



Curriculum Mapping 2018 – 2019 Year 3

	Autumn term 15 weeks	Spring term 11 weeks	Summer term 13 weeks
Topic / Theme	What is the power of water?	Does what you wear matter?	What do we need to survive and thrive?
Outcome		Design and make clothing for a purpose – Fashion show	Make a nutritious soup
Events, visits and enrichments	Kelham Island Derwent Dams	Clothing maker in Sheffield	Creswell Crags Cathedral Archer Project
English links		Cultural stories/ narrative Instructional text on how to make the clothes Non-fiction text based on light topic	
Maths links		Budget and costing of clothes Interpreting data – different countries and cultures(temperature)	
Science	States of matter (Linked) (from Y4	Properties of Materials (Y5) (Linked)	Rocks (Linked)



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	<p>curriculum) compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Light (Discrete) 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 an opaque object find patterns in the way that the size of shadows change</p>	<p>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.</p> <p>Animals, including humans (Linked) 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</p> <p>Plants(Linked) 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</p>
<p>Computing use technology</p>	<p>Word Processing Select, use and combine a variety of software</p>	<p>Programming Logo and Scratch Create and debug algorithms to draw regular</p>	<p>Presentation Skills Develop skills around what a presentation is,</p>



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<p>safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Preparing for Logo and Scratch To enable children to create, test and debug algorithms, and preparing children to use the language of Logo.</p>	<p>polygons using the repeat command/ block. Use the basic commands in Logo to move and draw using the icon on screen, and then further develop algorithms using the “repeat” command</p> <p>Internet Research and Communication Explain why particular results are returned by a search engine. Explain who can access their online communication when they use different forums and know how and why online activity leaves a digital footprint.</p>	<p>how to insert new slides, text and pictures.</p> <p>Drawing/Desktop Publishing Learn to draw, order, group and manipulate objects to make a picture. They will also learn to evaluate and create effective layouts, combining text and images.</p>
<p>DT</p>		<p>Textiles Select from and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities</p>	<p>Cookery select from and use a wider range of materials and components including ingredients according to their functional properties and aesthetic qualities 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</p>
<p>History</p>	<p>Local History Study The impact of the Sheffield floods on families.</p>		<p>Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age.</p>



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<p>Geography</p>	<p>Rivers, valleys and flooding 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 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Sheffield rivers and valleys) describe and understand key aspects of: physical geography, including rivers and the water cycle human geography, including: distribution of natural resources including water use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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</p>	<p>Clothing around the world Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Settlements Human geography, including: types of settlement and land use,</p>
<p>Art and Design to create sketch books to record their observations and use them to</p>	<p>Pen and ink and water To improve their mastery of art and design techniques About great artists, architects and designers in history (<i>Hokusai</i>)</p>	<p>Pattern and Printing Textiles To improve their mastery of art and design techniques Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>	<p>Chalks and cave painting To improve their mastery of art and design techniques About great artists, architects and designers in history</p>



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<p>review and revisit ideas</p>			
<p>Music</p>	<p>Boomwhackers Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Christmas handbells Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Tuned Instruments - Glocks, xylo's Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations</p> <p>The Halle Orchestra @ the City Hall Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Samba 1 Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Transition – Garageband</p>
<p>PE</p>	<p>Net + Wall – Red Court Tennis play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Fencing & Boxercise develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Gymnastics – Floor and Small Apparatus develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Invasion Games – Tag Rugby play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Tri Golf play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending OAA – Orienteering take part in outdoor and adventurous activity challenges both individually and within a team</p>
<p>RE</p>	<p>The Journey of Life and Death (SACRE unit) What do Christians, Muslims, Hindus and Buddhists think about life after death?</p>	<p>Prayer How do religious families and communities live out their faith? Jewish and Muslim faiths</p>	<p>Beliefs and questions How do Christian people's beliefs about God, the world and others have impact on their lives?</p>
<p>MFL</p>	<p>Greetings and Numbers to 20 Introductions "Ou est..?" Basic gender 'le, 'la'</p>	<p>Colours/ Days of the week Preferences Phonics and pronunciation (silent 's', 't' and 'j' sound for 'g'.</p>	<p>Numbers above 20 Q&A about age.</p>



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	<p>Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Appreciate stories, songs, poems and rhymes in the language. Engage in conversations ask and answer questions Describe people, places, things and actions orally. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and how these differ from, or are similar to English</p>		
<p>PSHE coverage Online safety</p>	<p>Goals Managing risk Water and road safety Anti-bullying week</p>	<p>Relationships</p>	<p>Healthy lifestyle choices</p>