Year 3 Curriculum Mapping Science and Topic Units

The objectives for these units are taken from the new national curriculum. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic: Earliest Civilisations: Ancient Egyptians (Upper KS Unit)	**Topic: Black History Month**	**Topic: Mountains, Rivers and Coasts**		**Topic: Stone Age to Iron Age Britain**	
Historical Content the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: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 **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 **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Trip to the British Museum https://www.britishmuseum.org/visiting/school_visits.aspx	**Historical content** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Historical content** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: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 **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 Trip to the Natural History Museum http://www.nhm.ac.uk/visit-us/galleries/red-zone/volcanoes-earthquakes/index.html		**Historical Content** Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age *Examples (non-statutory) This could include:* *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* **Locational knowledge** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **Human and physical geography** • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Trip to the Museum of London Archaeology site http://www.museumoflondon.org.uk/files/8114/3471/2137/Primary_brochure_2015-16.pdf	

Art & Design 3D Clay Slab Dish and Paper Reliefs – Egyptian Artefacts	**Design & Technology** Link to topic – Mountain, Rivers and Coasts Design and make a model of a volcano	**Art & Design** Collage Linked to Science topic Light – positive and negative	**Art & Design** Painting YEAR 4 UNIT Link to Science - Plants
Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *See Suffolk Scheme of Work*	When designing and making, pupils should be taught to: - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. *See Suffolk Scheme of Work*	Pupils should be taught: - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. *See Suffolk Scheme of Work*

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2

Working Scientifically: Ongoing Unit

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Science: Animals Including Humans	**Science: Rocks**	**Science: Forces**	**Science: Light** Sun and Shadows
Pupils should be taught to: 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.	Pupils should be taught to: 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.	Pupils should be taught to: 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 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.	Pupils should be taught to: 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 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 a solid object find patterns in the way that the size of shadows change.

Music: Animal Magic	**Music: Wider Opportunities** Recorder – Learn to play D, E, F#, G, A, B, C, D, top E and develop basic notation reading skills.	**Music: Rhythmic Patterns -** Learn to read rhythmic notation.	**Music: Wider Opportunities** Recorder – Learn to play D, E, F#, G, A, B, C, D, top E and develop notation reading skills.	**Music: Composing for our Instruments** Compose own music for the recorder History of music 10 pieces from BBC	**Music: Wider Opportunities** Recorder – Learn to play D, E, F#, G, A, B, C, D, top E. compose music and read own notation.
Music Content Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music	**Music Content** Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Music Content** Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations	**Music Content** Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Music Content** Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. John Adams Ludwig van Beethoven Benjamin Britten Edvard Grieg George Frideric Handel Gustav Holst Anna Meredith Wolfgang Amadeus Mozart Modest Mussorgsky Igor Stravinsky	**Music Content** Pupils should be taught to: Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Music On-going Skills: (Including weekly singing assemblies and class assemblies) Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
PSHE: Mental health: friendship	**PSHE: Keeping safe:** What is bullying?	**PSHE: Sex and relationship education:** boys and girls	**PSHE: Drug, alcohol and tobacco education:** what is a drug?	**PSHE: Fun, food and fitness:** where does my food come from? keeping active, keeping fit	**PSHE: Financial capability:** saving, spending and borrowing
PSHE Content Pupils learn: 1. about similarities and differences between themselves and others	**PSHE Content** Pupils learn: 1. what bullying is, the different types of	**PSHE Content** Pupils learn: 1. about the biological differences between	**PSHE Content** Pupils learn: 1. the definition of a drug and that drugs (including medicines)	**PSHE Content** Pupils learn: 1. about the range of sources their food comes from	**PSHE Content** Pupils learn: 1. about what influences people's choices about

2. about what makes a good friend 3. about dealing with issues that might arise in friendships	bullying and why it is unacceptable 2. about recognising bullying 3. about what to do if they witness or experience bullying	male and female children 2. about the way they grow and change throughout the human life cycle	can be helpful or harmful 2. about tobacco and its effects on the body 3. about the help available for people to remain smoke free or quit smoking 4. (optional/additional) that medicines can be used to manage and treat medical conditions and the importance of this being done correctly	2. that their food comes from a range of countries from around the world 3. about some of the challenges people might experience around keeping physically active	spending and saving money 2. about why people might borrow money and that borrowed money must be paid back 3. about different jobs that people do to earn money and the role of charities

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content

Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

MFL - Spanish **Intercultural Understanding, Greetings, What's your name?, How are you?, Christmas Greetings**	**MFL - Spanish** **What colour is it?, Numbers 1 to 12, How Old Are You?, Months of the year, Numbers 13-31**	**MFL - Spanish** **When is your birthday?, Days of the week, What's today's date?, Brothers and Sisters, Have you got any pets?**
Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • speak in sentences, using familiar vocabulary, phrases and basic language structures	Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures	Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • describe people, places, things and actions orally* and in writing

PE Gymnastics	PE Dance	PE Invasion Games - Tag Rugby	PE Gymnastics	PE Athletics	PE Striking & Fielding – Cricket
Develop flexibility, strength, control and balance.	Perform dances and a range of movement patterns	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Develop flexibility, strength, control and balance.	Develop flexibility, strength, control and balance.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
PE Invasion Games Hockey		**PE Swimming**		**PE Swimming**	
Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending		Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water based situations.		Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water based situations.	