



Year 3 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none">• Lines and Light: Drawing Like Rembrandt	<ul style="list-style-type: none">• Shading techniques• Experimenting with different grades of pencil• Using a sketchbook
Computing	<ul style="list-style-type: none">• Staying Safe and Smart Online• How Computers Talk to Each Other	<ul style="list-style-type: none">• Discuss digital footprints and safe sharing• Classify and query data
Design Technology	<ul style="list-style-type: none">• Eating Seasonally (Food and Nutrition)	<ul style="list-style-type: none">• Exploring climate, seasonality and local produce• Making a fruit tart
Geography	<ul style="list-style-type: none">• Exploring Places with Digital Maps	<ul style="list-style-type: none">• Locate countries, cities and landmarks using digital maps.• Follow a journey using computer mapping – Google Maps / Geocaching.
History	<ul style="list-style-type: none">• Life from the Stone Age to the Iron Age	<ul style="list-style-type: none">• Use timelines to sequence periods• Compare life across early civilisations• Explore beliefs, achievements and legacies• Ask and investigate historical questions using a range of sources
Languages	<ul style="list-style-type: none">• Bonjour• En classe	<ul style="list-style-type: none">• Understand and use some key simple instructions in French.• Understand the need for gender agreement in French.• Know numbers 1-10 in French.
Music	<ul style="list-style-type: none">• Keeping the pulse (My favourite things)• Sound patterns (Fairytale)	<ul style="list-style-type: none">• Use rhythm grids and graphic scores• Develop ensemble skills• Sing in rounds• Perform layered rhythms• Compose music inspired by nature and movement
PE	<ul style="list-style-type: none">• Football• Dance (Unit 1)	<ul style="list-style-type: none">• Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.

	<ul style="list-style-type: none"> Gymnastics (Unit 1) Basketball 	<ul style="list-style-type: none"> Practise and put together a performance. Perform using facial expressions. Perform with a prop. Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas. Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.
PSHE	<ul style="list-style-type: none"> Being me in my world Celebrating difference 	<ul style="list-style-type: none"> Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers
RE	<ul style="list-style-type: none"> What makes us human? Where do our morals comes from? 	<ul style="list-style-type: none"> Identify the difference between personal and organised worldviews. Explain what is meant by a soul and express their ideas about what a soul means to them personally. Understand that some people believe that humans have a soul. Summarise the similarities and differences between what people believe about the soul. Express their ideas clearly and compare their own beliefs with others. Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self. State benefits and challenges relating to Buddhist meditation. Give examples of Buddhist meditation practices. Explain the reasons and purpose behind meditation.

		<ul style="list-style-type: none"> Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'. Explain what morals, rules and guidance are. Identify some of the ways people decide what is right and wrong. Evaluate how Golden Rules might help people make moral decisions today. Explain how some people remember important guidance using physical items. Identify similarities and differences between different religious guidance. Identify common themes across religious and non-religious guidance. Present their own ideas for a moral code and explain their ideas clearly.
Science	<ul style="list-style-type: none"> Movement and nutrition Forces and magnets 	<ul style="list-style-type: none"> Understand nutrition and bones Explore magnetic and non-contact forces

Spring Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> Colour and Emotion: Inspired by Alma Thomas 	<ul style="list-style-type: none"> Using a sketchbook Mixing secondary colours
Computing	<ul style="list-style-type: none"> Animate and Advertise Scratch Sounds and Sequences 	<ul style="list-style-type: none"> Use text and images for a purpose Create layered audio Build logical sequences using events
Design Technology	<ul style="list-style-type: none"> Pavilions (Structures) 	<ul style="list-style-type: none"> Designing a frame structure with cladding for a theme or user
Geography	<ul style="list-style-type: none"> Mapping, Land Use and Imaginary Places 	<ul style="list-style-type: none"> Use an index to locate countries, cities and landmarks using an atlas. (Focus on European countries) Explain how humans use physical geographical features for a variety of purposes.
History	<ul style="list-style-type: none"> Power and the Crown 	<ul style="list-style-type: none"> Use timelines to sequence periods Explore beliefs, achievements and legacies Ask and investigate historical questions using a range of sources

Languages	<ul style="list-style-type: none"> • Mon Corps • Les animaux 	<ul style="list-style-type: none"> • Expand vocabulary to include body parts, day of the week and adjectives. • Be able to expand phrases learnt to include adjectives. • Know numbers 11-20 in French.
Music	<ul style="list-style-type: none"> • Pitch (Superheroes) 	<ul style="list-style-type: none"> • Use rhythm grids and graphic scores • Develop ensemble skills • Sing in rounds • Perform layered rhythms • Compose music inspired by nature and movement
PE	<ul style="list-style-type: none"> • Tennis • Dance (Unit 2) • Gymnastics (Unit 2) 	<ul style="list-style-type: none"> • To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting. • Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work. • Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.
PSHE	<ul style="list-style-type: none"> • Dreams and goals • Healthy me 	<ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Know how exercise affects their bodies • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels
RE	<ul style="list-style-type: none"> • Is scripture central to religion? • What happens if we do wrong? 	<ul style="list-style-type: none"> • Explain what some people mean by revelation. • Evaluate the significance of scripture to some Jewish, Christian and Muslim people. • Explain how some ways of using and treating the Qur'an, the Christian Bible and the Torah show its importance. • Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary. • Make links between scripture from the Abrahamic religions.

		<ul style="list-style-type: none"> Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship. Explain which actions can be considered wrong and what consequences may derive from them. Consider the authority which gives the consequences of wrongdoing. Describe how some religious people seek forgiveness. Explore the similarities between some Jewish and Muslim practices of seeking God's forgiveness. Discuss how God's forgiveness can change a believer's life. Describe what might happen to the soul when a believer does something wrong. Explore why some religious people choose to live morally. Investigate some ways Christians 'cleanse' the soul through infant and adult baptism. Explain why Jesus was baptised and sacrificed. Define what karma means to some Hindus and how it can affect the soul. Know that many Hindus aim to live morally by collecting positive karma within their lifetimes to eventually reunite with God.
Science	<ul style="list-style-type: none"> Rocks and soil Light and shadow 	<ul style="list-style-type: none"> Identify rocks and soils Investigate light, shadows and reflections

Summer Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> Up and Away: Paper Mâché Sculpture 	<ul style="list-style-type: none"> Using a sketchbook Creating a sculpting base
Computing	<ul style="list-style-type: none"> Code and Control: Creating with Scratch 	<ul style="list-style-type: none"> Build logical sequences using events
Design Technology	<ul style="list-style-type: none"> Egyptian Collars (Textiles) 	<ul style="list-style-type: none"> Decorating fabric with cross-stitch and appliqué
Geography	<ul style="list-style-type: none"> Mountains, the Alps and Our Local Area 	<ul style="list-style-type: none"> Know that the Alps are a mountain range in Europe and name some of the countries. Explain how humans use physical geographical features for a variety of purposes. Collect data and present it in a bar chart.

History	<ul style="list-style-type: none"> • Ancient Egypt 	<ul style="list-style-type: none"> • Use timelines to sequence periods • Compare life across early civilisations • Explore beliefs, achievements and legacies • Ask and investigate historical questions using a range of sources
Languages	<ul style="list-style-type: none"> • La Famille • Bon anniversaire! 	<ul style="list-style-type: none"> • Be able to spell some words in French using their increasing phonics knowledge • Understand how to form questions and simple sentences in French
Music	<ul style="list-style-type: none"> • Musical symbols (Under the Sea) 	<ul style="list-style-type: none"> • Use rhythm grids and graphic scores • Develop ensemble skills • Sing in rounds • Perform layered rhythms • Compose music inspired by nature and movement
PE	<ul style="list-style-type: none"> • OAA • Athletics • Cricket 	<ul style="list-style-type: none"> • Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative. • Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force. • Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.
PSHE	<ul style="list-style-type: none"> • Relationships • Changing me 	<ul style="list-style-type: none"> • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community • Know how to access help if they are concerned about anything on social media or the internet • Can identify the responsibilities they have within their family • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Can express how they feel about puberty • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry

		<ul style="list-style-type: none"> Can suggest ways to help them manage feelings during changes they are more anxious about
RE	<ul style="list-style-type: none"> Why is water symbolic? Why is fire used ceremonially? 	<ul style="list-style-type: none"> Making connections between religious stories and the importance of water. Identifying how water is used in some rituals. Suggesting what water might symbolise. Making links between beliefs and actions. Talking about why some Christians choose to be baptised. Explaining water's importance in religious and cultural contexts. Sharing thoughtful insights or reflections on water's importance. Articulating their own ideas about the value of water creatively. Discussing different ways fire can be used and considering connections. Suggesting the symbolism of the Olympic flame. Discussing how someone at a Hindu ceremony might feel and what the fire might mean to them. Identifying the role of Shiva's fire in a story. Explaining why fire is used in some Zoroastrian ceremonies. Explaining why different Jewish candles might be lit. Suggesting symbols to represent remembrance. Discussing why Jesus is seen by many Christians as the 'light of the world'.
Science	<ul style="list-style-type: none"> Plant reproduction Does hand span affect grip strength? 	<ul style="list-style-type: none"> Learn about plant functions and life cycles