



St Oswald's Curriculum Map Year 3

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

Characteristics of Learning

Active Learning; Being Involved, Concentrating, Keep Trying, Enjoying the learning.
Playing and Exploring; Find out and explore, play and use what I know, Willing to have a go.
Thinking Creatively and Critically; Having own ideas, Making links , working with ideas

Speaking and Listening

To listen carefully in a range of contexts and usually respond appropriately to both adults and peers. To use vocabulary that is appropriate to the topic and /or the audience. To recognise powerful vocabulary in stories and texts that they read or listen to and being to try and use these words and phrases in their own talk. To discuss topics that are unfamiliar to their won direct experience. To organise that they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.

To rehearse reading sentences and stories aloud, taking note of feedback from teachers or peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a persons emotions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Fiction: Charlie & Chocolate Factory Lunchbox- The story of your food Green Eggs and Ham</p> <p>Writing: Recipes / instructions/ non - chronological report about food. - Non fiction</p> <p>Poetry: Rhyming; Poem Pure Imagination</p> <p>Grammar; Adjectives, homophones, prefixes, time conjunctions, prepositions</p>	<p>Fiction: Stig of the Dump The Stone Age Usbourne Stone Age Boy The Twits - Roald Dahl</p> <p>Writing: Adventure narrative - Fiction Fact files/ non chronological report - life during bronze age - Non fiction</p> <p>Poetry: Free Verse; wide Open by Rachel Rooney</p> <p>Grammar; determiners a/an Present past tense Apostrophes to show possession Up levelling sentences Rewriting sentences using correct punctuation</p>	<p>Fiction: The Egyptian Cinderella Awesome Egyptians</p> <p>Tutan Kamoon Tomb The Scarabs Secret The red Pyramid The Plot on the Pyramid</p> <p>Writing: Portal tale - Fiction/character description/setting</p> <p>Poetry: Quatrain; Yesterday, carwash, crying, My little one</p> <p>Grammar; vowels, consonants, subordinating conjunctions, compound nouns, verbs, prefixes, paragraphs, inverted commas, direct speech</p>	<p>Fiction: Fire Makers Daughter by Phillip Pullman Volcanoes; USborne Girl of Ink and Stars</p> <p>Writing: Warning tale - Fiction Newspaper Report- Eruptions - Non fiction</p> <p>Poems: Shape Poems, Caligrams; Easter, Volcano, shell</p> <p>Grammar; commas, adverbs, common exception words, prepositions, co-ordinating conjunctions suffixes</p>	<p>Fiction: Iron Man by Ted Hughs What makes a magnet</p> <p>Writing: Explanation text - science / metals Character descriptions - Fiction</p> <p>Poems: List poems Free Verse Poetry; Im May I....</p> <p>Grammar; fronted adverbials Using commas after fronted adverbials prefixes, re sub, inter Time conjunctions word families homophones common exception words dictated passages</p>	<p>Fiction: Emil & The Detectives By Erich Kastner Banksy; real life stories Hettie Bingham Boy by Roald Dahl</p> <p>Writing: Autobiographies - Non fiction</p> <p>Poetry: Free Verse Poetry - last night I saw the city breathing</p> <p>Grammar; suffixes; ous, apostrophes, vowels and consonants, up levelling, synonyms, thesaurus, proof reading and editing work, common exception words</p>
Maths	<p>Number Place Value (3 wks)</p> <p>Addition and subtraction (4 wks)</p>	<p>Number Addition and subtraction (2 wks)</p> <p>Multiplication and Division (3 wks)</p>	<p>Number Multiplication and Division (3 wks)</p> <p>Measurement Money (1 wk)</p> <p>Statistics (2 wks)</p>	<p>Measurement Length and Perimeter (3 wks)</p> <p>Number Fractions (2 wks)</p>	<p>Number Fractions (3 wks)</p> <p>Measurement Time (3 wks)</p> <p>Geometry Properties of shapes (1 wk)</p>	<p>Geometry Properties of shapes (1 wk)</p> <p>Measurement Mass and capacity (3 wks)</p>
Topic Theme	Scumdiddlyumptious	Tribal Tales	Pharaohs	Tremors	Mighty Metals	Urban Pioneers

Protected Charac teristics Story Books	This is our house - Michael Rosen (Race, ethnicity, religion and belief) The Way Back home Oliver Jeffers (ethnicity)	Quest Aaron Becker (race and equality) Just Ask Sonia Sotomayer (Disability)	My shadow is pink Scott Stuart (Gender, gender reassignment)	Azzizi in between Sarah Garland (tolerance, faith ethnicity)	Two Monsters david Mckee (Age race and ethnicity)	My name is not refugee Kate Milner (race, equality, faith) Questions and answers about Racism- Jordan Akpojaró (race ethnicity)
Science	Biology Animals (including humans)/ nutrition/skeleton • identify that 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 have skeletons and muscles for support, protection and movement. matter.	Physics Light • 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.	Biology Animals (including humans)/ nutrition/skeleton • identify that animals, 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. matter.	Chemistry Rocks • 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	Physics Forces & Magnets • 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. -	Biology Plants • 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
Stand Alone investigations	<u>What are our joints for? Is it safe to eat? Which is the juiciest fruit?</u>	<u>What are sunglasses for? Why do cats eyes glow at night?</u> <u>Why do shadows change?</u>		<u>What is sand? How do fossils form?</u>	<u>What does friction do? Why do magnets attract and repel? How mighty are magnets?</u>	<u>Do plants have legs? Are Mushrooms deadly? What are flowers for? Why are trees tall?</u>

					<u>Can you block magnetism?</u>	
History		<p>Knowledge</p> <p>Black History Month: Sojourner Truth; What Impact did she have on Women's Rights?</p> <p>Change in Britain from Stone Age to Iron Age Stone Age -Late Neolithic hunter-gathers and early farmers (Skara Brae) -Bronze Age religion, technology and travel (Stonehenge) - Iron Age Hill Forts: tribal kingdoms, farming, art and culture</p> <p>WW2 How the war began Dunkirk and the little ships - look at the chronology of this event</p> <p>Skills identify and give reasons for different ways in which the past is represented</p> <p>compare with our life today</p> <p>find out about everyday lives of people in time studied compare with our life</p> <p>Add to a timeline</p> <p>Vocab</p>	<p>Knowledge Ancient Civilisations Ancient Egypt -The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared</p> <p>Skills Use a timeline to look at the sequence of events. Ask and answer questions. find out about everyday lives of people in time studied compare with our life today</p> <p>Develop a broad understanding of ancient civilizations</p> <p>Communicate in a different way - hieroglyphics. Observe artefacts to ask and answer questions, finding out a range of information about a period.</p> <p>Add time period a timeline</p> <p>Vocab Sources Ancient Period Span Hieroglyphics</p>			<p>Knowledge A local history study</p> <p>Skills Compare versions of time to build upon Year 2's learning. Year 2 completed looking at key events, Year 3 should look at a complete timeline of Ashbourne, Studying further back in time than Year 2.</p> <p>To plot all key events from Ashbourne on a timeline.</p> <p>Use sources from Town Hall.</p> <p>Vocab Evidence Sources Historian Fact Civilizations</p>

		Century Decade Bomb Spitfire Blitz Anderson shelter War Luftwaffe	Egypt Sphinx Scarab beetle Tutankhamun Desert			
		<i>WW2 How the war began Dunkirk and the little ships - look at the chronology of this event</i>	History ; Shrovetide Visit Historical Society and find out more information about Shrovetide; Present in a fact file/ power point. (Computing Skills) Timeline of Events linked specifically to Shrovetide. What else was happening in the world at certain times (First World War) War of the Roses) etc			
Geography	Knowledge Food miles and fairtrade Skills Learning about the weather, environment, change and sustainability - asking questions and debate Hold geographical issues through drama - eg) Fairtrade	Knowledge Field work; Human and Physical geography. Using maps and aerial images Skills Draw maps as a plan view (from above) Use a key accurately. Use an index or contents to locate pages in an atlas. Create data recording sheets.	Knowledge Egypt- where is Egypt in relation to England? Skills Ask questions - where is this location. Analyse pictures - what is the area like?	Knowledge Volcanoes and Earthquakes		Knowledge Geographical skills and fieldwork Skills Draw maps more accurately. Plan view (from above) Describe route and direction. - 8 Compass points
R.E.	UCL2.1 What do Christians learn from the creation story? Explain about beliefs practices and forms of expression influence on individuals.	UCL2.2 What is it like for someone to follow God? Discuss and present thoughtfully their own and others views on	L2.4 Why do some people pray? (Hindu/Christian/ Buddhist) Explore and describe a range of beliefs , symbols and actions and	L2.5 Why are festivals important to religious communities- find out about festivals Describe and make connections between	L2.4 What kind of world did Jesus want? Consider and apply ideas about ways in which diverse communities can live together for the	L2.9 What can we learn from religions about deciding what is right and wrong (Christian, Hindu, Buddhist, No religion)

		challenging questions about belonging, meaning, purpose and truth, applying ideas of their won thoughtfully in different forms including (e.g.)reasoning, music, art and poetry	ways to express themselves	different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the ritual which mark important points in life in order to reflect thoughtfully on their ideas.	wellbeing of all responding to community values and respect.	Discuss and apply their own and others ideas about ethical questions including ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response
SMSC	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.	Participate in a variety of communities and social settings.	Recognise the difference between right and wrong and readily apply this understanding in their lives	Know about Britain's democratic parliamentary system and its central role in shaping our history and values and	Explore and show respect for different faiths , religious and groups in national and global communities	Use a range of social skills in different contexts
P.E.	Exercise Hockey Tag Ruby	Footall	Dance/ gymnastics	Outdoor adventure challenges Dance	Using PE equipment to explore forces rounder's Cricket	Rounders/cricket
Computing	Sequencing Sounds (Programming) Music links Charanga and Scratch	Stop Frame Animation (Creating Media) I movie and I motion	Desktop Publishing (creating Media) Links to English/Topic Publisher Canva	Connecting Computers (Computing Systems and Networks)	Branching Databases (Data and Information) Links to Maths J2e.com	Events and Actions in programs (Programming) Scratch
Online Safety: Keeping Safe Online	Powerful Passwords Healthy lifestyles Copy Write (Use the Online Safety curriculum and Project Evolve)	Online Community Show respect online (Use the Online Safety curriculum and Project Evolve)	Things for Sale Online Relationships (Use the Online Safety curriculum and Project Evolve)	Writing Good Emails (Use the Online Safety curriculum and Project Evolve)		Managing online Information (Use the Online Safety curriculum and Project Evolve)
Art	Skill/keywords: Observational drawing, shape, pattern, and texture, form. Materials: Pencil, chalk Artist suggestion: Giuseppe Arcimboldo Progression of skills: 1) Look at the work of the artist. Fruit and veg portraits or nature	Skills: mark making, shape, line, texture Materials: charcoal, chalk, base materials Progression of skills: 1) Study Neolithic patterns and symbols (see cornerstones)	Skills: Collage, pattern, texture Materials: Mixed media (collage), paint, pencil, printing blocks Progression of Skills: 1) Use pencil to experiment with patterns - repeating patterns.	Skills: Colour mixing, pattern, texture Materials: Paint , straws Artist suggestion: Andy Warhol Progression of skills: 1) Look at Andy Warhol's volcano painting. Think	Skills: Line, pattern, texture, form, shape Materials: Cardboard, foil, felt tips/paint Progression of skills: 1) Experiment with making patterns using string and glue.	Skills: shape Materials: Spray paint, cardboard Artist suggestion: Banksy Progression of skills:

	<p>portraits – creating a portrait using food items – think about shape, form and composition.</p> <p>2) Texture of different types of fruit and veg. What mark making techniques could you use e.g., shading, dots, cross hatching, blending. Add keywords – circles, lines, bumps, holes, smooth, shiny</p> <p>3) Shading circles using different techniques – light and dark areas to look 3D.</p> <p>4) Observational drawing of a piece of fruit or veg in pencil.</p> <p>5) Colour wheel using chalk – blending primary and secondary colours.</p> <p>6) Observational drawing, adding colour.</p>	<p>Mark marking – Neolithic patterns using charcoal – experiment with line, blending and smudging.</p> <p>2) Using different materials as a base – use chalk or paint on cardboard, sandpaper, tea stained paper, fabric scraps – what effects do you like and why?</p> <p>3) Create cave art on sandpaper or brown paper – use chalk and create own Neolithic inspired patterns.</p> <p>4) Collect materials to use for weaving – newspaper, string, wool, twine. Make a small woven square thinking about which materials work the best and why.</p>	<p>2) Printing with repeating patterns – use ideas from L1 to inspire their printing block.</p> <p>3) Look at pictures of Egyptian collars and jewellery. Design own collar thinking about patterns and shapes.</p> <p>4/5) Make Egyptian collars – large paper cut out. Layer with collage materials – tissue paper, cardboard, tinfoil, pasta... Paint appropriate colours.</p>	<p>about why he has used red and yellow for the volcano itself – angry, stands out. What effect might he be trying to create in the background? Smoky sky etc.</p> <p>2) Blow painting with straws – practice combining colours and patterns.</p> <p>3) Explosion painting – use blow painting technique to create the illusion of an explosion.</p>	<p>2) Experiment with laying foil over string to give an embossed look.</p> <p>3) Textured string and foil art – design</p> <p>4) Textured string and foil art – make – add colour using paint or felt tip.</p> <p>5) Foil sculptures</p>	<p>1) Opinions and class debate about Banksy's artwork. Who is Banksy? Is it art? What do some of his pieces mean?</p> <p>2) Stencil art: Create simple stencil shapes with masking tape. Use chalk over the top then peel away.</p> <p>3) Create own stencil out of cereal box. Must be a simple shape/design.</p> <p>4) Use stencil and spray paint.</p>
D & T	<p>Key skills:</p> <p>1) Cooking and nutrition</p> <p>2) Understand and apply the principles of a healthy and varied diet.</p> <p>3) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>4) Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>5) Understand how key events and individuals have helped shape the world.</p> <p>Key vocabulary:</p>	<p>Key skills:</p> <p>1) Generate, develop, model, and communicate their ideas through talking and drawing.</p> <p>2) Evaluate their ideas and products against design criteria.</p> <p>3) Select from and use a range of tools and equipment to perform practical tasks.</p> <p>4) Select from and use a range of materials and components.</p> <p>Key vocabulary:</p> <p>Texture, strength,</p>	<p>Key skills:</p> <p>1) Select from and use a range of tools and equipment to perform practical tasks.</p> <p>2) Technical knowledge.</p> <p>3) Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>4) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their</p>	<p>1) Select from and use a range of tools and equipment to perform practical tasks.</p> <p>2) Technical knowledge.</p> <p>3) Select from and use a wide range of materials and components, including construction materials.</p> <p>Key vocabulary:</p> <p>Structure, strength, framework, tremors, diagonal struts, 3-D</p>	<p>Key skills:</p> <p>1) Select from and use a range of tools and equipment to perform practical tasks.</p> <p>2) Technical knowledge.</p> <p>Key vocabulary:</p> <p>Purpose, strength, suitability</p>	<p>Key skills:</p> <p>1) Investigate and analyse a range of existing products.</p> <p>2) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>3) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>

	Cooking, nutrition, ingredients, baking, weighing, mixing, measuring, kneading, shaping, design, evaluate	material,	characteristics. Key vocabulary: Shape, pyramid, structure, step pyramid, Imhotep, balance, strength			4) Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Key vocabulary: Aesthetic, design, traditional, modern, evaluate, design criteria
PSHE (Scheme is on the server)	Being Healthy ASK: I don't like vegetables so why do I have to eat them? Knowledge Exploring what affects their physical, mental and emotional health. Understanding the concept and benefits of a balanced healthy lifestyle. Identifying how to make informed choices. Understanding what is included in a balanced diet. Understanding what may influence our choices. Setting goals. British Values; Democracy-School Council	What does a Bully look like?/Bullying Matters ulying Matters ASK: What does a bully look like? Knowledge Understanding that their actions affect themselves and others. Identifying the importance of working towards shared goals. Developing strategies for getting support for themselves or for others at risk. Identifying that differences and similarities arise from a number of factors. Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). Knowing how to recognise bullying and abuse	Exploring emotions and feelings Exploring Emotions ASK: Why do I sometimes feel angry? Knowledge Recognising a wide range of emotions in themselves and others. Responding appropriately to a range of emotions in themselves and others. Understanding their actions affect themselves and others Developing strategies to resolve disputes. Identifying strategies to manage emotions. Deepening their understanding of good and not so good feelings. Extending vocabulary to help explain the range and intensity of feelings. Recognising conflicting emotions. British Values; MHWB	Relationships Relationships ASK: What makes a good friend? Knowledge Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Recognising different types of relationship. Understanding that actions affect themselves and others. Understanding when it is right to 'break a confidence' or 'share a secret'. Listening and responding respectfully. Understanding personal boundaries.	Being Responsible Being Responsible Knowledge Research, discuss and debate topical issues. Identify why rules are needed in different situations. Understanding that there are human rights to protect everyone. Explore rights and responsibilities, rights and duties at home, school, community and the environment. Develop skills to carry out responsibilities. Explore how to resolve differences and respect others' points of view. Explore what being part of a community means and how they belong British Values; Rule of Law; being responsible	Difference and Diversity ASK: Should boys cry? Knowledge Identifying how to listen and respond respectfully to a wide range of people. Recognising the differences and similarities between people, but understand everyone is equal. Recognising the nature and consequences of discrimination. Recognising and challenging stereotypes British Values; Mutual Respect

		British Values; Respect and linked to ABC week				
British Values Story books	Mr Stink David Walliams	Dogs Don't do Ballet Anna Kemp and Sara Ogilvie			Atticus Claw Breaks the Law Jennifer Grey	We are Britain Benjamin Zephaniah and Prodeepta Das
SRE	Knowing how to keep healthy		Overcoming barriers to goals Happiness; looking after our own mental health	Appropriate touch/physical contact Different types of families- families can change- divorce, step families		Differences between boys and girls, body parts
MFL Primary Language Network Spanish	A new start (Greetings, feelings, numbers, colours)	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Going on a picnic (Picnic story, food items, polite request) Aliens in Spain (Explore Spain, ask and answer 'where do you live?') Language Puzzle*
Music	Sequencing songs- links to computing Unit Charanga and Scratch	Glockenspiel Stage 1 Charanga Christmas Carols	Three Little Birds Charanga; Ancient Egypt Mothers Day	The Dragon Song Charanga	Music Specialist; Dimensions and Percussion	Music Specialist Dimensions and Percussion
Special Days	Harvest Festival	Christmas/ Carol Concert Remembrance Dunkirk Bk; Michael Morpurgo Escape from Shangri La Trip to Manchester Imperial war Museum	Shrovetide Go to Derby Museum and look at the Egyptian treasures	Mother's Day Tea Party Easter		Fathers Day
Courageous Advocacy	Fair Trade	War Torn areas Work of Christian Aid		Topical issues Global warming		Citizenship- Modern day Slavery, Refugees Healthy Eating Week