



The Learning Challenge

Curriculum

2024-2025

Year 3



Class: Nightingale



Autumn Term Curriculum Map Year 3

	Autumn 1 Stone Age		Autumn 2 India		
English	- Whole school narrative - Instructions - Newspaper report		- Adventure stories - Shape poetry/calligrams		
Maths WRM	- Place value - Addition and subtraction - Multiplication and division <i>Ongoing fluency, reasoning and problem solving</i>				
Science	<i>Skeletons</i> 1. Identify and name bones in the human body 2. Functions of the skeleton 3. Identify and name bones in a range of animals 4. Animals with and without a spine 5. Are all skeletons the same?	<i>Movement</i> 1. Joints 2. How we move	<i>Nutrition and diet</i> 1. Food groups 2. Understand the five food groups 3. Balanced diets 4. Compare diets 5. Animal diets	<i>Food waste</i> 1. What is food waste? 2. How can we reduce our food waste?	<i>Rocks</i> 1. Identify rocks 2. Group rocks 3. Test rocks 4. Local rock survey

The Stone Age:

1. Place historical events onto a timeline
Know the 3 main periods of the Stone Age, describe events and periods using the words: BCE, CE and decade
Understanding chronology
2. Suggest why certain events happened as they did in history
What are cave paintings and why are they useful?
Understanding cause and consequence
3. Research a specific event from the past
Explaining the historical significance
4. Use Artefacts to piece together what life was like
Recognise the part that archaeologists have had
Interpreting sources and evidence
5. What was life like during the Stone Age?
Begin to picture what life would have been like for the early settlers
Describing change and continuity
6. What was different from how we live to how people lived during the Stone Age?
Identifying similarity and difference

The British Empire (British Raj):

1. Place historical events onto a timeline
Use a timeline within a specific time in history to set out the order things may have happened
Understanding chronology
2. Suggest why certain events happened as they did in history
How has the development of the railway impacted trade? British Empire/Raj/language
Understanding cause and consequence
3. Who was Gandhi?
Describe how some of the past people affect life today (Gandhi)
Explaining the historical significance
4. Use Artefacts to piece together what life was like in India
Interpreting sources and evidence
5. What is life like in India now?
Describing change and continuity
6. What are the similarities and differences between living in India and the UK?
Identifying similarity and difference

Locational Knowledge - linked to mainland Orkney

- name and locate counties and cities of the United Kingdom
- locate and name one or two of the main islands that surround the UK eg Orkney Island?
- name and locate the seas that surrounds the UK

Human and Physical Geography - mainland Orkney

Physical Features

- describe some of the features associated with an island (the UK- linked to Orkney Island) hills, cliffs, coasts and rivers
- describe the weather patterns and land uses

Human features

- Types of settlements in Early Britain linked to History Skara Brae
- Why did early people choose to settle there? Linked Skara Brae, Early farmers linked to history
- Identify land linked to specific jobs/living eg farming, fishing (linked to History)
- Make comparison between human features from past and present (then and now) eg jobs and land use
- Explain why a place is like it is

Geographical enquiry and fieldwork

- understand how some of the physical and human aspects have changed over time - local visit to the park
- use correct geographical words to describe the events that happen there

Mapping

- use letter/no. co- ordinates to locate features on a map
- Can they begin to recognise use some basic symbols and key to locate features on a OS map

Locational knowledge- India

- describe a location making reference to equator and hemispheres and locate on a map
- Locate and Identify India on a map and some cities including the capital New Delhi, continent Asia

Human and Physical Geography

Physical features

Describe key physical key geographical features climate, weather, vegetation (pastures and grazing land, barren/wasteland/agricultural land, forests Rivers Ganges, mountain ranges (Himalayas), India has flat, fertile plains.

- Deepen knowledge of Rivers Ganges and Himalayas to build upon knowledge in Y4)

Human features

- Describe key human features in a locality - eg populations, railways and roads linked to trading, culture -religion, food and language

Use BBC bitesize introduction to India

- describe the main physical/human differences between cities (Mumbai) and villages (Chembakolli)

Geographical enquiry and fieldwork

- develop simple fieldwork and observational skills
- keep a weather chart from another country
- use maps and atlases appropriately by using contents and indexes

Mapping

- locate places on large scale maps find India and UK
- label the same features on an aerial photograph as on a map

Computing	Online safety – Purple Mash Unit 3.2 - To know what makes a safe password, how to keep passwords safe and consequences of giving passwords away - To consider if what can be read on websites is always true, and to explore spoof websites - To learn about the meaning of age restriction symbols on digital media and discuss why PEGI restrictions exist - To know where to turn for help if I see inappropriate content Touch typing – Purple Mash Unit 3.4 - To introduce typing terminology and the correct way to sit at the keyboard - To practise and improve typing for home, top and bottom row keys - To practise the keys typed with the left hand - To practise the keys typed with the right hand	Communicating (Email) – Purple Mash Unit 3.5 - To think about the different methods of communication - To open and respond to an email - To learn how to use email safely - To add an attachment to an email - To explore a simulated email scenario
Design & Technology	Mechanical components/ Stiff and flexible materials: Moving Monsters - Stone Age animals using pneumatic systems Study a variety of mechanisms such as levers, sliders and identify how each are made and how they move. Understand how pneumatic systems work, know that they are used in a range of everyday products to make them work (bicycle pump, tyre pressure gauges, whistle, recorder, arm bands), know that pneumatic systems force air over a distance create movement. Develop a design criteria. Generate ideas using sketches and diagrams. Use recycled household items to make a pneumatic 'moving monster'. Add lever mechanism to create an additional moving part. Test and finalise ideas against design criteria. Know how to manipulate materials to create different effects (cutting, creasing, folding, etc) Developing, planning and communicating ideas: - show that their design meets a range of requirements - put together a step-by-step plan which shows the order and also what equipment and tools they need - describe their design using an accurately labelled sketch and words Working with tools, equipment, etc: - use equipment and tools accurately Evaluating: - explain what they changed which made their design even better - evaluate their product against original design criteria e.g. <i>How well it meets its intended purpose</i> - disassemble and evaluate familiar products Electrical and mechanical components: - select the most appropriate tools and techniques for a given task - make a product which uses different components E.g. mechanical, levers, pneumatics, cogs, axles and wheels Stiff and flexible materials: - use the most appropriate materials - work accurately to make cuts and holes - join materials (building on skills from Year 2)	

Printing: Indian textiles/Mehndi designs/Blocks

Textiles: (adding detail to print samples)

Knowledge:

- explore work from other cultures

Drawing:

- use different grades of pencil shade, to show different tones and texture, line and shape

Sketchbooks:

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- use a sketchbook to plan, collect and develop ideas

Printing:

- explore pattern and shape, creating designs for printing
- create a print like a designer
- make a printing block (raised string block)
- make a 2 colour print

Textiles:

(Adding detail to Printed samples)

- add onto their work to create texture and shape
- add onto their work to create shape and texture (weave)

Charanga Scheme Let your spirit fly (RnB)

Listen & Appraise

- To think about what the words of a song mean
- Discuss how a song makes them feel
- Listen carefully and respectfully to other people's thoughts about the music
- Describe the different purposes of music throughout history and in other cultures (link to wider topic – India, Stone Age)

Dimensions of music

- To know how to find and demonstrate the pulse
- To know the difference between pulse and rhythm

Singing

- To know that singing in a group can be called a choir
- To understand that songs can make you feel different things e.g. happy, energetic or sad

Playing

- To know and be able to talk about the instruments used in class e.g. a glockenspiel, a recorder
- To treat instruments carefully and with respect

Improvisation

- To understand that improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them

Composition

- To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends
- Learn about different ways of recording compositions (letter names, symbols, audio etc.)

Performance

- To know that performing is sharing music with other people, an audience

Charanga Scheme Glockenspiel Stage 1 (Mixed styles)

Listen & Appraise

- To confidently identify and move to the pulse
- Describe the different purposes of music throughout history and in other cultures (link to wider topic – India, Stone Age)

Dimensions of music

- To know the difference between pulse and rhythm

Singing

- To demonstrate a good singing posture
- Understand that the leader or conductor is the person who the choir or group follow

Playing

- To treat instruments carefully and with respect
- Play a tuned instrumental part within the song they perform (this can be differentiated to match their musical ability) from memory or using notation

Improvisation

- To know that if you improvise using the notes you are given, you cannot make a mistake

Composition

- Help create at least one simple melody using one, three or five different notes

Performance

- To understand the need to sing clearly, in tune and with confidence, control and expression when performing
- To understand the need to play clear notes with confidence when performing

PE	Gymnastics • use a greater number of their own ideas for movement in response to a task • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performances • compare and contrast gymnastic sequences, commenting on similarities and differences • Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements <u>NC Skills</u> • Core skills (develop flexibility, strength, techniques, control, balance) • Perform dances using a range of movements patterns Tag Rugby • throw and catch with control when under limited pressure • Be aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching <u>NC Skills</u> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending • Core skills (Strength, control, balance)	Netball skills • throw and catch with control when under limited pressure • Be aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills <u>NC Skills</u> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending • Core skills (Strength, control, balance) Hockey skills • throw and catch with control when under limited pressure • Be aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills <u>NC Skills</u> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending • Core skills (Strength, control, balance)
RE	How do people express commitment to a religion? Jewish, Sikh, Christian	What is the Trinity? Christian

P.H.S.E	Being me in my world • Explain how my behaviour can affect how other feels and behave • Explain why it's important to have rules and how that helps me and others in my class learn. • Explain whys it's important to be valued	Celebrating differences • describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. • tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help
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