and goddesses Zeus, Poseidon, Hades, Athena, Hara, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus Identify great thinkers from Ancient Greece Socrates, Plato, Aristotle Become familiar with Alexander the Great</p>		<p>Henry's conflict with the church over Thomas á Becket, the Archbishop of Canterbury, who challenged the King's authority Murder of the Archbishop at Canterbury Cathedral The Magna Carta and de Montfort's parliament can be taught together as the first restrictions on the power of the monarch. Explain to students how the legacies of these events helped to shape and define the changing relationship between the people and the king, and how the influence of these events</p>		<p>ELIZABETH I (1558): FINAL TUDOR MONARCH Elizabethan Religious Settlement; uniting under moderate Protestant theology The Act of Supremacy (1559) Act of Uniformity (1558); new Book of Common Prayer. End of reformation; confirmation of Anglicanism as church of the state EARLY BRITISH NAVAL DOMINANCE Henry VIII created Royal Navy Strong Elizabethan Navy and privateers Spanish Armada Philip II of Spain wanted to use the Spanish Armada to overthrow Elizabeth I. English fireships attack the Spanish Armada, which was pursued around the British Isles.</p>		<p>understanding of British culture including a respect for democracy</p>
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			<p>can be seen in later events in British history.</p> <p>MAGNA CARTA</p> <p>Richard I dies (1199)</p> <p>King John reigns</p> <p>Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles</p> <p>Magna Carta was created by discontented barons, to be in effect in perpetuity</p> <p>The right not to be imprisoned without lawful judgement of peers</p> <p>Limits on the king's power to collect money</p> <p>Provides precedent to question royal prerogative</p>		<p>Many ships from the Spanish Armada wrecked near Ireland due to storms.</p> <p>Sir Francis Drake Circumnavigated the globe</p> <p>Atlantic privateering</p> <p>Sir Walter Raleigh</p> <p>CULTURE IN THE ELIZABETHAN ERA</p> <p>Christopher Marlowe, dramatist and poet who influenced William Shakespeare</p> <p>Shakespeare</p> <p>Birthplace in Stratford-upon-Avon</p> <p>The Globe Theatre in London</p> <p>Publication of Shakespeare's plays</p>		
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			King accepts the Magna Carta at the meeting at Runnymede on 15 June, 1215 King rejected the Charter immediately afterwards.				
Geography		<p>Local area Compass and maps Physical and Human Geography</p> <p><u>Knowledge:</u></p> <p>THE LOCAL AREA/COMMUNITY</p> <p>Pupils will learn to distinguish between the built and the natural environment. They will learn to distinguish between different types of services available in the community and the functions of different buildings and land. They will learn to identify different features of the landscape (which</p>		<p>Geography of Asia</p> <p><u>Knowledge:</u></p> <p>GEOGRAPHY OF ASIA AND EARLY ASIAN CIVILISATIONS Pupils are introduced to Asia through the countries of India, China and Japan. They will learn where these countries are located and study their physical setting and culture.</p> <p>Learn that Asia is the largest continent, with</p>	<p>Western Europe</p> <p><u>Knowledge:</u></p> <p>Terms: temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p> <p>FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND</p> <p>Humid temperate/broadleaf forest and alpine climate/ecosystem Landscape Alps, central highlands, lowlands,</p>	<p>Rivers & Basins Settlements and populations</p> <p><u>Knowledge:</u></p> <p>SETTLEMENTS AND POPULATIONS</p> <p>Terms: urban, rural, conurbation, hamlet</p> <p>Identify different types of settlement: hamlets, villages, towns, cities and conurbations. Distinguish between rural,</p>	<p>King's Lynn building tour and Shakespeare at the Arts Centre.</p> <p>Autumn 1 Geography of Asia – Cultural - Develop an appreciation for and tolerance of the richness of cultures present in British society</p>

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		<p>may lie outside of larger urban areas).</p> <p>Terms: region, community</p> <p>Observe aerial/satellite photographs of the local area.</p> <p>Use these to identify settlements, physical features and points of interest.</p> <p>Discuss why things are located where they are, for example local buildings and services (bank, post office, shops, garage)</p> <p>Discuss land-use types: parks, housing, industry, roads, farms.</p> <p>Draw a map of the school grounds using basic symbols and a key.</p> <p>Use the map and the eight points of the compass to navigate around the school: north, south, east, west, northeast, southeast, northwest and southwest</p>		<p>the most populous countries in the world</p> <p>Himalayan mountain range includes some of the tallest mountains in the world. The tallest mountain is Mt. Everest.</p> <p>Locate the following countries:</p> <p>China</p> <p>India</p> <p>Japan</p>	<p>Rivers (Rhine, Rhine, Seine, Danube)</p> <p>People and culture</p> <p>Germanic</p> <p>Protestant/Catholic Churches</p> <p>Classical music</p> <p>Mozart</p> <p>Vivaldi</p> <p>Famous artists</p> <p>Vincent van Gogh</p> <p>Claude Monet</p> <p>The European Union</p> <p>Origins, members, trade, migration</p> <p>European Parliament in Brussels</p> <p>Settlements</p> <p>Paris, Lyon, Berlin, Munich, Vienna, Zurich, Amsterdam, Brussels</p> <p>Economic activity</p> <p>Agriculture (cheese, wine, fruit and vegetables)</p> <p>Industry (cars)</p> <p>Services (tourism, restaurants, hotels)</p>	<p>urban and suburban areas.</p> <p>Use a local map to identify the site and situation of local settlements.</p> <p>Where are settlements found? In valleys, along coasts and at river crossings.</p> <p>Why did people choose these locations?</p> <p>Access to water, farmland, wood or for defence.</p> <p>Examine population density</p> <p>Distinguish between areas where people are dispersed (rural) and crowded (towns and cities).</p> <p>Compare and contrast UK with a region in</p>	
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		<p>Use a simple coordinate grid to describe the location of objects and places on a map, using the eight points of the compass.</p> <p>Introduce scale: for example, fifty paces = 5 cm on a map.</p> <p>Identify different types of residence</p> <p>Apartments, terraced housing, detached houses</p> <p>Understand features of the natural environment</p> <p>Rivers, hills, coastline, vegetation, animals</p> <p>Discuss ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage).</p>				<p>North or South America</p> <p>RIVERS AND BASINS</p> <p>Terms: river source, tributary, river mouth, floodplain, irrigation, watershed, drainage basin, estuary</p> <p>UNDERSTAND THE WATER CYCLE</p> <p>Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater</p> <p>Discuss the different paths that water takes.</p> <p>Discuss how urban areas modify the drainage of water.</p>	
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						<p>RIVER BASINS Understand that a river basin is an area of land drained by a river and its tributaries.</p> <p>Identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline</p> <p>Follow the course of a river from source to mouth while using a map.</p> <p>IDENTIFY MAJOR RIVERS AND THEIR BASINS UK major rivers: Thames, Trent, Severn, Tyne, Ouse, Great Ouse,</p>	
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						<p>Wye, Tweed, Exe</p> <p>Europe: Volga, Danube, Rhine</p> <p>Asia: Ganges, Indus, Tigris, Euphrates</p> <p>Africa: Nile, Niger, Congo</p> <p>South America: Amazon, Parana, Orinoco</p> <p>North America: Mississippi, Missouri, Colorado, Rio Grande, Yukon</p> <p>Australia: Murray-Darling</p>	
Visual Arts & DT	<p>Mythological paintings</p> <p><u>Knowledge:</u></p> <p>Understand that a mythological work of art depicts characters or a narrative from mythology. In western European painting these are generally from classical mythology.</p>			<p>Architecture</p> <p><u>Knowledge:</u></p> <p>Understand architecture as the art of designing buildings.</p> <p>Understand symmetry and a line of symmetry</p>	<p>Still life & landscapes</p> <p><u>Knowledge:</u></p> <p>LANDSCAPE</p> <p>Recognise and discuss as landscapes (images of nature or the natural environment, from the Dutch word 'landschap'):</p>	<p>Symmetry & line</p> <p><u>Knowledge:</u></p> <p>LINE</p> <p>Recognise lines as horizontal, vertical, or diagonal.</p> <p>Observe the use of line in:</p>	

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	<p>Recognise as images from classical mythology and identify the characters/setting/narrative according to</p> <p>The children's knowledge of the depicted myths from their language and literature studies:</p> <p>Antonio del Pollaiuolo, <i>Apollo and Daphne</i>, c.1432-1498 (National Art Gallery, London)</p>			<p>as it applies to buildings; observe symmetry in the design of some buildings which are familiar to you and/or the children (you could look at your school, local houses, or focus on the Cathedrals studied previously).</p> <p>Noting line, shape, and special features (such as columns and domes), look at and consider the following structures in relation to World History:</p> <p>The Parthenon (including the Parthenon Frieze or so-called Elgin Marbles', now at the British Museum, London) 440 BC</p>	<p>Jacob Ruisdael, <i>Landscape with Bentheim Castle</i>, 1653 (National Gallery of Ireland, Dublin)</p> <p>John Constable, <i>Salisbury Cathedral from the Meadows</i>, 1831 (National Gallery, London)</p> <p>Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National Gallery, London)</p> <p>STILL LIFE</p> <p>Recognise and discuss the following as still lives (images of one or more inanimate objects):</p> <p>Paul Cézanne, studies with fruit such as apples and/or oranges, for instance, <i>Still Life with Apples</i>, 1877-78 (Fitzwilliam Museum, Cambridge)</p>	<p>Paul Klee, <i>Was Fehlt ihm?</i> (<i>What's wrong with him?</i>), 1930 (Fondation Beyeler, Switzerland)</p> <p>Pablo Picasso, <i>Mother and Child</i>, 1922 (Baltimore Museum of Art)</p> <p>Katsushika Hokusai, <i>The Great Wave off Kanagawa</i>, 1829-33 (British Museum, London)</p>	
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				(Acropolis, Athens, Greece) Great Stupa, begun 3rd Century BC (Buddhist temple in Sanchi, Raien district, Madhya Pradesh, India). Sir Christopher Wren, St Paul's Cathedral, 1675 (London)			
Music	<p>Elements of music</p> <p><u>Knowledge:</u></p> <p>Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</p> <p>Recognise a steady beat, accents, and the downbeat; play a steady beat.</p> <p>Move responsively to music (marching, walking, hopping, swaying, etc.).</p> <p>Recognise short and long sounds.</p>	<p>Notation</p> <p><u>Knowledge:</u></p> <p>Review the following notation:</p> <p>Crotchet, Minim, Semi-breve, Treble clef, Crotchet rest: silent for one beat Minim rest: silent for two beats</p> <p>Semibreve rest: silent for four beats</p>	<p>Listening & understanding</p> <p><u>Knowledge:</u></p> <p>MANY KINDS OF MUSIC</p> <p>Patriotic music Folk Music Classical Music</p> <p>COMPOSERS AND THEIR MUSIC</p> <p>Antonio Vivaldi, <i>The Four Seasons</i></p>	<p>Keyboard instruments</p> <p><u>Knowledge:</u></p> <p>Recognise that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including: Wolfgang Amadeus Mozart, <i>Rondo Alla Turca</i> from <i>Piano Sonata K. 331</i></p>	<p>Orchestra</p> <p><u>Knowledge:</u></p> <p>Review families of instruments: strings, brass, woodwinds, percussion.</p> <p>Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to Camille Saint-Saëns, from <i>Carnival of the Animals</i>: 'The Swan' (cello) and 'Elephants' (double bass)</p> <p>Antonio Vivaldi, <i>The Four Seasons</i> (see</p>		

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	<p>Discriminate between fast and slow; gradually slowing down and getting faster.</p> <p>Discriminate between differences in pitch: high and low.</p> <p>Discriminate between loud and soft; gradually increasing and decreasing volume.</p> <p>Understand that melody can move up and down.</p> <p>Hum the melody while listening to music.</p> <p>Echo short rhythms and melodic patterns.</p> <p>Play simple rhythms and melodies.</p> <p>Recognise like and unlike phrases.</p> <p>Recognise timbre (tone colour).</p> <p>Sing unaccompanied, accompanied, and in unison.</p> <p>Recognise verse and refrain.</p> <p>Recognise that musical notes have names.</p> <p>Recognise a scale as a series of notes.</p> <p>Sing the C major scale using 'do re mi' etc.</p>		<p>Johann Sebastian Bach, <i>Minuet in G major</i> (collected by Bach in the <i>Anna Magdalena Notebook</i>); <i>Jesu, Joy of Man's Desiring</i>; <i>Tocatta and Fugue in D minor</i></p> <p>Ludwig van Beethoven, <i>Symphony No. 6 ('Pastoral')</i>: first movement and from final movement, 'Thunderstorm' to end of symphony</p>	<p>Ludwig van Beethoven, <i>Für Elise</i></p> <p>Felix Mendelssohn, <i>Spring Song</i> from <i>Songs without Words</i></p>	<p>below, Composers and Their Music)</p> <p>Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to Carlos Chavez, <i>Tocatta for percussion</i>, third movement.</p>		
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<p><u>French</u></p>	<p>Unit 1 Bonjour Lesson 1 hello/goodbye Lesson 2 Ask/say name Lesson 3 ask/say how old you are Lesson 4 Nouns – instruments Lesson 5 Numbers to 10</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 2 En Classe Lesson 1 Class objects Lesson 2 colours Lesson 3 say your age Lesson 4 Class instructions</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 3 Mon Corps Lesson 1 Body parts Lesson 2 Eyes/hair</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 3 continued Mon Corps Lesson 3 Days of the week Lesson 4</p> <p>Character descriptions</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 4 Les Animaux</p> <p>Lesson 1 Animals and pets Lesson 2 Numbers to 20 Lesson 3 Give someone's name Lesson 4 Describing someone.</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Recap of vocab taught.</p> <p>Writing linked to units covered</p> <p>See Rigolo Scheme of work Mapping Grid</p>	
<p><u>Computing</u></p>	<p>Connecting computers</p> <p><u>Knowledge:</u></p> <p>Pupils develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, pupils are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and</p>	<p>Creating media – Animations</p> <p><u>Knowledge:</u></p> <p>Pupils will use a range of techniques to create a stop frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with pupils adding other types of media to</p>	<p>Creating media – Desktop Publishing</p> <p><u>Knowledge:</u></p> <p>Pupils will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop</p>	<p>Branching databases</p> <p><u>Knowledge:</u></p> <p>Pupils will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort</p>	<p>Programming</p> <p><u>Knowledge:</u></p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most pupils. They will be introduced to a selection of motion, sound, and event blocks which they will</p>	<p>Programming</p> <p><u>Knowledge:</u></p> <p>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Pupils will begin by moving a sprite in four directions (up, down, left and</p>	

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	<p>switches. The unit concludes with pupils discovering the benefits of connecting devices in a network.</p>	<p>their animation, such as music and text.</p>	<p>publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Pupils will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Pupils will look at a range of page layouts thinking</p>	<p>groups of objects by using yes/no questions. Pupils will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	<p>use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Pupils also apply stages of program design through this unit.</p>	<p>right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Pupils are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with pupils designing and coding their own maze tracing program.</p>	
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			carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.				
PE	<p>Football</p> <p><u>Knowledge:</u></p> <p>Choose, use and vary simple tactics for attacking and defending (e.g. positioning) Use a variety of skills consistently in a game including kicking, passing and stopping the ball.</p>	<p>Gymnastics</p> <p><u>Knowledge:</u></p> <p>Can execute positions and exercises from Body Management Level 1 and 2 Key-Steps Syllabus Devise, repeat and perform a short sequence with positions from Body Management level 1 and 2 Can safely set up, move and use equipment</p>	<p>Dance</p> <p><u>Knowledge:</u></p> <p>Experiment with actions, dynamics, directions and levels Remember and repeat dance phrases Translate ideas from a stimulus into movements. Show fluency and control in their movements. Choose appropriate movements to express an idea or feeling.</p>	<p>Badminton</p> <p><u>Knowledge:</u></p> <p>Choose and use appropriate skills to complete mini games. Be able to complete simple racket and shuttle cock control activities.</p>	<p>Athletics</p> <p><u>Knowledge:</u></p> <p>Run at a speed appropriate to the distance Jump from a standing position Able to throw a ball using an under and over arm technique</p>	<p>OAA/rounders</p> <p><u>Knowledge:</u></p> <p>Use basic maps and diagrams to orientate themselves and to move from one place to another</p>	<p>Autumn 1, Summer 2 – team sports - Moral - develop a sense of responsibility for their own behaviour within the framework of individual liberty. Social - Participate, cooperate and contribute positively to their community</p>

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<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><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community</p>	<p>Christianity – Has Christmas lost its true meaning?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Christianity – Could Jesus really heal people? Were these miracles?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Consider and apply ideas about ways in which diverse communities can live together for the well-being of</p>	<p>Christianity – What is 'good' about Good Friday?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Hinduism – How can Brahman be everywhere and everything?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth,</p>	<p>Hinduism – Would visiting the River Ganges feel special to non-Hindu?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	
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	<p>of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>		<p>all, responding thoughtfully to ideas about community, values and respect.</p>		<p>applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>		
<p><u>RSHE</u> <u>(Both Year 2 and 3 objectives)</u></p> <p><u>PSHE</u></p>	<p>My Feelings</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p>	<p>My Body</p> <p>Mind to be Kind/Character and Culture (PiXL)</p>	<p>My Relationships</p> <p>Mind to be Kind/Character</p>	<p>My Beliefs</p> <p>Mind to be Kind/Character and Culture (PiXL)</p>	<p>My Rights and Responsibilities</p> <p>Mind to be Kind/Character and Culture (PiXL)</p>	<p>Asking for Help</p> <p>Mind to be Kind/Character and Culture (PiXL)</p>	

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	<p>By the end of the unit pupils: Can recognise and celebrate their strengths and achievements, and set simple but challenging goals; Can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p>	<p><u>Knowledge:</u> By the end of the unit pupils: Can recognise how they grow and will change as they become older: Know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p>	<p>and Culture (PiXL)</p> <p><u>Knowledge:</u> By the end of the unit pupils: Can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable; Can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p>	<p><u>Knowledge:</u> By the end of the unit pupils: Can identify the ways in which people and families are unique, understanding there has never been and will never be another them; Can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p>	<p><u>Knowledge:</u> By the end of the unit pupils: Can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond; Understand the right to protect their body from unwanted touch.</p>	<p><u>Knowledge:</u> By the end of the unit pupils: Know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid; Can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p>	
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