

Year 3 - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Monsters	Romans	Anglo Saxons	Africa	Vikings	Rainforests
English Power of reading now > press > play SPAG	Iron Man Tin Forest Poem News report Diary Letter Story SPAG To express time, place and cause using conjunctions, adverbs or prepositions. /i/ sound spelt y. /u/ sound spelt ou. Year 3/4 spelling list throughout the year. <u>Cross curricular</u> PSHE To understand that everyone's family is different and important to them. To understand and discuss how a person who has faced difficult challenges can achieve and succeed. To give examples of some different problem-solving techniques and explain how I might use them in	Thieves of Ostia Escape to Pompeii Story set in a historical setting. Newspaper report – features and recounts Narrative Report Recount Diary Poetry Report Diary SPAG To express time, place and cause using conjunctions, adverbs or prepositions. /k/ sound spelt ch. /sh/ sound spelt ch. <u>Cross-curricular</u> PSHE To understand that everyone's family is different and important to them.	Wolves Beowulf SPAG To express time, place and cause using conjunctions, adverbs or prepositions. To understand prepositions and adverbs and use them independently. Words ending with /g/ sound spelt gue. Words ending with /k/ sound spelt que. <u>Cross curricular</u> PSHE To understand that everyone's family is different and important to them. To understand and discuss how a person who has faced difficult challenges can achieve and succeed.	The Village that Vanished Narrative text Description Newspaper Report Narrative poem Diary SPAG To express time, place and cause using conjunctions, adverbs or prepositions. To introduce paragraphs as a way to group material. To use headings and sub-heading. To use conjunctions independently. /s/ sound spelt sc. /ay/ sound spelt ei, eigh, ey. <u>Cross curricular</u> PSHE To understand and discuss how a person who has faced difficult challenges can achieve and succeed.	How to be a Viking Mousehole Cat SPAG To introduce paragraphs as a way to group material. To use headings and sub-heading. To use perfect present form of verbs. Possessive apostrophe with plural words. <u>Cross curricular</u> PSHE To understand that everyone's family is different and important to them. To understand and discuss how a person who has faced difficult challenges can achieve and succeed. To give examples of some different problem-solving techniques and explain how I might	The Great Kapok Tree Into the Forest Descriptions Role play Play scripts Persuasive writing SPAG To introduce paragraphs as a way to group material. To use headings and sub-heading. To use perfect present form of verbs. <u>Cross curricular</u> PSHE To understand and discuss how a person who has faced difficult challenges can achieve and succeed. To understand and discuss how a person who has faced difficult challenges can achieve and succeed.



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	<p>certain situations in my relationships.</p>	<p>To understand and discuss how a person who has faced difficult challenges can achieve and succeed. To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Geography Use and interpret maps, globes, atlases and digital mapping.</p> <p>History Use an increasing range of common words and phrases relating to the passing of time.</p>	<p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Geography Use and interpret maps, globes, atlases and digital mapping.</p> <p>History Use an increasing range of common words and phrases relating to the passing of time.</p>	<p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Geography Use and interpret maps, globes, atlases and digital mapping. Ask and respond to geographical questions. Analyse evidence and draw conclusions. Communicate findings in ways appropriate for the task. Understand and use a widening range of geographical terms according to the topic.</p> <p><u>World book day</u> <u>Cross-curricular</u> Changes yearly according to theme.</p>	<p>use them in certain situations in my relationships.</p> <p>Geography Use and interpret maps, globes, atlases and digital mapping.</p> <p>History Use an increasing range of common words and phrases relating to the passing of time.</p>	<p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Geography Use and interpret maps, globes, atlases and digital mapping. Ask and respond to geographical questions. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue and begin to understand some reasons why. Communicate findings in ways appropriate for the task. Understand and use a widening range of geographical terms according to the topic.</p>
<p>Mathematics</p> <p>now > press > play</p> <p>Fractions</p>	<p>Number and Place Value</p> <p>Recognise the place value of each digit in a three-digit number. Read and write numbers up to 1000.</p>	<p>Multiplication and division</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>	<p>Addition and subtraction</p> <p>Add and subtract numbers mentally, including: <i>A three-digit number and ones.</i></p>	<p>Fractions</p> <p>Count up and down in tenths. Recognise and use fractions as numbers: unit fractions and non-unit fractions. Add and subtract fractions with the</p>	<p>Measurement</p> <p>Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of</p>	<p>Fractions</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. To be able to deepen my knowledge of these</p>



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<p>Mental maths</p> <p>now > press > play</p>	<p>Solve number problems and practical problems involving these ideas.</p> <p>Addition and subtraction Add and subtract numbers mentally. Add and subtract numbers with up to three digits. Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Measurement Measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml).</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions</p> <p><u>Cross-curricular Science</u> Make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	<p>Solve problems, including missing number problems.</p> <p>Geometry: properties of shapes Draw and describe 2-D shapes, and make 3-D shapes using modelling materials.</p> <p>Geometry: position and direction Recognise that angles are a property of shape.</p> <p>Measurement Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p>	<p><i>A three-digit number and tens.</i> <i>A three-digit number and hundreds.</i> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Measurement Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Statistics Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p> <p><u>Cross-curricular Science</u> Make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	<p>same denominator within one whole. Compare and order unit fractions and fractions with the same denominator. Solve problems that involve all of the above.</p> <p>Multiplication and division Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Fractions Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p>	<p>seconds, minutes and hours. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, [for example, to calculate the time taken by particular events or tasks]</p> <p>Addition and Subtraction Use formal written methods of columnar addition and subtraction.</p>	<p>mathematical objectives through: problem solving, reasoning and application.</p>
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Science	Forces and magnets I can compare how things move on different surfaces. I can see that some forces need contact between two objects but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. <u>Skills</u> I can set up simple practical enquiries, comparative and fair tests. I can make observations and take measurements		Light I can explain that I need light in order to see things and that dark is the absence of light. I can show that light is reflected from surfaces. I can explain that light from the sun can be dangerous and that there are ways to protect eyes. I can show how shadows are formed when the light from a light source is blocked by a solid object. I can show that there are patterns in the way that the size of shadows changes. <u>Skills</u> I can ask questions and use different types of scientific enquiries to answer them. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Animals including mammals Identify that animals and humans need the right type of nutrition and they cannot make their own food. Identify that humans and some animals have skeletons. <u>Skills</u> I can ask questions and use different types of scientific enquiries to answer them. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can use straightforward scientific evidence to answer questions or to support my findings. I can explain differences, similarities or changes related to simple scientific ideas and processes.	Rocks I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties. I can describe simply how fossils are formed when things that have lived are trapped within rock. I can explain that soils are made from rocks and organic matter. <u>Skills</u> I can ask questions and use different types of scientific enquiries to answer them. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can explain differences, similarities or changes related to simple scientific ideas and processes.	Plants Identify different parts and functions of flowering plants. I know the requirements for plant growth. I can explore parts that flowers play in a life cycle. <u>Skills</u> I can ask questions and use different types of scientific enquiries to answer them. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can use straightforward scientific evidence to answer questions or to support my findings. I can report on findings from
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	<p>using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>I can gather, record, classify and present data in a variety of ways to help with answering questions.</p> <p><u>Vocabulary</u> Force, push, pull, contact, friction, surface, magnet, magnetic, pole, north, south, attract, repel, magnetic poles.</p> <p>now > press > play Forces</p>		<p>I can set up simple practical enquiries, comparative and fair tests.</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings.</p> <p>I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><u>Vocabulary</u> Light, dark, reflect, surface, blocked, solid, sun, moon, shadow, opaque, transparent, translucent, dangerous, protect eyes.</p>	<p><u>Vocabulary</u> Nutrition, nutrients, carbohydrates, protein, fats, fibre, water, vitamins, minerals. Skeleton, bones, joints, endoskeleton, exoskeleton, hydrostatic, vertebrate, invertebrate. Muscles, contract, relax, ball joint, socket joint, hinge joint, gliding joint.</p> <p>now > press > play Evolution</p> <p><u>Cross-curricular PSHE</u> To understand how exercise affects my body and to set a fitness challenge. To know how to make healthy choices.</p> <p>DT Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world.</p>	<p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><u>Vocabulary</u> Rocks – sedimentary, igneous, metamorphic, hard/soft, dull/shiny, rough/smooth, absorbent/not absorbent, fossils, soils, organic matter.</p> <p>now > press > play Rocks</p> <p><u>Healthy living week</u> <u>Cross-curricular PSHE</u> To understand that my actions can affect myself and others. To understand how exercise affects my body and to set a fitness challenge.</p>	<p>enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</p> <p><u>Vocabulary</u> roots, stem/trunk, leaves, flowers, functions. Requirements, life, growth, air, light, water, nutrients, transportation/transported. Pollination, seed formation, seed dispersal</p> <p>now > press > play Plants</p>
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					<p>To know how to make healthy choices.</p> <p>PE</p> <p>Exploring warm ups – how important they are on the body.</p>	
History		<p>Romans</p> <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> - Why did the Romans invade Britain? -How easy did the Romans find it to take over Britain? -For whom was life most pleasant in Roman Britain? -If you could travel back in time, would you like Roman Britain? -What did the Romans leave for us? <p><u>Skills</u></p> <p>Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.</p> <p><u>Vocabulary</u></p> <p>BC and AD</p>	<p>Anglo Saxons</p> <p><u>Skills</u></p> <p>Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.</p> <p>now>press>play</p> <p>Anglo Saxons</p> <p><u>Cross curricular</u></p> <p>Geography</p> <p>Make plans and maps using symbols and keys.</p> <p>Use and interpret maps, globes, atlases and digital mapping.</p>		<p>Vikings</p> <p>Would the Vikings do anything for money?</p> <ul style="list-style-type: none"> -Raid -Why did many Vikings leave home? -Why did so many Vikings settle in Britain? -Did King Alfred bring peace to England? -How do we know about the Vikings? <p><u>Skills</u></p> <p>Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.</p> <p><u>Vocabulary</u></p> <p>Conquer/conquest</p> <p>Power</p> <p>AD</p>	



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		Empire Invaders, invasion Civilisation Ancient Influence Year, decade, century Power Impact Conquer/conquest Chronological Development Key events now > press > play Roman Britain <u>Cross curricular</u> Geography Make plans and maps using symbols and keys. Use and interpret maps, globes, atlases and digital mapping.			Ancient Invaders, invasion Raids Settlers Year, decade, century Key events now > press > play Vikings <u>Cross curricular</u> Geography Make plans and maps using symbols and keys. Use and interpret maps, globes, atlases and digital mapping.	
Geography	Where in the world are we? <u>Skills</u> Ask and respond to geographical questions. Analyse evidence and draw conclusions. Communicate findings in ways appropriate for the task. Understand and use a widening range of geographical terms according to the topic.			Comparing an African village to Lordswood <u>Skills</u> Ask and respond to geographical questions. Analyse evidence and draw conclusions. Communicate findings in ways appropriate for the task. Understand and use a widening range of		Rainforest <u>Skills</u> Ask and respond to geographical questions. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue and begin to understand some reasons why.



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	<p>Make plans and maps using symbols and keys. Name and locate cities in UK.</p> <p>Use and interpret maps, globes, atlases and digital mapping.</p> <p>Use 4 figure grid references.</p> <p>Use 8 points of the compass.</p> <p><u>Vocabulary</u></p> <p>Contour</p> <p>Mountain</p> <p>Valley</p> <p>Soil</p> <p>Tectonic plates</p> <p>Compass</p> <p>Grid reference</p> <p>Region</p> <p>Continent</p> <p>Country</p>			<p>geographical terms according to the topic.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Explain about weather conditions and patterns.</p> <p>Recognise similarities and differences between places.</p> <p>Identify physical and human features of a locality.</p> <p><u>Vocabulary</u></p> <p>Physical features</p> <p>Human features</p> <p>Region</p> <p>Country</p> <p>Continent</p> <p>Mountain</p> <p>Valley</p> <p>Contour</p> <p>Weather</p> <p>Climate zones</p> <p><u>Cross curricular</u></p> <p>PSHE</p> <p>To understand that everyone's family is different and important to them.</p>		<p>Communicate findings in ways appropriate for the task.</p> <p>Understand and use a widening range of geographical terms according to the topic.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork equipment e.g. camera or rain gauge.</p> <p>Identify physical and human features of a locality.</p> <p><u>Vocabulary</u></p> <p>Coastline</p> <p>Region</p> <p>Shoreline</p> <p>Beach</p> <p>Ocean</p> <p>Cliff</p> <p>Rocks</p> <p>now > press > play</p> <p>Rainforests</p> <p><u>Cross curricular</u></p> <p>PSHE</p> <p>To understand that my actions can affect myself and others.</p>
Special Events	<p>Roman school event</p> <p>Harvest Festival</p>	<p>Viking day</p> <p>Carol Service</p>	<p>Founders Day</p> <p><u>Cross curricular</u></p> <p>Music</p>	<p>Spring Arts Festival</p> <p><u>Cross curricular</u></p> <p>Art</p>	<p>The Big Sing</p> <p><u>Cross curricular</u></p> <p>Music</p>	<p>GAF</p> <p><u>Cross curricular</u></p> <p>Music</p>



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<p><u>Cross curricular</u> PSHE To understand that my actions can affect myself and others. To work co-operatively with others. <u>Music</u> Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>The Big Draw <u>Cross curricular</u> Art Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work.</p> <p>Coding Week <u>Cross curricular</u> Computing Use IT safely and respectfully keeping personal information private. Use IT safely recognising acceptable and unacceptable behaviour.</p> <p>Black History Month</p>	<p><u>Cross curricular</u> Music Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>Remembrance <i>Skills change according to the yearly focus.</i></p> <p>Anti-bullying Week <u>Cross curricular</u> PSHE To understand that my actions can affect myself and others. To work co-operatively with others. To understand that everyone's family is different and important to them. To identify a dream or ambition that is important to me. To enjoy facing new learning challenges and working out the best ways for me to achieve them. To be motivated and enthusiastic about</p>	<p>Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>Medway music festival <u>Cross curricular</u> Music Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>World Forestry Day</p> <p>World Maths Day <i>Skills change according to the yearly focus.</i></p> <p><u>Cross curricular</u> Art Use a sketchbook for recording observations, for experimenting with techniques or planning ideas.</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work. Experiment with different materials to create a range of effects and use these in the completed work.</p> <p>World Religion Day <i>Skills change yearly according to theme.</i></p> <p>National Science and Engineering Week <i>Gap analysis informs skills covered yearly.</i></p> <p>French Language Day <i>Skills change yearly according to theme.</i></p>	<p>Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>World Earth Day <i>Gap analysis informs skills covered yearly.</i></p> <p>International Design Day <u>Cross curricular</u></p> <p>Skills change yearly according to theme. Art Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work. Experiment with different materials to create a range of effects and use these in the completed work.</p> <p>Healthy Living Week <u>Cross-curricular</u> PSHE</p>	<p>Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>Art Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work. Know about some of the great artists in history. Experiment with different materials to create a range of effects and use these in the completed work.</p> <p>Sports Day <u>Cross curricular</u> PSHE To understand that my actions can affect myself and others. To work co-operatively with others. Explore running for speed.</p>



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	<p><u>Cross curricular PSHE</u></p> <p>To understand that my actions can affect myself and others.</p> <p>To work co-operatively with others.</p> <p>To understand that everyone's family is different and important to them.</p> <p>To identify a dream or ambition that is important to me.</p> <p>To enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>To be motivated and enthusiastic about achieving our new challenges.</p> <p>To understand and discuss how a person who has faced difficult challenges can achieve and succeed.</p> <p>To identify a dream or ambition that is important to me.</p> <p>To enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>To be motivated and enthusiastic about achieving our new challenges.</p>	<p>achieving our new challenges.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>To explain why somethings make me feel unhappy and compare this with something that makes me feel safe and special when using the internet.</p>	<p>Explain what he/she likes or dislikes about the work.</p>		<p>To understand that my actions can affect myself and others.</p> <p>To understand how exercise affects my body and to set a fitness challenge.</p> <p>To know how to make healthy choices.</p> <p>PE</p> <p>Exploring warm ups – how important they are on the body.</p>	<p>Explore acceleration.</p> <p>Introduce/develop relay – running in a team.</p> <p>Throwing: Accuracy vs distance.</p> <p>Develop and practise techniques for the standing long jump.</p>
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Forest Explorers	<p>Making things from nature- Christopher Wren focus.</p> <p><u>Cross curricular</u> Art</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning ideas.</p> <p>Explain what he/she likes or dislikes about the work.</p> <p>Recreate form of nature and manmade.</p>				<p>Rock detectives – identify a variety of rocks around the school.</p> <p><u>Cross curricular</u> Science</p> <p>I can ask questions and use different types of scientific enquiries to answer them.</p> <p>I can gather, record, classify and present data in a variety of ways to help with answering questions.</p> <p>I can explain differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	
PE	<p>Dance – Robots (English)</p> <p>Basic movement</p> <p>Use different directions, levels, dynamics</p> <p>Stage directions</p> <p>Formations</p> <p>Routines</p>	<p>Basketball</p> <p>Basic rules</p> <p>Dribbling techniques</p> <p>Passing</p> <p>Set shot</p> <p>Attacking/ defending</p> <p><u>Skills</u></p>	<p>Communication and Tactics</p> <p><u>Skills</u></p> <p>Creating and applying simple tactics.</p> <p>Develop leadership.</p>	<p>Tennis</p> <p>Forehand shot</p> <p>Backhand return shot</p> <p>Serve/underarm serve</p> <p>Volley shot</p> <p><u>Skills</u></p>	<p>Swimming</p> <p><u>Vocabulary</u></p> <p>Strokes</p> <p>Front crawl</p> <p>Back stroke</p> <p>Water safety</p> <p>Float/ glide</p>	<p>Swimming</p> <p><u>Vocabulary</u></p> <p>Strokes</p> <p>Front crawl</p> <p>Back stroke</p> <p>Water safety</p> <p>Float/ glide</p>



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	<p><u>Skills</u> Respond to a stimulus. Develop movements into a motif Create sequences with a partner/group Develop sequences with a partner/group.</p> <p><u>Vocabulary</u> Stimulus Motif Sequence Partner Movement</p> <p>Hockey Basic rules Control Passing techniques Different passes Striking</p> <p><u>Skills</u> Introduce dribbling and keeping control. Introduce passing and receiving. Combine dribbling and passing to create space. Introduce shooting.</p> <p><u>Vocabulary</u> Dribble Push pass Accuracy Shooting Attack Defend</p>	<p>Introduce dribbling, keeping control. Introduce passing and receiving. Combine dribbling and passing to create space. Develop passing, receiving and dribbling. Introduce shooting.</p> <p><u>Vocabulary</u> Chest pass Bounce pass Dribble Control Receive Space Shoot Attack Defend Direction Communicate</p> <p><u>Cross curricular PSHE</u> To understand that my actions can affect myself and others. To work co-operatively with others.</p> <p>To understand how exercise affects my body and to set a fitness challenge.</p>	<p>Develop communication as a team. Collaborate effectively as a team. Create defending and attacking tactics as a team.</p> <p><u>Vocabulary</u> Effect Team work Communication Tactics Responsible Collaborate Responsible Leader</p> <p>Gymnastics – Symmetry & Asymmetry</p> <p><u>Skills</u> Introduce symmetry Introduce asymmetry Apply learning onto apparatus. Create sequence formations. Complete sequence.</p> <p><u>Vocabulary</u> Balances Symmetry Levels Movement Asymmetry</p>	<p>Introduce tennis, outwitting an opponent. Create space to win a point. Introduce the forehand.</p> <p><u>Vocabulary</u> Underarm throw Opponent Court Return Baseline Court Forehand</p> <p>Health, wellbeing and fitness – (Healthy living week)</p> <p><u>Skills</u> Exploring warm ups – how important they are on the body. Continuous training Interval training.</p> <p><u>Vocabulary</u> Healthy eating Exercise Well being Balanced diet Warm up Muscles</p> <p><u>Cross curricular PSHE</u></p>	<p>Cricket Fielding Catching Batting skills Overarm bowl Batting rules</p> <p><u>Skills</u> Understand the concept of batting and fielding. Introduce throwing overarm. Introduce throwing underarm. Introduce catching Striking with intent.</p> <p><u>Vocabulary</u> Batting Fielding Throw Power Underarm Catch Strike</p> <p>Rounders Basic rules Underarm throw Overarm throw Fielding Teamwork</p> <p><u>Skills</u> Introduce rounders</p>	<p>Athletics Running a short distance Jumping technique Push pass Pacing-Long distance Throwing</p> <p><u>Skills</u> Explore running for speed. Explore acceleration. Introduce/develop relay – running in a team. Throwing: Accuracy vs distance. Develop and practise techniques for the standing long jump.</p> <p><u>Vocabulary</u> Running Speed Sprint Head technique False start Arms/legs/feet Relay Changeover Race</p> <p><u>Cross curricular PSHE</u> To understand that my actions can affect myself and others.</p>
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	<p>Sending Receiving Space</p> <p><u>Cross curricular</u> PSHE To understand that my actions can affect myself and others. To work co-operatively with others.</p> <p>To understand how exercise affects my body and to set a fitness challenge. To know how to make healthy choices.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Griffin Sports Festival Lordswood Olympics</p>	<p>To know how to make healthy choices.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p><u>Cross curricular</u> PSHE To understand that my actions can affect myself and others. To work co-operatively with others.</p> <p>To understand how exercise affects my body and to set a fitness challenge.</p> <p>To know how to make healthy choices.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>To understand that my actions can affect myself and others. To work co-operatively with others.</p> <p>To understand how exercise affects my body and to set a fitness challenge.</p> <p>To know how to make healthy choices.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Develop the underarm/overarm throw. Apply the underarm/overarm throw. Introduce stopping the ball. Application of stopping the ball in a game.</p> <p><u>Vocabulary</u> Fielding Batting Teamwork Inaccurate throw Accuracy Distance Retrieving Catching</p> <p><u>Cross curricular</u> PSHE To understand that my actions can affect myself and others. To work co-operatively with others.</p> <p>To understand how exercise affects my body and to set a fitness challenge.</p> <p>To know how to make healthy choices.</p>	<p>To work co-operatively with others.</p> <p>To understand how exercise affects my body and to set a fitness challenge.</p> <p>To know how to make healthy choices.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>



Year 3 - Curriculum Map

					To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	
Art/DT	DT Moving Monsters -What are pneumatics? -A monster plan -Making monsters -Evaluating a piece of work <u>Skills</u> Use knowledge of existing products to design own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors.	ART Drawing: Growing artists <u>Skills</u> Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work. Explore shading using different media. Recreate form of nature and manmade. <u>Vocabulary</u> abstract arrangement blend botanical botanist composition cut dark even expressive form	DT Making a picture frames <u>Skills</u> Make suitable choices from a range of tools and unfamiliar materials and then plan the stages of using them. Safely measure, mark out, cut, assemble and join. Strengthen frames using diagonal struts. <u>Cross-curricular</u> <u>Art</u> Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Experiment with different materials to create a range of effects and use these	ART Painting and mixed media: Prehistoric painting <u>Skills</u> Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Experiment with different materials to create a range of effects and use these in the completed work. Explain what he/she likes or dislikes about the work. Understands key aspects of colour including tone, complementary, warm and cold. Create a collage using overlapping and layering. <u>Vocabulary</u> charcoal composition negative image pigment	DT Sandwich Snacks -Food groups -Flavours and textures of bread. -To design a sandwich for a purpose. -To create a sandwich. -To evaluate a sandwich. <u>Skills</u> Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. <u>Vocabulary</u> Plan Design	ART Sculpture and 3D: Abstract shape and space <u>Skills</u> Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work. Know about some of the great artists in history. Understands key aspects of colour including tone, complementary, warm and cold. <u>Vocabulary</u> abstract found objects negative space positive space sculptor sculpture structure



Year 3 - Curriculum Map

	<p>Strengthen frames using diagonal struts. Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p><u>Vocabulary</u> Plan Design Make Moving Pneumatics Materials Evaluate Testing Balloon Tubing</p> <p><u>Cross-curricular</u> Art Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work.</p>	<p>frame frottage geometric gestural grip light line magnified organic object pressure rubbing scale scientific shading shape smooth surface tear texture tone tool viewfinder</p> <p><u>Cross-curricular</u> Maths Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Science Recognise that they need light to see things and that dark is the absence of light.</p>	<p>in the completed work. Explain what he/she likes or dislikes about the work.</p>	<p>positive image prehistoric proportion scaled up sketch smudging texture tone</p> <p><u>Cross-curricular</u> <u>History</u> Changes in Britain from Stone Age to Iron Age.</p> <p><u>Maths</u> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p>	<p>Healthy Tasting Bread Filling Ingredients Packaging Prepare Safety Cutting Foods Evaluate</p> <p><u>Cross-curricular</u> Art Use a sketchbook for recording observations, for experimenting with techniques or planning ideas. Experiment with different materials to create a range of effects and use these in the completed work. Explain what he/she likes or dislikes about the work. PHSE To understand how exercise affects my body and to set a fitness challenge. To know how to make healthy choices.</p>	<p>three-dimensional</p> <p><u>Cross-curricular</u> <u>D&T</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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Year 3 - Curriculum Map

		<p>Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>				
Music now > press > play Other uses Drumming	African Drumming – weekly. Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down a musical idea.	African Drumming – weekly. Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when	African Drumming – weekly. Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when	African Drumming – weekly. Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down a musical idea.	African Drumming – weekly. Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down a musical idea.	African Drumming – weekly. Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down a musical idea.



Year 3 - Curriculum Map

	<p>Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p>	<p>a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>Singing for Christmas – sacred carols and secular Christmas songs.</p> <p><u>Skills</u> Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p><u>Vocabulary</u> Listen with direction</p>	<p>a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p>	<p>Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>Music Express Human Body- Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p> <p><u>Skills</u> Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that improvisation is when a composer makes up a tune within boundaries. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble</p>	<p>Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>Music Express Food and Drink- A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!</p> <p><u>Skills</u> Confidently recognise a range of musical instruments. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence. Develop an understanding of</p>	<p>Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p>
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Year 3 - Curriculum Map

		<p>Recognise instruments</p> <p>High quality music</p> <p>Find the pulse</p> <p>Improvisation</p> <p>Music boundaries</p> <p>Composer</p> <p>Composition</p> <p><u>Cross curricular</u></p> <p>PSHE</p> <p>To understand that my actions can affect myself and others.</p> <p>To work co-operatively with others.</p>		<p>contexts with confidence.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>increasing aural memory.</p> <p>Listen with direction to a range of high quality music.</p> <p><u>Vocabulary</u></p> <p>Listen with direction</p> <p>Recognise instruments</p> <p>High quality music</p> <p>Find the pulse</p> <p>Multiple parts</p> <p>Solo</p> <p>Ensemble</p> <p>Recall sounds</p> <p>Aural memory</p> <p><u>Cross curricular</u></p> <p>PSHE</p> <p>To understand that my actions can affect myself and others.</p> <p>To work co-operatively with others.</p> <p>Science</p> <p>Identify that humans and some animals have skeletons.</p>	<p>formal written notation which includes crotchets and rests.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p><u>Vocabulary</u></p> <p>Recognise instruments</p> <p>Record</p> <p>Formal notation, crotchet, rests</p> <p>Perform with: Confidence</p> <p>Recall sounds</p> <p>Aural memory</p> <p><u>Cross curricular</u></p> <p>PSHE</p> <p>To understand that my actions can affect myself and others.</p> <p>To work co-operatively with others.</p> <p>To understand how exercise affects my body and to set a fitness challenge.</p> <p>To know how to make healthy choices.</p> <p>Science</p>	
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Year 3 - Curriculum Map

					Identify that animals and humans need the right type of nutrition and they cannot make their own food.	
Computing now > press > plan Online safety	E-SAFETY We are programmers This unit will enable the children to: -Create an algorithm for an animated scene in the form of a storyboard. -Write a program in Scratch to create the animation. -Correct mistakes in their animation programs. <u>Skills</u> With support select and use a variety of software to accomplish goals. Use IT safely and respectfully keeping personal information private. Use IT safely recognising acceptable and unacceptable behaviour. Design, write and debug programs that control or simulate virtual events. Use logical reasoning to explain how simple algorithms work.	E-SAFETY <u>Cross-curricular PSHE</u> I can identify a safe place and who to go to if I need help. To explain why somethings make me feel unhappy and compare this with something that makes me feel safe and special when using the internet. To understand that my actions can affect myself and others. To work co-operatively with others. To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. To give examples of some different problem-solving techniques and	E-SAFETY We are presenters This unit will enable the children to: -Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. -Edit video, including adding narration and editing clips by setting in/out points. -Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. <u>Skills</u> Recognise familiar forms of input and output devices and how they are used. Make efficient use of familiar forms of	E-SAFETY	E-SAFETY We are communicators This unit will enable the children to: -Develop a basic understanding of how email works. -Gain skills in using email. -Be aware of broader issues surrounding email, including 'netiquette' and online safety. -Work collaboratively with a remote partner. -Experience video conferencing. <u>Skills</u> Understand that networks enable the sharing of data and information. Understand that the internet is a large network of computers and that information can be shared between computers.	E-SAFETY



Year 3 - Curriculum Map

	<p><u>Vocabulary</u> Algorithm Animation Scratch Safety Reasoning Logical</p> <p><u>Cross-curricular</u> DT Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p>	<p>explain how I might use them in certain situations in my relationships.</p>	<p>input and output devices. With support select and use a variety of software to accomplish goals.</p> <p><u>Vocabulary</u> Camera Video Photographs Input Output Software Perspective Consistency Editing Shooting Narrative</p>		<p>With support select and use a variety of software to accomplish goals. Use IT safely and respectfully keeping personal information private. Use IT safely recognising acceptable and unacceptable behaviour. Use simple search technologies. Use simple search technologies and recognise that some sources are more reliable than others.</p> <p><u>Vocabulary</u> Netiquette Email Send Receive To CC BCC Sources Reliable Network Sharing</p>	
RE		<p><u>Christmas- Has Christmas lost its true meaning</u> To find out what the true meaning of</p>	<p><u>Sikhism: Sharing and Community</u> To explore how Sikh beliefs, affect their ways of life and the</p>	<p>now > press > play Florence Nightingale (KS1)</p>	<p><u>Sikhism: Prayer and Worship</u> To understand the different ways Sikhs, show commitment to</p>	



Year 3 - Curriculum Map



		<p>Christmas is to Christians and compare with what Christmas means to us.</p> <p><u>Skills</u> I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.</p> <p><u>Vocabulary</u> Advent Incarnation</p> <p><u>Christianity: Jesus' miracles</u> To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p> <p><u>Skills</u> I can explain why some people may describe something</p>	<p>importance they place on sharing.</p> <p><u>Skills</u> I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.</p> <p><u>Vocabulary</u> Guru Vaisakhi Festival Gurdwara Divali Hargobind Guru Granth Sahib Langar Karah Parshad</p> <p><u>Cross curricular</u></p>	<p>now > press > play</p> <p>Easter Story</p> <p><u>Easter: Forgiveness</u> To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> <p><u>Skills</u> I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p> <p><u>Vocabulary</u> Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday</p>	<p>God and why they think commitment is so important.</p> <p><u>Skills</u> I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs</p> <p><u>Vocabulary</u> Guru Amrit Khalsa Karah Parshad 5 Ks Kirpan Kesh Kara</p>	
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Year 3 - Curriculum Map

		<p>they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.</p> <p><u>Vocabulary</u> Miracle</p> <p><u>Cross curricular PSHE</u> To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p><u>PSHE</u> To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p><u>Disciples</u> Judas</p> <p><u>Cross curricular PSHE</u> To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Kangha Kachera Khanda Guru Granth Sahib Mool Mantar</p> <p><u>Cross curricular PSHE</u> To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	
MFL (Year 3 Curriculum 'La Jolie Ronde')	<p>Numbers 1-10 Oui, non Greetings, asking and saying how you are. Classroom instructions.</p> <p><u>Skills</u> Listen and respond to rhymes. Participate in a short exchange.</p>	<p>Ask for and give name. Ask for and state age. Nativity play Characters in the nativity play and simple dialogue. Letter to Father Christmas</p> <p><u>Skills</u></p>	<p>Revisit Oui, non Greetings, asking and saying how you are. Revision of numbers 1-10. Colours</p> <p><u>Skills</u> Letter strings-oi, eu Links between some sounds and spelling.</p>	<p>Revisit classroom instructions Making a pancake Easter celebrations Making an Easter card</p> <p><u>Skills</u> Listen and respond to simple stories, finger rhymes and songs</p>	<p>Days of the week Months of the year</p> <p><u>Skills</u> Join in the reading of a story. Match sound to the written word and copy correctly. Imitate pronunciation of sounds.</p>	<p>Revisit all previous topics for the year and plug any gaps.</p> <p><u>Skills and vocabulary as previous terms.</u></p>



Year 3 - Curriculum Map

	<p>Auditory discrimination between un/une. Follow simple commands in French. <u>Watch mouth of speaker Skills</u> Letter strings-oi, eu Links between some sounds and spelling.</p> <p><u>Vocabulary</u></p> <p>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal. Oui, non Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence.</p>	<p>Recognise a question form. Perform a simple communicative task. Understand and respond to a question Make links between sounds and spellings and recognise some familiar words in written form.</p> <p>Learn a French carol. Experiment with writing.</p> <p><u>Vocabulary:</u> Comment t'appelles-tu? Je m'appelle, monsieur, Madame, Mademoiselle.</p> <p>Quel âge as-tu? J'ai ans.</p>	<p>Listen and respond to rhymes. Participate in a short exchange. Auditory discrimination between un/une. Follow simple commands in French.</p> <p><u>Vocabulary</u> Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal. Oui, non Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence. Rouge, bleu, blanc, noir, vert, jaune, orange, rose. Gris, violet, marron.</p>	<p>Recognise some familiar words in written form Identify social conventions at home and in other cultures</p> <p><u>Vocabulary</u> un oeuf de Pâques un lapin de Pâques un poisson du chocolat un bonnet de Pâques les agneaux les oiseaux les fleurs</p>	<p>Identify social conventions at home and in other cultures.</p> <p><u>Vocabulary</u> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p>	
PSHE	<p><u>Values- 2 year cycle</u> Happiness Tolerance Respect Friendship</p> <p><u>Being Me in My World</u> - Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities</p>	<p><u>Values- 2 year cycle</u> Love Generosity Peace Hope</p> <p><u>Celebrating Differences</u> - Families and their differences - Family conflict and how to manage it</p>	<p><u>Values- 2 year cycle</u> Patience Trust Humility Responsibility</p> <p><u>Dreams and Goals</u> - Difficult challenges and achieving success - Dreams and ambitions</p>	<p><u>Values- 2 year cycle</u> Caring Understanding Independence Positivity</p> <p><u>Healthy Me</u> - Exercise - Fitness challenges - Food labelling and healthy swaps</p>	<p><u>Values- 2 year cycle</u> Honesty Fairness Courage Perseverance</p> <p><u>Relationships</u> - family roles and responsibilities - Friendships and negotiation</p>	<p><u>Values- 2 year cycle</u> Simplicity Compassion</p> <p><u>Changing Me</u> - How babies grow - Understanding a babies needs - Outside body changes</p>



Year 3 - Curriculum Map

	<ul style="list-style-type: none"> - Rewards and consequences - Responsible choices - Seeing things from others' perspective <p><u>Skills</u> To understand that my actions can affect myself and others. To work co-operatively with others.</p> <p><u>Vocabulary</u> Achievement Emotions Solutions learning charter fairness Valued Proud Personal Goals Praise Affirm Acknowledge Feelings Nightmare Worries Support Behaviour Rewards Actions Rights Choices Co-operation Challenge Belong</p>	<ul style="list-style-type: none"> - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments <p>now > press > play Bullying</p> <p><u>Skills</u> To understand that everyone's family is different and important to them. To identify a dream or ambition that is important to me. To enjoy facing new learning challenges and working out the best ways for me to achieve them. To be motivated and enthusiastic about achieving our new challenges.</p> <p><u>Vocabulary</u> Family Loving Caring Safe Connected Difference Conflict Solutions</p>	<ul style="list-style-type: none"> - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning process - Managing feelings - Simple budgeting <p>now > press > play Mental Health</p> <p><u>Skills</u> To understand and discuss how a person who has faced difficult challenges can achieve and succeed. To identify a dream or ambition that is important to me. To enjoy facing new learning challenges and working out the best ways for me to achieve them. To be motivated and enthusiastic about achieving our new challenges.</p> <p><u>Vocabulary</u> Perseverance Challenges Success Obstacles Dreams Goals</p>	<ul style="list-style-type: none"> - Attitudes towards drugs - Keeping safe and why its important online and off line - Respect for myself and others - Healthy and safe choices <p><u>Skills</u> To understand how exercise affects my body and to set a fitness challenge. To know how to make healthy choices. To develop a healthy attitude towards drugs. I can identify a safe place and who to go to if I need help.</p> <p><u>Vocabulary</u> Oxygen Energy Calories Heartbeat Lungs Heart Fitness Labels Sugar Fat Saturated fat</p>	<ul style="list-style-type: none"> - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family and friends <p><u>Skills</u> To identify the roles and responsibilities of each of my family members. To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. To explain why somethings make me feel unhappy and compare this with something that makes me feel safe and special when using the internet.</p> <p><u>Vocabulary</u> Male Female Unisex</p>	<ul style="list-style-type: none"> - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition <p><u>Skills</u> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p><u>Vocabulary</u> Changes Birth Animals Babies Mother Growing up Uterus Womb Nutrients Affection Care</p>
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Year 3 - Curriculum Map



		Resolve Witness Bystander Gay Unkind Feelings Consequences Hurtful Compliment Similarity <u>Cross-curricular</u> History Identify reasons for and results of people's actions. Understand why people may have wanted to do something	Ambition Future Aspiration Enterprise Cooperation Strengths Motivation Enthusiastic Excited Efficient Responsible Frustration Solution Team Work Review Success Evaluate <u>Cross-curricular</u> History Identify reasons for and results of people's actions. Understand why people may have wanted to do something	Healthy Drugs Attitude Safe Anxious Scared Advice Strategy Harmful Risk Feelings Appreciate <u>Cross-curricular</u> History Identify reasons for and results of people's actions. Understand why people may have wanted to do something	Role Job Responsibilities Respect Stereotype Conflict Solution Problem-solving Safe/ unsafe Internet Social media Private messaging Gaming Food journeys Climate Trade Inequality Needs Wants <u>Cross-curricular</u> History Identify reasons for and results of people's actions. Understand why people may have wanted to do something	Puberty Testicles Sperm Penis Ovaries Egg Ovum Uterus Vagina <u>Cross-curricular</u> History Identify reasons for and results of people's actions. Understand why people may have wanted to do something
	<u>Prevent</u> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding. <u>School values</u> taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance <u>P4C</u>					



LORDSWOOD

Year 3 - Curriculum Map



Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.

GST Theme “Energy” highlighted throughout curriculum