

**Year 3 Curriculum Map
2022-2023**

Stones 'n' Bones			Shake, Rattle, Roll		
Autumn 1			Autumn 2		
English	➤	The First Drawing	English	➤	Pebble in my Pocket
	➤	Stone Age Boy		➤	Mouse, Bird, Snake Wolf
Guided Reading	➤	Fortunately the Milk	Guided Reading	➤	Earth Shattering Events
				➤	Carol Ann Duffy Anthology
Maths	➤	Place Value	Maths	➤	Addition & Subtraction
	➤	Addition & Subtraction		➤	Multiplication & Division
History		Stone Age ➤ changes in Britain from the Stone Age to the Iron Age ➤ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. ➤ Bronze Age religion, technology and travel, for example, Stonehenge. ➤ Iron Age hill forts: tribal kingdoms, farming, art and culture.	Geography		Volcanoes and Earthquakes ➤ Physical geography, including: volcanoes and earthquakes ➤ The impact of living in or near regions affected by earthquakes or volcanoes
Science		Animals; including humans: Food and Our Bodies ➤ 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. ➤ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. ➤ Notice that animals, including humans, have offspring which grow into adults ➤ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Science		Rocks: Earth Rocks ➤ 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.
Art/DT		Stone Age to Iron Age ➤ Drawing: observational drawings of different animals, including humans, looking at shape/form. ➤ Developing into Stone age cave paintings linked to 'The First Drawing'. Using pastels on 'screwed up' brown paper, textured. ➤ DT: Make an Iron Age Roundhouse	Art/DT		➤ Volcano paintings: look at famous artists' paintings of volcanoes by Cezanne, Warhol, Gauguin, Turner ➤ Painting: produce study of one of the above using watercolours (and pen for Warhol) ➤ Use a photo of a different volcano and use style of same artist to develop own painting ➤ Collage: Use tissue paper and pva to create a cross-section of a Volcano in the style of Margaret Godfrey

Romans, Roads & Resistance			From Taigas to Tundras		
Spring 1			Spring 2		
English	➤	Escape from Pompeii	English	➤	Firebird
	➤	The Iron Man		➤	Ice Palace
Guided Reading	➤	Ada Twist Scientist – Perilous Pantaloons	Guided Reading	➤	Cakes in Space
Maths	➤	Multiplication & Division	Maths	➤	Fractions
	➤	Length and perimeter		➤	Mass and capacity
Geography		Romans ➤ The Roman Empire and its impact on Britain ➤ Julius Caesar's attempted invasion in 55-54 BC ➤ The Roman Empire by AD 42 and the power of its army ➤ The successful invasion by Claudius and conquest, including Hadrian's Wall ➤ British resistance, for example, Boudicca ➤ Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity ➤ Human geography, including: types of settlement and land use and use of natural resources	Geography		Russia ➤ Locate the world's countries, using maps to focus on Russia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ➤ Physical geography, including: climate zones, biomes and vegetation belts ➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones ➤ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Russia
Science		Forces and Magnets ➤ 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	Science		Light ➤ 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.

	<ul style="list-style-type: none"> ➤ 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. 		<ul style="list-style-type: none"> ➤ 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 an opaque object. ➤ Find patterns in the way that the size of shadows change.
Art/DT	<ul style="list-style-type: none"> ➤ Mosaics: Roman mosaics ➤ Celtic pattern ➤ Design and make a Celtic brooch 	Art/DT	<ul style="list-style-type: none"> ➤ Kandinsky Architecture: St Basil's Cathedral – line drawing ➤ Artist study: Kandinsky

Mountains out of Molehills		From Angles to Alfred	
Summer 1		Summer 2	
English	<ul style="list-style-type: none"> ➤ The Pied Piper ➤ The Black Dog 	<ul style="list-style-type: none"> ➤ Monster Slayer (Beowulf) ➤ Wolves 	
Guided Reading	➤ Everest	➤ The Lost Spells	
Maths	<ul style="list-style-type: none"> ➤ Fractions ➤ Money ➤ Time 	<ul style="list-style-type: none"> ➤ Time ➤ Shape ➤ Statistics 	
History and Geography	Mountains <ul style="list-style-type: none"> ➤ Physical geography, including: climate zones, biomes and vegetation belts, mountains ➤ Locate seven highest mountains, including: Everest, Denali, Kilimanjaro, Aconcagua, Elbrus, Vinson, Puncak Jaya ➤ The impact of climate change: focus on Alps 	Anglo-Saxons & Scots <ul style="list-style-type: none"> ➤ Britain's settlement by Anglo-Saxons and Scots ➤ The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ➤ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ➤ Scots invasions from Ireland to north Britain (now Scotland) ➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life. ➤ Anglo-Saxon art and culture ➤ Christian conversion – Canterbury, Iona and Lindisfarne 	
Science	Plants <ul style="list-style-type: none"> ➤ 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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	➤	
Art/DT	Plants & Flowers <ul style="list-style-type: none"> ➤ Drawing: observation of plants and seed heads using black pen to draw ➤ Sculpture: Use wire and paper to make plants based on drawn designs in sketchbook 	Anglo-Saxons <ul style="list-style-type: none"> ➤ Look at illuminated letters – children design their own initial letter ➤ Textiles: Bayeux tapestry – study of figures in sketchbooks, use to make template, then cut pieces of felt from template and glue/sew together. Recap on running stitch from Y2, introduce back stitch (chain stitch for advanced sewers). 	