



<p>St. Andrew's – a Good Samaritan School. Making a difference so all can flourish</p> 	<p><b>St Andrew's C of E Primary School</b> Ready, Respectful, Safe</p> <p><b>Year 3 Curriculum Map</b></p>	 <p>With Faith, Hope &amp; Love we can achieve greater things.</p>
--	---	---

	Autumn	Spring	Summer
<b>Topic</b>	<b>Hunter Gatherers</b>	<b>Extreme Earth</b>	<b>Togatastic</b>
<b>Now Press Play</b>	Stone Age, Rocks	Natural Disasters	Roman Britain
<b>Reading</b>	F - Stone Age Boy - Satoshi Kitamura F - Stig of the Dump - Clive King NF - Stone Age and Celts - The Study Book CPG NF- DK Find Out! Stone Age (Klint Janulis) F- Diamante poetry-Caveman	F - Fireworker Makers Daughter - Philip Pullman NF - Volcanoes and Earthquakes KS2 Geography - CPG F- List Poetry- Twister	F - Roman Myths and Legends F - Empire's End- A Roman Story (Leila Rasheed) NF - So you think you've got it bad: a kid's life in Ancient Rome - Chae Strathie & Marisa Morea History of Wroxeter Roman City- NF <a href="https://www.english-heritage.org.uk/visit/places/wroxeter-roman-city/history/">https://www.english-heritage.org.uk/visit/places/wroxeter-roman-city/history/</a> F- Renga Poetry- Extreme Earth
<b>Writing - Fiction Non-Fiction Plays Poetry</b>	<b>Instructions- NF</b> -How to catch a Woolly Mammoth <b>Action/ Adventure Narrative- F</b> - Based on Stone Age Boy <b>Diamante Poetry-F</b> - Stone Age Theme <b>Traditional Tale Narrative- F</b> - Based on Stig of the Dump <b>Non-Chronological report-NF</b> Based on reading from the stone age and celts study book	<b>Discussion- NF</b> - Living by fault lines <b>Fantasy Narrative- F</b> - Based on the Firework maker's daughter. <b>Mystery Narrative- F</b> - Based on Kidnap in the Caribbean <b>Explanation- NF</b> - How a volcano erupts	<b>Persuasion- NF</b> - Persuasive letter to Mrs Thompson to allow us to visit Wroxeter Roman City <b>Myths and Legends-F</b> - Based on a Roman Myth <b>Play-F</b> Turn a section of a Roman Myth into a play script. <b>Thriller-F</b> - Based on Empire's End <b>Recount- NF</b> - Diary entry based on visit to Wroxeter Roman City

Literacy Shed	The Dragon Slayer				
<b>Science</b>	<p style="text-align: center;"><u>Mirror Mirror</u></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> <p style="text-align: center;"><b>Focus Investigation</b> Pattern Seeking</p>	<p style="text-align: center;"><u>Earth Rocks</u></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p style="text-align: center;"><b>Focus Investigation</b> Classifying &amp; Grouping</p>	<p style="text-align: center;"><u>Amazing Bodies</u></p> <ul style="list-style-type: none"> <li>• 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...balanced diet</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul> <p style="text-align: center;"><b>Focus Investigation</b> Pattern Seeking</p>	<p style="text-align: center;"><u>Opposites Attract</u></p> <ul style="list-style-type: none"> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• 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.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will</li> </ul>	<p style="text-align: center;"><u>How does your Garden Grow"</u></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• 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.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p style="text-align: center;"><b>Focus Investigation</b> Observation over Time</p>

				attract or repel each other, depending on which poles are facing.  <b>Focus Investigation</b> Fair Testing	
<b>RE</b> (UC- Understanding Christianity WA- Wolverhampton Agreed Syllabus)	Unit 2a.4 What kind of a world did Jesus want? (UC... Gospel)	Unit 2a.3 What is the Trinity? (UC... Incarnation /God)	2.3 What is it like to be a Hindu? (WA Syllabus) VISIT MANDIR	2.4 What do we celebrate & why? (WA Syllabus)	Unit 2a.1 What do Christians learn from the Creation story? (UC... Creation)  2.2 Exploring Key Leaders: Sikhs (Guru Nanak) & Hindus (Gandhi) (WA Syllabus)
<b>Trips/Experiences</b>	<b>Trip:</b> <b>Visitor :</b> Back to Basics Stone Age Workshop (History) <b>Memorable Experience</b>		<b>Trip:</b> Mandir (RE) <b>Visitor:</b> <b>Memorable Experience:</b>		<b>Trip:</b> Wroxeter Roman City (History) <b>Visitor:</b> <b>Memorable Experience:</b>
<b>History</b>	<p align="center"><b><u>Stone Age Britain</u></b></p> <ul style="list-style-type: none"> <li>Place key events on a timeline (&amp; explain BC/BCE - AD/CE)</li> <li>Know the differences between Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age, with a focus on homes. Know the dates of these periods. Use a range of sources and history skills</li> <li>Examine and know about the Lindow Man as a Primary source, a well-known archaeological find, - (discuss the difference between primary and secondary sources). What does it tell us?</li> </ul>				<p align="center"><b><u>Roman Britain</u></b></p> <ul style="list-style-type: none"> <li>Place key events on a timeline (and explain BC/BCE - AD/CE)</li> <li>Examine a variety of sources presented as primary (artefacts) &amp; secondary (discuss the difference).</li> <li>Use a range of sources (books, artefacts, films, online) to investigate the lives of Roman peoples in a range of ways (could include housing, diet, warfare, soldiers, childhood, communities, gladiators, settlements, religious beliefs, clothing, tools). Compare lives (similarities &amp; differences) and motivations of people vs today.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a range of sources (books, artefacts, films, online) to investigate the lives of Stone Age peoples including housing, diet, tribes, communities, trading, settlements, religious beliefs, clothing and tools).</li> <li>• Compare lives (similarities &amp; differences) and motivations of people vs today.</li> <li>• Source Specific Focus. Compare representations of Stone Age past &amp; present, making links. Discuss the usefulness of sources (and their limitations). What does this sources tell us? What doesn't it tell us? Where can we find the information we want? Why is it useful to have a range of sources? (see History Lead)</li> <li>• Investigate prehistoric animals - Woolly Mammoth, Cave Lion, Sabre-Toothed Tiger and their impact on Stone Age peoples.</li> <li>• Study Stone Henge a specific historical place using a range of sources (books, artefacts, films, online).</li> </ul>		<ul style="list-style-type: none"> <li>• Make comparisons between Roman Britain and other parts of the Roman Empire.</li> <li>• Discuss the usefulness of sources (and their limitations). What does this sources tell us? What doesn't it tell us? Where can we find the information we want? Why is it useful to have a range of sources?</li> <li>• Investigate sources describing a key historical figure (eg: Boudicca). Why are there different accounts from different perspectives? Which is more reliable or useful? Where does the source come from? Why is history presented in different ways? Viewpoints.</li> </ul> <p style="text-align: center;"><b><u>Local History</u></b></p> <ul style="list-style-type: none"> <li>• Roman Roads of Wolverhampton</li> </ul>
<p style="text-align: center;"><b>Geography</b></p>	<p style="text-align: center;"><b><u>The UK</u></b></p> <ul style="list-style-type: none"> <li>• Use maps to identify the regions</li> <li>• Identify &amp; describe human &amp; physical characteristics (key topographical features &amp; land use) of the geographical regions of the UK (Choose a selection of regions and features).</li> </ul>	<p style="text-align: center;"><b><u>Earthquakes &amp; Volcanoes</u></b></p> <ul style="list-style-type: none"> <li>• Describe &amp; understand what an earthquake is and how they occur. Including identification of earth layers, tectonic plates, epicenter, shockwaves &amp; aftershocks</li> </ul>	<p style="text-align: center;">-</p>

	<ul style="list-style-type: none"> <li>Observe how key physical &amp; human characteristics of the regions of the UK have changed over time (Choose a selection of P &amp; H features linked to topic locations ).</li> <li>Interpret a range of sources of geographical information regarding the UK (eg maps, diagrams, globes, aerial photographs)</li> <li>Use eight points on a compass to describe the location of the geographical regions of the UK</li> <li>Use four figure grid references and OS map symbols to locate specific places within the UK Locate topographical features of a selection of regions using 4 figure grid references</li> </ul> <p><a href="#">Lesson Idea Resources</a></p>	<ul style="list-style-type: none"> <li>Describe &amp; understand how volcanos are formed and what causes them to erupt. Including parts of a volcano, the difference between active/dormant volcanoes.</li> <li>Identify the effects of volcanic eruptions on human &amp; physical Geography. Eg rich soil, farming, homes</li> <li>Identify the world's earthquakes on a map and use the eight compass points and four figure grid references describe their location.</li> <li>Identify the world's volcanos and the Ring of Fire on a map and use the eight compass points and four figure grid references describe their location.</li> </ul>		
<b>DT Projects on a Page</b>	<b>Textiles - 2D shape to 3D product - stone age pouches or food bag</b>	<b>Structures - shell structures (with or without CAD) - gift boxes (mother's day)</b>	<b>Food - Healthy and Varied diet - link to plants - grow ingredients for salad snack</b>	
<b>Art Kapow</b>	<b>Painting and Mixed Media - Prehistoric Painting</b> Cave Wall paintings	<b>Craft &amp; Design - Architecture (Year 5 Unit)</b> A symbolic monument to remember an earthquake	<b>Sculpture &amp; 3D - Abstract Shape and Space</b> An abstract sculpture	<b>Drawing - Growing Artists</b> Large Scale Plant Drawing
<b>Computing Teach Computing Project Evolve</b>	<b>Programing B</b> <b>E-Safety - Jigsaw Puzzle - Being Me - Pieces 3-5</b> Project Evolve - Health, Wellbeing and Lifestyle	<b>Technology in our Lives 1</b> <b>E-Safety - Project Evolve - Online Relationships</b> Jigsaw Puzzle - Healthy Me - Pieces 4-5	<b>Multi-Media 2</b> <b>E-Safety - Jigsaw Puzzle - Relationships - Piece 3</b> Project Evolve - Self-Image and Identity	
<b>Dance</b>				
<b>Gymnastics</b>	<b>Apparatus / Floor Work</b>		<b>Swimming</b>	

<b>Games</b>	<b>Multi-Skills / Handball</b>		<b>Tri-Golf / Tennis</b>		<b>Dodgeball / Athletics</b>	
<b>PSHE Jigsaw</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Music</b>						
<b>MFL</b>	<i>Greet and Say Goodbye to Someone</i> <i>Ask someone's name and reply</i> <i>Ask how someone is and reply</i> <i>Number 1-10</i> <i>How old are you?</i>		<i>Identify Classroom objects</i> <i>Colours</i> <i>Describe an objects colour</i> <i>Classroom instructions</i> <i>School Subjects</i>		<i>Mon Corps</i> <i>Identify Body Parts</i> <i>Hair Colour and Eye Colour</i> <i>Character Descriptions</i> <i>Days of the Week</i>	