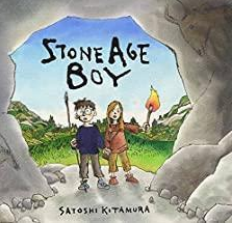
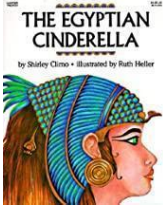
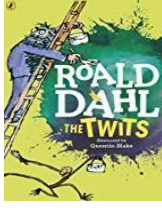
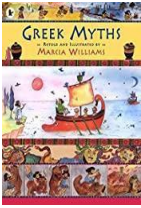
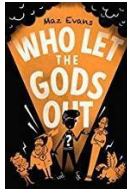


Year 3 Curriculum Map 2024-25

	Autumn 1	Autumn 2				Spring 1	Spring 2				Summer 1	Summer 2			
Topic	Rolling Stones (The Stone Age)					Walk Like an Egyptian (Ancient Egyptians)					Eureka! (Ancient Greeks)				
Subject driver	Science/History					History and Art					History/Geography				
Key texts	 <p>The Quarry - poem Stone Age Boy – Satoshi Kitamura</p>					  <p>Egyptian Cinderella – Shirley Climo Class reader: The Twits</p>					  <p>Greek Myths - Marcia Williams, Who Let the Gods Out? Maz Evans. Class reader: Varjak Paw</p>				
English	Performance	Stories: Adventure	Instruction	Diary writing	Report writing – Info Book	Narrative Poetry- Ancient Egypt	Narrative – Stories set in the past	Play scripts	Newspaper reports	Film narrative	Shape poetry	Myths and Legends	Comparative report- Ancient Greece Vs Modern Greece	Comic strip- Heroes and Villains (link to Greek Myth)	Persuasive writing- Adverts for Olympics
Speaking and Listening	Discussions – make relevant points, respond to ideas, ask questions, and give answers to questions that are supported by reasons. Story Telling/Drama/Role Play- Bring stories to life with expression and show characters’ feelings and emotions. Develop ideas and feelings through talk.					Presentations/Explanations - Use words that they have read in their own spoken work - interesting adjectives, adverbial phrases and expanded noun phrases in discussion.					Explain a project or concept to a group of peers – carefully planning and presenting information orally using knowledge from the curriculum. Debating – Develop their own ideas about a topic. Speak to a wider audience. Vary language between formal and informal according to the situation. Take account of the views of others.				
Maths	Number and Place Value Addition Subtraction Multiplication Division Consolidation					Multiplication Division Money Statistics Measurement – length and perimeter Fraction					Fractions Measurement – Time Properties of Shape Measurement – Mass and Capacity				

Science	Rocks and Soils	Animals including Humans	Forces and Magnets.	Helping Plants Grow Well	Plants	Light and Shadow
History/ Geography	History: Stone Age	Geography: The UK -Counties and cities -Physical geography - Topographical features of the UK	History: Ancient Egypt	Geography: The local area study Hounslow – changes over time. - Land and use patterns over time	History: Ancient Greece – influences on the Western World	Geography: Map areas of Greece Europe Comparison – Study of the UK compared to Greece
Computing	Computing systems and networks – Connecting computers Online safety – Beliefs, opinion and facts on the internet (Kapow)	Creating media – Animation Online safety – When being online makes me upset – link to PSHE (Kapow)	Creating media – Desktop publishing	Data and Information – Branching databases Online safety – Sharing of information – link to PSHE (Kapow)	Programming A – Sequence in music Online safety – rules of social media platforms (Kapow)	Programming B – Events and actions
Art/DT	Art: Techniques based on Stone Age Art - Cave Drawings Adobe Kapow unit based on prehistoric art- using elements of this unit for variation and skill demonstration.	DT: Digital world – electronic charms Using micro: bits (micro:bit.makecode)	Art: Printing: Cartouche/Hieroglyphs Sketching Colour Theory	DT: Mechanical systems – Pneumatic toys, pulleys linked to Ancient Egypt	Art Sculpture Greek Pots	DT: Textiles: Cushions Design a Cushion with a scene from the Olympics or a Greek God / Goddess.
PE	Get set 4 PE – Fundamental skills Get set 4 PE - Rounders	Games (invasion games – Tag Rugby) Real PE – Social Skills	Invasion Games – Basketball Dance Energy – Egyptian Dance	Dance Energy - Gymnastics	Football Athletics	Athletics/Olympics Real PE – Health and fitness
Music	Traditional instruments and improvisation (Theme: India)	(2022-23) Ukulele – Hounslow Music Service Creating compositions in response to an animation: Mountains – Physical Geography Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch, tempo and how they change.	Pentatonic melodies (New Year): Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies	Developing singing technique: Ancient Egypt) The children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions.	Ballads (Greek heroes) Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.	Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.

MFL	Phonetics -Spanish alphabet -Spanish vowels -Spanish consonants -Spanish letter strings Core Vocabulary - Colours - Numbers (1-10)	I'm learning Spanish – Yo aprendo Español -To locate Spain, Madrid and a few key cities on a map. -Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.	Animals – Los Animales - Name and recognise up to 10 animals in Spanish. -Attempt to spell some of these nouns with their correct indefinite article. -Pretend that we are a particular animal using the 1 st person singular of the verb ser (soy = I am).	Fruits – La Fruta -Name, recognise and remember up to 10 fruits in Spanish. -Attempt to spell some of these nouns with their correct article/determiner. -Ask somebody in Spanish if they like a particular fruit. -Say what fruits we like and dislike in Spanish.	Little Red Riding Hood – Caperucita Roja -Sit and listen to a familiar story being told in Spanish. -Learn to use picture and word cards to recognise and help retain new language. -Remember key parts of the body in Spanish.	Ancient Britain – La Historia de la Antigua Gran Bretaña Or I Am Able To. - I Can... - Puedo -Recognise, use and remember 10 common Spanish verbs/activities. -Use these verbs in the infinitive to make a short sentence starting with puedo
PSHE	Being Me in my World 1. Setting personal goals 2. Positivity in challenges 3. Rules, rights and responsibility 4. Rewards and consequences 5. Responsible choices 6. Seeing things from others' perspectives	Celebrating Difference 1. Families and their differences 2. Family conflict and how to manage it (child-centred) 3. Witnessing bullying and how to solve it 4. Recognising how words can be hurtful 5. Giving and receiving compliments	Dreams and Goals 1. Difficult challenges and achieving success 2. Dreams and ambitions 3. New challenges 4. Motivation and enthusiasm 5. Recognising and trying to overcome obstacles 6. Evaluating learning processes 7. Managing feelings 8. Simple budgeting	Healthy Me 1. Exercise 2. Fitness challenges 3. Food labelling and healthy swaps 4. Attitudes towards drugs 5. Keeping safe and why it is important (online and offline scenarios) 6. Respect for myself and others 7. Healthy and safe choices	Relationships 1. Family roles and responsibilities 2. Friendship and negotiation 3. Keeping safe online and who to go to for help 4. Being a global citizen 5. Being aware of how my choices affect others 6. Awareness of how other children have different lives 7. Expressing appreciation for family and friends	Changing Me 1. How babies grow 2. Understanding a baby's needs 3. Outside body changes 4. Family stereotypes 5. Challenging my ideas 6. Preparing for transition
Religion & Worldview	Theme: What makes us human? 1.To recognise that everyone has a worldview. 2.To explore the idea of humans having a soul. 3.To describe what people who follow different worldviews believe about being human. 4.To explain how religious beliefs about the soul are represented in art. 5.To explain how and why some Buddhists meditate. 6.To present own and others' views to answer the enquiry question, 'What makes us human?'.	Theme: Where do our morals come from? 1.To explain what morals are. 2.To evaluate the importance of religious guidance to some Christian and Jewish people. 3.To explore how some people remember moral guidance 4..To describe how some people apply religious guidance in daily life 5..To analyse religious and non-religious guidance. 6.To express and justify opinions about moral guidance.	Theme: Is scripture central to religion? 1.To examine some key beliefs about scripture from the Jewish worldview. 2.To explain how beliefs about the source of scripture may impact the value placed on it. 3.To make connections between beliefs about the Qur'an and the Hadith and how they are used. 4.To recognise and explain similarities and differences between Jewish and Christian scripture. 5.To explore the ways some Christians view and use the Bible. 6.To evaluate what makes scriptures central to religion.	Theme: What happens if we do wrong? 1.To analyse the consequences of wrongdoing by exploring different perspectives. 2.To examine some Christian beliefs about the process of forgiveness. 3.To investigate how some religious people seek God's forgiveness after wrongdoing 4.To investigate some beliefs about what happens to the soul after repentance 5.To investigate some Christian beliefs about cleansing the soul. 6.To explore some Hindu beliefs on how actions can affect the soul.	Theme: Why is water symbolic 1.To explore how water is important to life practically and symbolically. 2.To explore the significance of water in rituals. 3.To understand the concept of purity in relation to water. 4.To investigate water's symbolism and role in various religious rituals. 5.To explore how water is considered precious in different cultures and religions 6.To investigate how water is connected to special places through poetry and images.	Theme: Why is fire used ceremonially? 1.To describe how fire can symbolise remembrance for some Christian and Jewish people. 2.To explore ways that fire can be used in the community. 3.To explore how fire is used at the Olympics. 4.To explore the significance of the eternal flame in the Jewish and Zoroastrian worldviews. 5.To examine how Hindu beliefs can be expressed through the symbolic use of fire. 6.To make links between the symbolism of fire in different worldviews.
Enrichment	History Man –STONE AGE DAY	Pantomime – Theatre Company	Ancient Egypt Day	World Book Day	GREEK TRIP - Ufton Court	Sports Day

		Maths Week	KEW TRIP	Roald Dahl Day – Cinema PM Science Week		Creative Arts Week Lampton Park
RRSA	Article 42 (knowledge of rights) Article 28 (right to an education)	Article 13 (freedom of expression)	Article 5 (parental guidance and a child's evolving capacities) – making choices	Article 23 (children with a disability) – similarities and differences, feeling good/	Article 12 (respect for the views of the child) Greek and modern day democracy in the UK	Article 20 (children unable to live with their family) Article 21 Family differences