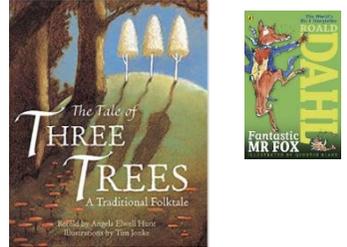
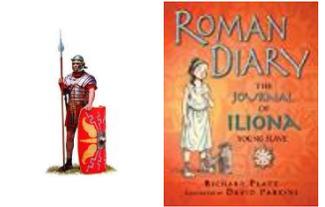
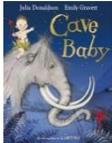




John Hampden Primary School  
Curriculum Map  
Year 3 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stones 'n' Bones	Magic, Mysteries and Miracles	Awesome Arctic and Powerful Polar Bears	Fantastic Mr Fox	Plants and Our Planet	The Rotten Romans
<p><b>Core Text:</b> Stone Age Boy, Satoshi Kitamura. How to Wash a Woolly Mammoth, M. Robinson Class text: The Wild Way Home – Sophie Kirtley</p> 	<p><b>Core Text:</b> Leon – The Place Between, Angela Macallister Fizzlebert Stump– The Boy Who Ran Away From the Circus (and Joined the Library)- A.F. Harrold The Clown – Quentin Blake</p> 	<p><b>Core Text:</b> The Great Explorer by Chris Judge Harry Horse – The last Polar Bears Non- fiction Video use of Arctic Exploration - Steve Backshall – Deadly 60.</p> 	<p><b>Core Text:</b> Fantastic Mr fox The Three Trees - <u>Angela Elwell Hunt</u></p> 	<p><b>Core Text:</b> The Curious Garden The Land of Neverbelieve</p> 	<p><b>Core Text:</b> Roman non-fiction texts Roman diary – Richard Platt</p> 

<p><b>PSHE Outcomes:</b> I can recognise my role in the school community and how this affects myself and my peers. I can understand my choices affect myself and others.</p> 	<p><b>PSHE Outcomes:</b> I can tell you about a time when my words affected someone's feelings and what the consequences were.  I can give and receive compliments and know how this feels.</p>	<p><b>PSHE Outcomes:</b> I can evaluate my own learning process and identify how it can be better next time.  I am confident in sharing my success with others and know how to store my feelings of success in my internal chest.</p>	<p><b>PSHE Outcomes:</b> I can identify things, people and places that I need to be kept safe from and can tell you some strategies for keeping myself safe including who to go to for help.  I can express how being anxious or scared feels.</p>	<p><b>PSHE Outcomes:</b> I can explain how some of the actions and work of people around the world help and influence my life.  And can show an awareness of how this could affect my choices.</p>	<p><b>PSHE Outcomes:</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.  I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
<p><b>Topic overview:</b> In this topic we will explore the daily life of a boy in the Stone Age. We will explore where the Stone Age era fits into History, and how life compares to today.</p>	<p><b>Topic overview:</b> In this topic we will explore how the circus celebrates difference. We will explore the history of the circus and how it has changed over time to represent changes in values.</p>	<p><b>Topic overview:</b> We will look at maps of the arctic region and start to think about the impact of climate change. We will discuss animals and their habitat? Looking at historic arctic explorers through our Literacy lessons</p>	<p><b>Topic overview:</b> As a class we will read and explore Fantastic Mr Fox before creating character descriptions. Children will also learn how to read from a play script.</p>	<p><b>Topic overview:</b> During this topic we will continue to build on the children's knowledge of plants. We will explore the impact that humans have on the natural world around them and will develop a deeper understanding of human and physical features around the world.</p>	<p><b>Topic overview:</b> The Roman topic will give children the opportunity to explore the Roman invasion of Britain and the impact this had on everyday life.</p>
<p><b>Writing Opportunities:</b> Story / retelling Instructions Stone age fact file Role play</p>	<p><b>Writing Opportunities:</b> Descriptive writing of a clown. Persuasion – circus posters/leaflets. Circus poems and rhymes</p>	<p><b>Writing Opportunities:</b> Non-fiction – what would you need to take on an exploration? Newspaper Report – Missing explorer. Diary writing.</p>	<p><b>Writing Opportunities:</b> Character description First- and third-person narrative. Play scripts and role play.</p>	<p><b>Writing Opportunities:</b> Descriptive writing - imagery to inspire writing. Non-fiction – explanation text.</p>	<p><b>Writing Opportunities:</b> Non-fiction – information book on Roman times. Diary writing – life of a Roman slave. Performance poetry – Roman soldiers.</p>
<p><b>Art:</b> Cave paintings. Own charcoal pictures.  <b>DT:</b> Biscuit Henge- Stone Age necklaces</p>	<p><b>Art:</b> Pointillism (Seurat) Creating a colour wheel Clown portraits. Remembrance Christmas</p>	<p><b>Art:</b> Water colour sunset Pawprint representing Arctic Sami animal art  <b>DT:</b> Design clothing for an Arctic expedition</p>	<p><b>Art:</b> Carl Warner – Artist using fruit and vegetables to create pictures  <b>DT</b> – make own pizzas Sewing – felt fox masks</p>	<p><b>Art/DT:</b> 3D plant models</p>	<p><b>Art/DT:</b> Roman shields Bread baking</p>
<p><b>Experiential Learning:</b> Hill End. The children will experience den building, Spear making, bread baking on an open fire, grinding wheat and spear throwing.</p>	<p><b>Experiential Learning:</b> Circus Skills - Circus Workshop in school – aerial hoop! Circus day! Circus Crafts</p>	<p><b>Experiential Learning:</b> Outdoor tasks - orienteering – fact cards on the arctic knowledge followed by hot chocolate.</p>	<p><b>Experiential Learning:</b> Food tasting Pizza making</p>	<p><b>Experiential Learning:</b> Plants around the school Planting and growing</p>	<p><b>Experiential Learning:</b> Verulamium at St Albans Children will make Roman shields and will go to battle!</p>
<p><b>Maths:</b> · Place value Geometry - shape</p>	<p><b>Maths:</b> · Addition and Subtraction Money</p>	<p><b>Maths:</b> · Multiplication and Division Length and perimeter</p>	<p><b>Maths:</b> · Statistics Time</p>	<p><b>Maths:</b> Fractions Mass and Capacity</p>	<p><b>Maths:</b> · Consolidation Work</p>
<p><b>Science:</b> Rocks Sedimentary, metamorphic and igneous rocks. How are fossils formed?</p>	<p><b>Science:</b> Forces and Magnets What is a magnet and how does it work? Attraction and repulsion.</p>	<p><b>Science:</b> Light and Dark Shadows and mirrors – how does light travel? Shadow puppet theatres.</p>	<p><b>Science:</b> Animals including Humans Food groups and nutrients. Human and animal skeletons - different skeleton types.</p>	<p><b>Science:</b> Plants – roots and shoots What do plants need to grow and survive? Identify the different</p>	<p><b>Science:</b> Plants – Flowers and pollination Identify parts of flowering plants and their functions.</p>

<p><b>RE:</b> Celebrating belonging (Hinduism) - How does Diwali show belonging?</p> <p><b>PE:</b> Communicating, collaborating and competing both individually and in a team in order to evaluate and recognise their own success.</p> <p><b>ICT/Computing:</b> 2 simulate – using and evaluating simulations.</p> <p>Stone Age PowerPoint.</p> <p><b>French:</b> greetings, social conventions, classroom instructions, numbers to 10. Caves of Lascaux – France.</p> <p><b>Music: Studying medieval piece Columba Aspexit. Learning how to represent &amp; notate pitch by creating simple single-line notation 3 creating note melodies and playing these on chime bars &amp; glockenspiels.</b></p> <p><b>History:</b> Stone Age - Journey through the Stone Age to the Iron Age – Focus on development of survival techniques. links with Romans – AD 60 – Boudicca.</p>	<p><b>RE:</b> Bible stories and miracles What is a miracle and do we believe them?</p> <p><b>PE:</b> Cooperative games and gymnastics.</p> <p><b>ICT/Computing:</b> 2 Code – reading and understanding code and exploring commands. <b>French:</b> Animals (pets, what’s your dog like, where is the cat, where is the elephant) Christmas activities. Family. <b>Music: Renaissance Music; studying Pueri Concinite by Handl developing an understanding of the development of texture in compositions.</b></p> <p><b>Learning songs for the Christmas church service.</b></p> <p><b>History:</b> History and Geography of the circus – what is Circus? Who developed the idea of a circus? How and why was a circus successful? - DEBATE: Should animals be in the circus?</p>	<p><b>RE:</b> Sikhism – How are keeping the 5k’s a challenge? What do Sikhs see as a goal?</p> <p><b>PE:</b> Ball skills, attacking and defending – football</p> <p><b>ICT/Computing:</b> 2email – learning basic email tools and sending to Arctic explorers.</p> <p><b>French:</b> Food (I like to eat, what are you eating, cutlery, ingredients) At school (how do you go to school, rooms, in your pencil case, what time is it, subjects). Days.</p> <p><b>Music:</b> Artsweek music: composing in pairs &amp; playing the pieces musically and accurately on tuned percussion (glockenspiels)</p> <p><b>Geography</b> –Exploration (the Arctic). Looking at location, climate and species of the Arctic, who has explored it and why?</p> <p>DIVERSITY: Female exploration website – Fearless Females. Greta Thornberg. If Polar bears disappeared.</p>	<p><b>RE:</b> The Easter story - forgiveness – how does this help keep me healthy?</p> <p><b>PE:</b> Sending and receiving, bench ball and basketball.</p> <p><b>ICT/Computing:</b> Online Safety – 2Connect, 2log Branching databases – 2questions – learning how to create options to follow.</p> <p><b>French:</b> Playtime (the farmer in the meadow, Simon says, I play, in the playground, what do you like to play) Easter activities. Months. <b>Music: learning about note values through sports names and creating songs based on the pentatonic scale using quavers, crotchets and minims in a 4 line rhythm structure</b></p> <p><b>Geography</b> – where could Mr Fox live? Looking at the UK (towns and cities and counties) Human and physical features</p>	<p>parts of a plant and the function they play. How s water transplanted within a plant?</p> <p><b>RE:</b> Do Sikhs think it is important to share? Do religious people lead better lives?</p> <p><b>PE:</b> Dance and gymnastics – leaning a routine with timings and in a group</p> <p><b>ICT/Computing:</b> Plant growth – 2graphing. To enter data into a graph, to answers question and to present results in a graphic form.</p> <p><b>French:</b> My home (where do you live, your home, your bedroom, the kitchen, daily routine), Classroom language</p> <p><b>Music: Listen to how the great composers make use of dynamics (‘Night on a Bare Mountain’ by Mussorgsky and ‘Hall of the Mountain King’ by Greig) before creating dynamic group compositions</b></p> <p><b>Geography</b> – identify characteristics of Uk and non UK localities.</p>	<p><b>RE:</b> Understand the Hindu belief that there is one God with many different aspects.</p> <p><b>PE:</b> Athletics and field games – aiming, looking at technique and ensuring efficient movement.</p> <p><b>ICT/Computing:</b> 2type - typing plant information. 2 spreadsheet – create and enter data, find specified locations in a spreadsheet, create pie charts and bar graphs. <b>French:</b> Le sport (sports, which sports do you like doing, at the stadium, Wimbledon, can you, a tennis match) Numbers</p> <p><b>Music: watching 10 pieces, then improvise whole class body percussion piece inspired by ‘Connect It’ by Anna Meredith.</b></p> <p><b>History:</b> Romans – who were the Romans? How do they link to the Stone Age at the start of the year? How have they shaped modern Britain?</p>
<p><b>Emotional Literacy:</b> <b>Empathy</b> – show awareness and concern for other people’s feelings.</p> <p><b>Value self and others</b> and understand that behaviours have rewards and consequences.</p>	<p><b>Emotional Literacy:</b> <b>Appreciation</b> – I can appreciate my family and others who care for me. I can give an receive compliments and understand how this makes me feel.</p> <p><b>Bullying</b> – I can understand</p>	<p><b>Emotional Literacy:</b> <b>Value</b> – I can understand how it feels to be valued and how to make others feel valued.</p> <p><b>Cooperation</b> – I can understand how to work cooperatively and how following the class charter</p>	<p><b>Emotional Literacy:</b> <b>Health</b> – I can understand what my body needs to be healthy and how it feels to make healthy choices.</p> <p><b>Staying safe</b> – I can understand that I need to keep myself safe and can discuss dangers and strategies</p>	<p><b>Emotional Literacy:</b> <b>Relationships</b> – I can understand what makes a good relationship and know some strategies I can use to ease conflict in a relationship.</p> <p><b>Citizenship</b> – I can understand how my needs and rights are</p>	<p><b>Emotional Literacy:</b> <b>Growing and changing</b> – I can understand that changes happen over time, both in my body and the world around me and can explore how these changes might make me feel.</p>

<p><b>I understand how ... feels because...</b></p> <p><b>I can make good choices because....</b></p>	<p>what bullying is and how it might make people feel. I can discuss how I could help someone that is being bullied.</p> <p><b>I like that I am different because...</b></p> <p><b>I like that difference because...</b></p>	<p>makes it easier for me and others to learn.</p> <p><b>I think it would be better if ... because...</b></p>	<p>to stay safe.</p> <p><b>Forgiving someone makes me feel...</b></p> <p><b>It is important to forgive because...</b></p>	<p>shared by children around the world and how the actions of others can have an influence on me.</p> <p><b>When I experience conflict I can...</b></p>	<p>I can express my thoughts and opinions and can talk about how I feel when these are challenged.</p> <p><b>I think .... was a positive change because...</b></p>
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