

Year 3 Monkey Class Curriculum Map 2017-18

Year 3	Topics	Autumn Stone Age to Bronze Age	Spring Africa	Summer Ancient Egypt
	Science-Units	<p><u>Rocks</u></p> <ul style="list-style-type: none"> 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><u>Working scientifically</u></p> <ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables identifying differences, similarities or changes related to simple 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> 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><u>Working scientifically</u></p> <ul style="list-style-type: none"> 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 using results to draw simple 	<p><u>Plants</u></p> <ul style="list-style-type: none"> 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><u>Working scientifically</u></p> <ul style="list-style-type: none"> gathering, recording, classifying

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		<p>scientific ideas and processes</p>	<p>conclusions, make predictions for new values, suggest improvements and raise further questions</p> <ul style="list-style-type: none"> •identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>and presenting data in a variety of ways to help in answering questions</p>
<p>Geography & History</p>	<p>Stone Age to Bronze Age</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. To find out what happened in the Stone Age. • Understand how our knowledge of the past is constructed from a range of sources. To create pictures in 	<p>Africa</p> <ul style="list-style-type: none"> • Locate Africa using a map and surrounding countries/continents/oceans. • Look at physical characteristics of Africa, including landscape, weather, coasts etc. • Discover and understand similarities and differences between Africa and other regions (compare to the UK) • Use maps and globes to explore 	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. To discover facts about ancient Egyptians. • Investigating Artefacts • Understand how our knowledge of the past is constructed from a range of sources. Egyptian Pyramids Construct 	

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		<p>the style of cave paintings.</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To look at different homes from the Palaeolithic, Mesolithic and Neolithic times. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To find out what people ate in the Stone Age and how their diet changed. • To develop a chronologically secure knowledge of events in the Stone Age. • Understand how our knowledge of the past is constructed from a range of sources. To find out what we know about Skara Brae. • Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and 	<p>countries within Africa</p> <ul style="list-style-type: none"> • Investigate the history of Africa • Explore human geography and different life styles <p>Link school with Phanerosis School in Ghana. Look at African (Ghanian) artefacts and photos(MS to bring in)</p>	<p>informed responses that involve thoughtful selection and organisation of relevant historical information To discover facts about the Egyptian Pyramids</p> <ul style="list-style-type: none"> • Speaking and Listening – Daily Life Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To be able to describe the stages of the mummification process • Mummification –Construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>To be able to describe the stages of the mummification process</p>
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		<p>organisation of relevant historical information. Consider life in the Stone Age and how it compares to life to today.</p>		
Computing	<ul style="list-style-type: none"> • select, use and combine a variety of software (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 • Use of SeeSaw to demonstrate and evidence practical learning. 	<p>E-saftey Child-friendly Search Engines www.swiggle.org.uk www.kidrex.org www.safesearchkids.com (google-based.)</p> <p>Create e-saftey leaflets for younger children and parents</p>	<ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Scratch</p>	
Physical Education (PE)	<p>Invasion sports</p> <ul style="list-style-type: none"> – play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 	<p>Hall, court and net sports Dance and Gymnastics</p> <ul style="list-style-type: none"> – Perform routines fluently and with control. – Create their own routines in 	<p>Athletics</p> <ul style="list-style-type: none"> – Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. 	

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		<p>tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> – Play effectively as part of a team 	<p>small groups and pairs</p> <ul style="list-style-type: none"> – Show clarity, fluency and accuracy 	<ul style="list-style-type: none"> – Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games. – Know rules and use them fairly to keep games going; explain what they need to do to get ready to play game
	Art	<p>Collage</p> <ul style="list-style-type: none"> • To investigate and respond to the work of Paul Klee, Victor Vasarely and Henri Matisse developing cutting and sticking skills. • Textiles - To use knowledge of dip dye technique to produce backgrounds for printed work and make a plasticine relief block and explore printing onto different surfaces. • To make collograph blocks to communicate their observations and ideas and print onto to pieces of fabric. 	<p>Drawing</p> <ul style="list-style-type: none"> • To investigate different marks that can be made using pencils and to compare own work with marks made by Vincent Van Gogh in his work. • To explore shading techniques and talk about and investigate light/medium/dark tone. 3D Modelling • To roll and form clay slabs and inlay different coloured clays to create a decorated clay tile. • To use brown, gummed tape to produce a 3D form, making a bowl for a famous artist, transferring designs onto a 3D artefact. 	<p>Painting</p> <ul style="list-style-type: none"> • To mix colour tints using primary and secondary colours + white make a practical response to the work of Vincent Van Gogh, J.M.W. Turner, Peter Lanyon, Maggie Hambling focusing on his use of thick paint and short brush strokes. • To make practical responses to the work artist of Sean Scully, and to identify and recognise his use of stripes and blocks of colour. • To experiment with the techniques of 'tonking' and 'sgraffito'. Printing • To investigate the possibilities

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				<p>of a range of materials and processes by experimenting with monoprinting.</p> <ul style="list-style-type: none"> To use plasticine to produce a relief stamp and print coloured, repeated patterns onto selected surfaces.
Design & Technology (D&T)	<p>Structures</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing shell structures. Develop and use knowledge of how to construct strong, stiff shell structures. 	<p>Food</p> <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select from a range of ingredients to make appropriate food products. 	<p>Mechanical Systems</p> <ul style="list-style-type: none"> Investigate and analyse books and other products with lever and linkage mechanisms. Understand and use lever and linkage mechanisms and distinguish between fixed and loose pivots. 	
Religious Education (RE)	<p>Belonging to a Faith Everyone has a story Story founders What we believe in Explore family traditions</p> <p>Advent and Christmas</p>	<p>Rules and Regulations General Christian rules Islamic rules Judaism rules</p> <p>Introduction to Sikhism Beginnings Key words Gurus Place of worship 5Ks</p>	<p>Visit a Gurdwara How to behave Virtual tours Guru Grnath Sahib Community Langar</p> <p>Rites of passage and Special events Commonalities Place Compare one ceremony in depth</p>	
RSE	<p>Self Esteem and Challenging Gender Stereotypes</p> <ul style="list-style-type: none"> Seeing oneself as special, 	<p>Differences (male and female) and Family Differences</p> <ul style="list-style-type: none"> Identifying the differences 	<p>Decision Making and Safety</p> <ul style="list-style-type: none"> Recognising that choices require decisions and consider 	

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		<p>recognising strengths, abilities and personal characteristics.</p> <ul style="list-style-type: none"> • Beginning to build self esteem and confidence by looking at skills and achievements. • Beginning to identify personal areas that need improvement. • Understanding that males and females can do the same tasks and enjoy the same things and that there are different stereotypes about what males and females can do. 	<p>between males and females.</p> <ul style="list-style-type: none"> • Naming male and female body parts using agreed words. • Knowing that all families are different and have different family members. • Understanding that some people have stereotypes about families. 	<p>different possibilities.</p> <ul style="list-style-type: none"> • Demonstrating effective decision making skills. • Identifying potential dangers in different environments. • Recognising that pressure to behave in an acceptable or risky way can come from a variety of sources, including the media and people they know. • Demonstrating basic skills to resist pressure and knowing who they can go to for support and help.
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<p>How you can help at home, useful resources</p>	<p>http://resources.woodlands-junior.kent.sch.uk/maths/</p> <p>http://www.bbc.co.uk/bitesize/ks2/</p> <p>http://www.bbc.co.uk/schools/scienceclips/ages/10_11/science_10_11.shtml</p> <p>http://www.grammar-monster.com/</p> <p>http://www.nhs.uk/change+life/Pages/change-for-life.aspx</p> <p>http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/egyptian.timeline/</p>
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