



# Year 3 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"><li>Rembrandt - Drawing</li></ul>	<ul style="list-style-type: none"><li>Experiment with different grades of pencil, cross hatching, blending.</li><li>The name, nationality, style and famous works of Rembrandt</li></ul>
Computing	<ul style="list-style-type: none"><li>E-Safety</li><li>Technology in our lives</li></ul>	<ul style="list-style-type: none"><li>Make decisions about what information they share and with whom</li><li>Explain how to behave kindly online and why this is important.</li><li>Explain how we use digital devices for different activities</li></ul>
Design Technology	<ul style="list-style-type: none"><li>Eating seasonally – Food and nutrition</li></ul>	<ul style="list-style-type: none"><li>To know that not all fruits and vegetables can be grown in the UK.</li><li>To know that vegetables and fruit grow in certain seasons.</li><li>To know that cooking instructions are known as a 'recipe'.</li></ul>
Geography	<ul style="list-style-type: none"><li>Digital maps</li></ul>	<ul style="list-style-type: none"><li>Locate countries, cities and landmarks using digital maps.</li><li>Follow a journey using computer mapping – Google Maps / Geocaching.</li></ul>
History	<ul style="list-style-type: none"><li>Stone Age to Iron Age</li></ul>	<ul style="list-style-type: none"><li>Know how housing developed throughout the Stone and Iron Ages</li><li>Find out about everyday lives of people in time studied</li><li>Observe small details in artefacts and pictures</li></ul>
Languages	<ul style="list-style-type: none"><li>Bonjour</li><li>En classe</li></ul>	<ul style="list-style-type: none"><li>Understand and use some key simple instructions in French.</li><li>Understand the need for gender agreement in French.</li><li>Know numbers 1-20 in French.</li></ul>
Music	<ul style="list-style-type: none"><li>Ballads</li><li>Developing singing technique</li></ul>	<ul style="list-style-type: none"><li>To know that in a ballad, a 'stanza' is a verse.</li><li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li><li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li><li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li><li>To know that written music tells you how long to play a note for.</li></ul>
PE	<ul style="list-style-type: none"><li>Gymnastics</li><li>Games</li></ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"><li>Recognise and describe the effects of exercise on the body.</li><li>Know the importance of strength and flexibility for physical activity.</li><li>Explain why it is important to warm up and cool down.</li></ul>

		<ul style="list-style-type: none"> <li>• Develop the quality of the actions in their performances.</li> <li>• Perform learnt skills and techniques with control and confidence.</li> <li>• Compete against self and others in a controlled manner.</li> <li>• Watch, describe and evaluate the effectiveness of a performance.</li> <li>• Describe how their performance has improved over time.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Being me in my world</li> <li>• Celebrating difference</li> </ul>	<ul style="list-style-type: none"> <li>• Know why rules are needed and how these relate to choices and consequences</li> <li>• Know that actions can affect others' feelings</li> <li>• Know that others may hold different views</li> <li>• Make other people feel valued</li> <li>• Develop compassion and empathy for others</li> <li>• Be able to work collaboratively</li> <li>• 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</li> <li>• Know that conflict is a normal part of relationships</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> <li>• Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>• Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>• Be able to show appreciation for their families, parents and carers</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Diwali – Hinduism</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Start to explain the Christian belief that Jesus was God in human form.</li> <li>• Describe some of the ways Hindus celebrate Diwali.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Movement and Nutrition</li> <li>• Forces and Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Animals can be grouped based on the presence of a skeleton.</li> <li>• The skeleton in humans and some animals is used for movement, protection and support.</li> <li>• The muscular system in humans and some animals works with the skeleton for movement.</li> <li>• The main bones in the body.</li> <li>• Animals, including humans, need the right types and amount of nutrition.</li> <li>• Examples of contact and non-contact forces.</li> <li>• Some forces are a result of contact between two surfaces but some forces can act at a distance (e.g. magnetism).</li> <li>• Magnets have a north and south pole.</li> <li>• Some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each other.</li> <li>• Some different examples of magnets, including bar, horseshoe, button and ring.</li> </ul>

**Spring Term**

Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> <li>Alma Thomas - Colour</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to record their observations and to review and revisit ideas.</li> <li>Mix colours and know which are primary, secondary and tertiary colours.</li> <li>The name, nationality, style and famous works of Alma Thomas</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Multimedia – Pivot and Publisher</li> <li>Programming - Scratch</li> </ul>	<ul style="list-style-type: none"> <li>Create an effective stop-frame animation using onion skinning</li> <li>Create a program following a design with a sequence of connected commands</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Pavilions - Structures</li> </ul>	<ul style="list-style-type: none"> <li>To know that a 'free-standing' structure is one which can stand on its own.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Human geography and location knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Use an index to locate countries, cities and landmarks using an atlas. (Focus on European countries)</li> <li>Explain how humans use physical geographical features for a variety of purposes.</li> </ul>
History	<ul style="list-style-type: none"> <li>Beyond 1066 - Monarchy</li> </ul>	<ul style="list-style-type: none"> <li>Know the meaning of continuous monarchy</li> <li>Know the names of some famous monarchs</li> <li>Distinguish between different sources – compare different versions of the same story</li> </ul>
Languages	<ul style="list-style-type: none"> <li>Mons corps</li> <li>Les animaux</li> </ul>	<ul style="list-style-type: none"> <li>Expand vocabulary to include body parts, day of the week and adjectives.</li> <li>Be able to expand phrases learnt to include adjectives.</li> <li>Know numbers 11-20 in French.</li> </ul>
Music	<ul style="list-style-type: none"> <li>Pentatonic melodies and composition</li> </ul>	<ul style="list-style-type: none"> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</li> <li>To understand that a pentatonic melody uses only the five notes C D E G A.</li> <li>To understand that the timbre of instruments played affect the mood and style of a piece of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>Recognise and describe the effects of exercise on the body.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Explain why it is important to warm up and cool down.</li> <li>Develop the quality of the actions in their performances.</li> <li>Perform learnt skills and techniques with control and confidence.</li> <li>Compete against self and others in a controlled manner.</li> <li>Watch, describe and evaluate the effectiveness of a performance.</li> <li>Describe how their performance has improved over time.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>Know that they are responsible for their own learning</li> <li>Know how to take steps to overcome obstacles</li> <li>Know what dreams and ambitions are important to them</li> <li>Can break down a goal into small steps</li> </ul>

		<ul style="list-style-type: none"> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Imagine how it will feel when they achieve their dream/ambition</li> <li>• Know how exercise affects their bodies</li> <li>• Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Jesus' miracles</li> <li>• Easter - Forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Explore viewpoints about one of Jesus' miracles.</li> <li>• Tell you why Jesus' death is important to Christians.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Rocks and Soil</li> <li>• Light and Shadow</li> </ul>	<ul style="list-style-type: none"> <li>• That rocks can be grouped based on their appearance or properties (e.g. colour, texture, hardness and permeability).</li> <li>• That rocks may contain grains, crystals or fossils.</li> <li>• That grains and crystals appear differently and can be used to classify rocks.</li> <li>• That soils are made from rocks and dead matter.</li> <li>• The relationship between the properties of rocks and their uses.</li> <li>• Light travels from a source (e.g. the Sun, light bulbs and torches).</li> <li>• Light is needed to see things and that dark is the absence of light.</li> <li>• Light from the Sun can be dangerous and how to protect their eyes.</li> <li>• All materials reflect light.</li> <li>• Shadows form when the light from a light source is blocked by an opaque object.</li> </ul>

Summer Term		
Subject	Area of Learning	Key knowledge
<b>Art</b>	<ul style="list-style-type: none"> <li>• Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a base for extending and modelling other shapes – paper mâché</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Programming - Scratch</li> </ul>	<ul style="list-style-type: none"> <li>• Test a program against a given design</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Egyptian collars - Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.</li> <li>• To know that when two edges of fabric have been joined together it is called a seam.</li> <li>• To understand that some products are turned inside out after sewing so the stitching is hidden.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Mountains – The Alps</li> <li>• Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the Alps are a mountain range in Europe and name some of the countries.</li> <li>• Explain how humans use physical geographical features for a variety of purposes.</li> <li>• Collect data and present it in a bar chart.</li> </ul>

<b>History</b>	<ul style="list-style-type: none"> <li>• Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there was a civilisation in Egypt 5000 years ago</li> <li>• Understand the importance of the River Nile to Ancient Egyptians</li> <li>• Place the time studied on a timeline</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>• La famille</li> <li>• Bon anniversaire</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to spell some words in French using their increasing phonics knowledge</li> <li>• Understand how to form questions and simple sentences in French</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Traditional instruments and improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Athletics</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>• Recognise and describe the effects of exercise on the body.</li> <li>• Know the importance of strength and flexibility for physical activity.</li> <li>• Explain why it is important to warm up and cool down.</li> <li>• Develop the quality of the actions in their performances.</li> <li>• Perform learnt skills and techniques with control and confidence.</li> <li>• Compete against self and others in a controlled manner.</li> <li>• Watch, describe and evaluate the effectiveness of a performance.</li> <li>• Describe how their performance has improved over time.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing me</li> </ul>	<ul style="list-style-type: none"> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can identify the responsibilities they have within their family</li> <li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>• Know some of the outside body changes that happen during puberty</li> <li>• Know some of the changes on the inside that happen during puberty</li> <li>• Can express how they feel about puberty</li> <li>• Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</li> <li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Hindu beliefs</li> <li>• Pilgrimage to the River Ganges</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the fundamentals of Hinduism – that Hindus believe in one many gods and goddesses, worship in a Temple and the importance of the River Ganges</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Plant Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>• The functions of the basic parts of a plant and the relationship between structure and function.</li> <li>• Water is transported within a plant from the root, through the stem, to the leaves.</li> </ul>

	<ul style="list-style-type: none"><li>Investigation – Does Hand Span affect Grip Strength</li></ul>	<ul style="list-style-type: none"><li>Plants need water, light, air, nutrients and a suitable temperature for growth and health.</li><li>The needs for growth and health vary from plant to plant.</li><li>The life cycle of a plant from seed to mature plant.</li></ul>
--	---	---