St Helen's Catholic Primary School
Year 3 Curriculum Map 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Mission Statement & Gospel Values 5th-8th Sept KS1 Prayer & Praying/KS2 The Mass 11th-22nd Sept Domestic Church – Family 25th Sept-13th Oct Judaism 16th – 20th Oct	Saints 30th Oct- 3rd Nov Year of Mercy Week 13th-17th Nov Baptism/Confirmation – Belonging 6th – 24th Nov Advent/ Christmas – Loving 27th Nov- 19th Dec	Other Faiths – 3rd - 19th Jan Local Church – Community 22nd Jan – 9th Feb	Eucharist – Relating 19th Feb - 9th Mar Lent / Easter – Giving 12th – 29th Mar	Pentecost – Serving 12th Apr – 4^h May Reconciliation – Inter-relating 8th – 25th May	Universal Church – World 4th - 22nd June Friends of Jesus & Stories Jesus told 25th June – 13th July
Science	**<u>Magnets and Forces</u>**	**<u>Parts of Plants</u>**	**<u>Rocks & Soils</u>**	**<u>Movement and Feeding</u>**	**<u>What Plants Need</u>**	**<u>Light & Shadows</u>**
Comp	**Computing Programme of Study Focus –** **Online Safety** 3.5 We are communicators (Communicating safely on the internet) **Kidztype.com**	**Computing Programme of Study Focus –** 3.1 We are programmers (Programming an animation) **Screenshot**	**Computing Programme of Study Focus -** 3.2 We are bug fixers (Finding and correcting bugs in programs) **Saving documents**	**Computing Programme of Study Focus –** 3.3 We are presenters (Videoing a performance) **Copy & Paste**	**Computing Programme of Study Focus –** 3.4 We are network engineers(Exploring computer networks including the internet) **Copy & Paste**	**Computing Programme of Study Focus –** 3.6 We are opinion pollsters (collecting and analysing data) **Printing**
Geography	<u>**Climate zones**</u> Use maps to identify contrasting climates in relation to longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. **Locational knowledge** 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 (including day and night). **Human and physical geography** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		<u>**A contrasting locality - London & village in India.**</u> Use maps to locate counties and cities of the UK. Contrast **India** by identifying human and physical characteristics and key topographical features. Sketch maps with symbols and keys, grid referencing & ariel photographs. **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		<u>**Mapping of the world**</u> Locate the world's countries including Europe, Russia, North and South America. Locate them in relation to the world's seven continents and oceans. Identify capital cities and flags of selected European countries. **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
History	<u>**Cultural History Focus Weeks**</u> Icons & Inventors		<u>**Changes in Britain from the Stone Age to the Iron Age -**</u> with reference to a comparison to Ancient Egypt. 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. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		<u>**Ancient Greece**</u> A study of Greek life and achievements and their influence on the western world.	

	Autumn 1	Autumn 2	Spring		Summer	
Art	**Identity** Explore the chn's roots. Experiment with collage through layering, tearing and overlapping. Mix and use tints and shades. **Sonia Boyce**		**Patterns** Use printing to create repeating patterns. Experiment with different painting effects E.g. blocking in colour. Mix colours and know which primary colours make secondary colours**. William Morris**		**Arts Weeks** Work on a range of scales. Use sketchbooks to record visual information from a range of sources. Apply tone in a drawing in a simple way.	
DT	**2D Shape to 3D Product -**Investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. Explore products from the past and the changes in textile production and products e.g. the invention of the zip. Demonstrate a range of stitching techniques and allow the children to practise them. Stitching two pieces of fabric together demonstrating the use of, and the need for seam allowances. Generate ideas through discussion to create design criteria for an appealing, functional product fit for purpose and specific users. Produce pattern pieces to use in their product. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Consider others' views when evaluating products		**Indian Meals - Cooking modern & traditional Egyptian foods/meals** Research a typical Indian meal. Find out how a variety of ingredients used in Indian cuisine. How are these grown and harvested, reared, caught and processe? Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Use a range of questions to support children's ability to evaluate food ingredients and products e.g. What ingredients help to make the product smooth/crisp /crunchy etc.? What is the impact of added ingredients/finishes /shapes?		**Mechanisms** (Levers & Linkages) Generate own design criteria focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Evaluate their own products and ideas against criteria and user needs, as they design and make. Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots.	
PE	**Dance** (Travelling with change of front and direction) **Games -** Handball (Ball Skills Invasion Focus) Swimming	**Gym** (Stretching, curling and arching) **Games -** Scatterball (Creative Games Making) Swimming	**Dance** (Who am I / The language of Dance) **Games -** Dodgeball (Net/Court/Wall Games) Swimming	**Gym** Symmetry and Asymmetry) **Games -** Rounders (Striking and Fielding Games) Swimming	**Dance** (The Explorers) **Games** Athletics – Unit 1) Swimming	**Gym** (Pathways) **Games** (Athletics – Unit 2) Swimming
Music	Using voices expressively, singing songs of different styles, learning about ostinato patterns. Gustav Holst – The Planets. Focus on instruments of the orchestra	Ballet music – Tchaikowsky - introducing waltz music, learning to count and play in 3-metre, composing to a brief.	Glockenspiel techniques - learning basic instrumental skills by playing tunes in varying styles. Introduction to the language of music, theory, composition, reading scores.	Let's make Tudor music - singing songs from Tudor times, learning about instruments, learning a Tudor dance. Composing a Tudor melody using ICT.	Let Your Spirit Fly - R&B, Michael Jackson, Musicals, Motown, Soul. Historical context of musical styles.	Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.
French	Listen attentively to spoken language and show understanding by joining in and responding. Introductions and basic revision (colours, numbers) Say age and birthday with the date Follow classroom instructions Colour of objects in the classroom Labelling classroom items Numbers 1-40 continuous Grammar Identify masc/fem/plural Definite article le/la	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Identify animal vocabulary Use colour to describe animals Speak in sentences to pets that they have. Organise the days of the week Learn the Hail Mary in French. Grammar Identify masc/fem/ plural Indefinite article un/une Conjugate a high frequency verb in the first person. Avoir (to have) e.g. J'ai un chat. I have a cat. Create sentences with adjectives e.g. J'ai un chat noir I have a black cat.	Present ideas and information orally to a range of audiences. Engage in conversations. Ask and answer questions. Identify parts of the body in French. Preparation for French Day Identify fruit and vegetable vocabulary. Grammar Use adjectives to describe appearance J'ai les cheveux noir I have black hair	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Use songs and rhymes to learn the months, seasons and weather vocabulary Locate cities in France and focus on the pronunciation of them. Describe the weather in France Grammar Conjugate sentences to describe the weather e.g. Il pleut (It is raining) To use á before cities and en before countries e.g. á Paris In Paris. en France In France	Broaden vocabulary and develop their ability to understand new words Develop clothing vocabulary Use adjectives to describe people's clothes. Link to describing appearances from Autumn 2. Revise numbers 20-40 Grammar Conjugate a high frequency verb Porter(to wear) Identify masc/fem Use adjectives to extend sentences e.g. Elle porte une robe jeune. She is wearing a yellow dress	Describe things orally and in writing Develop transport vocabulary Use adjective to describe transport vocabulary. Assessments Grammar Use adjectives to build sentences in French Identify masc/fem/ plural Definite and indefinite articles and when to choose them.
PSHCE	New Beginnings Getting on and falling out	Say No to Bullying Economy	Going for goals! Citizenship	Good to be me Healthy Lifestyles – Drugs & Alcohol	Relationships Safety	**Changes Journey in Love** • **Follow "Journey in Love" lesson plans and Power Points**
Ed Visits	UCL Outreach – Animals including humans	Primary Proms 7th Oct	British Museum William Morris Museum UCL Outreach – Rocks & Soils		Ancient Greek Workshop	London Eye