



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 | Maiden Castle | | Whatley Quarry | | New Barn Farm, near Dorchester | |
| 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 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> | | <p>Famous historical events: Pompeii</p> | | <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>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 Link to 52 skeleton mystery</p> <p>Make paints with different plant materials and use different binders – link to cave painting</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties . 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.</p> <p>Make a fossil</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. 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 some materials and not others. 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 . Describe magnets as having two poles. 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 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 Investigate the way in which water is transported within plants 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 . 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. 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>Know how to begin to cook foods (using appropriate equipment and supervision)</p> <p>Outdoor learning - over the fire Stone Age food</p> | <p>To explore textiles to create a picture</p> <p>Rivers, lava. weaving</p> | <p>Use sheet materials and construction tools with appropriate supervision</p> <p>Make a sundial (link to romans and science)</p> |
| Geography including STEAM ideas to promote learning | <p>Types of settlements in Early Britain linked to History. Why dd early people choose to settle there?</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology</p> <p>Fieldwork at Maiden Castle</p> | <p>An introduction to physical geography including the water cycle, volcanoes and earthquakes.</p> <p>Water cycle- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. CLIMATE CHANGE – CONSERVING WATER</p> <p>Geothermal energy</p> <p>FLOOD – Somerset levels</p> <p>Link to science</p> | <p>Human geography including trade links in the Pre-roman and Roman era</p> <p>Use maps, atlases, globes and digital / computer mapping (Google Earth) to locate countries and describe features studied.</p> |

| | | | |
|---|--|---|--|
| | | <p>Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</p> <p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks</p> <p>Outdoor Learning focus linked with Geography; river walk on Montacute Estate (sketching / water colours – Art)</p> | <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Outdoor Learning focus linked with Geography; compass work / orienteering</p> |
| <p>Outdoor learning (put in topic related boxes – pull from HD plans) This will not be a separate box - I thought I might make the text green where outdoor learning was involved specifically)</p> | | | |
| | <p>Ug Stone Age Boy</p> <p>Stone Girl Bone boy</p> | <p>Persuasive writing – Flooding?</p> <p>Escape from Pompeii</p> | <p>Diary of Illiona</p> |

| | | | |
|---|---|--|--|
| <p>English genres and some suggested texts</p> | <p>Everyone Needs a Rock If you find a rock</p> | | |
| <p>SPAG</p> | <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> | | |
| <p>Art</p> | <p>Cave drawing with DIY paint using natural materials Rock painting</p> <p>Hand prints in caves with paint and water spray</p> <p>Outdoor Learning focus linked with Art; making natural paints and nature brushes, painting on walls etc., natural dyes – fabric / clothes, making iron age pots</p> <p>Use sketchbooks to practise drawing from observation. Draw for a sustained period of time at an appropriate level.</p> <p>Make accurate marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> | <p>Outdoor Learning focus linked with Art; clay and mud art</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Can weave paper and found materials to represent an image e.g landscape, pattern or texture</p> | <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Start to produce more accurate paintings portraying images from imagination or observation</p> <p>Paintings of flowers</p> <p>Use variety of printing tools to create more precise patterns or pictures</p> <p>Leave rubbing. Printing with leaves and making Styrofoam print. Press leaves/plants into clay.</p> <p>Observational drawing of leaves -draw the other half and paint.</p> |

| | | | |
|------------------|---|---|--|
| | <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Plan, design and make models from observation or imagination Join clay adequately Create surface patterns and textures in a malleable material</p> | | <p>To explore the roles and purposes of artists, craftspeople and designers (that have been studied) , working in different times and cultures.</p> <p>Roman mosaic</p> |
| DT | <p>Know how to begin to cook foods (using appropriate equipment and supervision)</p> | <p>To explore textiles to create a picture</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> |
| Computing | <p>To talk about the parts of a computer. To tell you ways to communicate with others online.</p> <p>I think about whether To use images that I find online in my own work (copyright).</p> | <p>To plan & enter a sequence of instructions on a robot specifying distance & turn to achieve specific outcomes, debug the sequence where necessary.</p> | <p>To explore & begin to evaluate the use of multimedia to enhance communication.</p> <p>To create & begin to edit presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect.</p> |

| | | | |
|--|--|---|--|
| | <p>To describe the World Wide Web as the part of the Internet that contains websites.</p> <p>To use search tools to find and use an appropriate website.</p> <p>Vocab: Upload Download Copy Paste Share Skype Facetime Video chat Blog Pop-cast</p> <p>To agree sensible e-safety rules for the classroom.</p> <p>To discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button. To talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time.</p> <p>To use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully</p> <p>With support: To choose a secure password for age-appropriate websites.</p> <p>With support: To find out information from a pre-prepared database, asking straightforward questions.</p> <p>To contribute towards a database.</p> | <p>To test & improve / debug programmed sequences.</p> <p>To begin to type Turtle (J2E) commands to achieve outcomes.</p> <p>To explore outcomes when giving sequences of instructions in Turtle (J2E) software.</p> <p>To use repeat to achieve solutions to tasks.</p> <p>To solve open-ended problems with a floor robot & Turtle (J2E) including creating simple regular polygons, making sounds & planning movements such as a dance.</p> <p>To create an algorithm to tell a joke or a simple story.</p> <p>To sequence pre-written lines of programming into order</p> <p>To talk about algorithms planned by others & identify any problems & the expected outcome.</p> | <p>To use a range of effects in art programs including brush sizes, repeats, reflections</p> <p>To explore the use of video, animation & green screening.</p> <p>To use ICT tools to create musical phrases.</p> <p>To amend text & save changes.</p> <p>To use individual fingers to input text & use SHIFT key to type characters.</p> <p>To amend text by highlighting & using SELECT/ DELETE & COPY/ PASTE.</p> <p>To look at own work & consider how it can be improved for effectiveness</p> |
|--|--|---|--|

| | | | |
|--------------|---|--|--|
| | <p>To construct and use a branching database.</p> <p>To record data in a variety of ways.</p> <p>To present data for others.</p> <p>To use a data logger to monitor changes and talk about the outcomes seen.</p> | | |
| Music | <p>Internalise the pulse in music.</p> <p>Recognising and understanding the difference between pulse and rhythm</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> | <p>Singing songs from memory with accurate pitch and tune.</p> <p>Demonstrating and developing vocal technique- Show control in voice and pronounce the words clearly (diction)</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</p> | <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary</p> <p>Develop melodies using rhythmic variations.</p> <p>Begin to create layers within a piece of music.</p> |
| PSHE | Core theme 2 -relationships | Core theme 1 – Health and well being | Living in the wider world? |
| RE | <p>Creation - What do Christians learn from the Creation Story?</p> <p>Core Learning & possibly Digging Deeper.</p> <p>Incarnation/God</p> <p>What is the Trinity?</p> | <p>Core Learning -People of God</p> <p>What is it like to follow God?</p> <p>Core Learning & possibly Digging Deeper.</p> <p>Salvation - Why do Christians call the day Jesus died 'Good Friday'?</p> | <p>Core Learning - Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>Core Learning - What does it mean to belong? (AMV unit 12) Judaism</p> |

| | | | |
|--------------|--|--|--|
| | | | |
| Maths | | | |