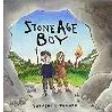
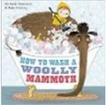
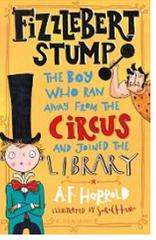
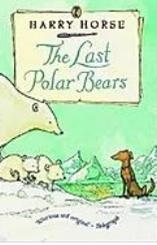
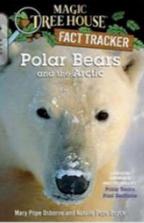
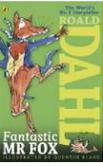
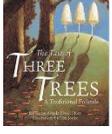
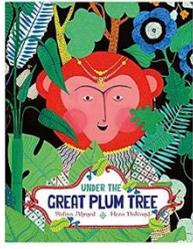
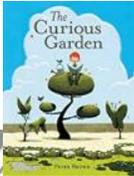
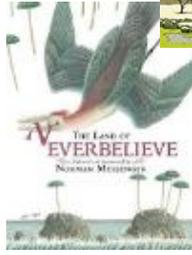
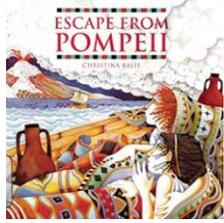
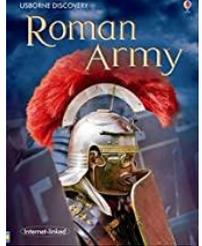


John Hampden Primary School
Curriculum Map
Year 3 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD DIFFERENCE		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING		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 Forgiveness	Plants and Our Planet	Rotten Romans
<p>Core Text: Stone Age Boy, Satoshi Kitamura.</p>  <p>How to Wash a Woolly Mammoth, M. Robinson</p>  <p>Robinson</p>  <p>Class text: The Wild Way Home – Sophie Kirtley</p>	<p>Core Text:</p>  <p>Leon – The Place Between, Angela Macallister</p>  <p>Fizzlebert Stump – The Boy Who Ran Away From the Circus (and Joined the Library)- A.F. Harrold</p> <p>The Clown – Quentin Blake</p> 	<p>Core Text: The Great Explorer by Chris Judge</p>  <p>Chris Judge</p>  <p>Harry Horse – The last Polar Bears</p>  <p>Non- fiction Video use of Arctic Exploration - Steve Backshall – Deadly 60.</p>	<p>Core Text: Fantastic Mr fox, Roald Dahl</p>  <p>Roald Dahl</p>  <p>The Three Trees by Angela Elwell Hunt</p>  <p>Sufiya Ahmed Animals including Humans and Forgiveness.</p>	<p>Core Text: The Curious Garden Brown The Land of Neverbelieve</p>  <p>- Peter</p>  <p>David Attenborough documentary</p> <p>https://www.bbc.co.uk/programmes/b0074t4x</p>  <p>The Boy Who Grew Dragons – Andy Shepherd</p>	<p>Core Text:</p>  <p>ESCAPE FROM POMPEII</p> <p>Roman non-fiction text:</p>  <p>Roman Army</p>

<p>PSHE Outcomes: 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>PSHE Outcomes: 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>PSHE Outcomes: 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>PSHE Outcomes: 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>PSHE Outcomes: I can explain how some of the actions and work of people around me and the wider world help and influence my life. And can show an awareness of how this could affect my choices.</p>	<p>PSHE Outcomes: 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>Topic overview: 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. PRESS AND PLAY: STONE AGE</p>	<p>Topic overview: 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>Topic overview: 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>Topic overview: 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. We will explore the Easter story and the theme of forgiveness.</p>	<p>Topic overview: 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>Topic overview: The Roman topic will give children the opportunity to explore the Roman invasion of Britain and the impact this had on everyday life. PRESS AND PLAY: ROMAN BRITAIN</p>
<p>Writing Opportunities: Fiction: Narrative, Stone Age Boy. Fact file Non-Fiction: Instructions, How to wash a Woolly Mammoth. Poetry: Michael Rosen, I was born in the stone Age. Role play</p>	<p>Writing Opportunities: Fiction: Descriptive writing, Clown. Non-Fiction - Persuasive writing, circus posters/leaflets. Poetry: Kennings, Circus poems and rhymes Poetry: Descriptive poetry, Leon and the place between,</p>	<p>Writing Opportunities: Non – Fiction: Recount, diary entry from a Polar expedition, BBC documentary. Non- Fiction: Newspaper Report, Missing Explorer-The Great Explorer. Diary writing</p>	<p>Writing Opportunities: Fiction: Character description, Fantastic Mr Fox. Fiction: Play Scripts, Fantastic Mr Fox role play. Poetry: Descriptive, The 3 Farmers.</p>	<p>Writing Opportunities: Fiction, Descriptive writing - the Land of Neverbelieve. Non-fiction –Non-Chronological Report. Plants.</p>	<p>Writing Opportunities: Non-fiction: Explanation text, Roman Army formation, Poetry: Performance and descriptive poetry, Escape from Pompeii, prepositions, similes, Volcano poem. PRESS AND PLAY:NATURAL DISASTERS</p>
<p>Art: Cave paintings. Own charcoal pictures. DT: Biscuit Henge-Stone Age necklaces</p>	<p>Art: Pointillism (Seurat) Creating a colour wheel Clown portraits. Remembrance Christmas</p>	<p>Art: NEW SCHEME Tbc... DT: NEW SCHEME Tbc...</p>	<p>Art: NEW SCHEME Tbc... DT: NEW SCHEME Tbc...</p>	<p>Art: NEW SCHEME Tbc... DT: NEW SCHEME Tbc...</p>	<p>Art: NEW SCHEME Tbc... DT: NEW SCHEME Tbc...</p>

<p>Experiential Learning: Hill End. The children will experience den building, Spear making, bread baking on an open fire, grinding wheat and spear throwing.</p>	<p>Experiential Learning: Circus Skills - Circus Workshop in school – aerial hoop! Circus day! Circus Crafts Visitor</p>	<p>Experiential Learning: Outdoor tasks - orienteering – fact cards on the arctic knowledge followed by hot chocolate.</p>	<p>Experiential Learning: Trip to Tring Museum – zoological society. Food tasting Pizza making</p>	<p>Experiential Learning: Plants around the school Planting and growing Planting our flower bed</p>	<p>Experiential Learning: Roman Day</p>
<p>Maths: · Place value Addition and Subtraction</p>	<p>Maths: · Addition and Subtraction Multiplication and Division</p>	<p>Maths: · Multiplication and Division Length and Perimeter</p>	<p>Maths: · Fractions Mass & Capacity</p>	<p>Maths: Fractions 2 Money Time</p>	<p>Maths: · Time Shape and Statistics</p>
<p>Science: Rocks Press and Play ROCKS</p> <p>PE: Communicating, collaborating and competing both individually and in a team in order to evaluate and recognise their own success.</p> <p>ICT/Computing: Purple Mash 2 simulate – simulations and Using. Stone Age Powerpoint.</p> <p>French: greetings, social conventions, classroom instructions, numbers to 10</p> <p>Music: learning how we notate pitch & creating simple 3 note melodies on chime bars & glockenspiels.</p>	<p>Science: Forces and Magnets</p> <p>RE: Christianity: Bible stories and miracles</p> <p>PE: Cooperative games and gymnastics.</p> <p>ICT/Computing: 2 Code – Year Purple Mash – we do task. Forces</p> <p>French: adjectives, classroom instructions, Christmas</p> <p>Music: medieval music: studying medieval piece Columba Aspexit renaissance music: studying Pueri Concinite by Handl. Christmas church service.</p>	<p>Science: Light and Dark</p> <p>RE: Sikhism – How are keeping the 5k’s a challenge? What do Sikhs see as a goal?</p> <p>PE: Ball skills, attacking and defending – football</p> <p>ICT/Computing: 2email – Arctic explorers</p> <p>French: numbers, shapes, parts of the body</p> <p>Music: Arts week music: composing rounds in pairs</p>	<p>Science: Animals including Humans</p> <p>RE: Christianity: The Easter story - forgiveness – how does this help keep me healthy? PRESS AND PLAY : EASTER STORY PE: Sending and receiving, bench ball and basketball.</p> <p>ICT/Computing: Online Safety – 2Connect, 2log Branching databases – 2questions</p> <p>French: travel, Easter, numbers to 20</p> <p>Music: learning about note values through sports names and creating own songs based on the pentatonic scale.</p>	<p>Science: Plants – roots and shoots PRESS AND PLAY:PLANTS</p> <p>RE: Sikhism - Do Sikhs think it is important to share? Do religious people lead better lives?</p> <p>PE: Dance and gymnastics</p> <p>ICT/Computing: Plant growth – 2graphing</p> <p>French: Numbers to 30, pets and animals</p> <p>Music: using dynamics in music: writing own group composition pieces based on dynamics in ‘Night on a Bare Mountain’ by Mussorgsky and ‘Hall of the Mountain King’ by Greig.</p>	<p>Science: Plants – Flowers and pollination:</p> <p>PE: Athletics and field games</p> <p>ICT/Computing: 2type – Check Purple Mash – 2 do’s - typing plant information. 2 spreadsheet – Country facts- based on</p> <p>French: holidays, Tour de France</p> <p>Music: watching 10 pieces, then creating whole class body percussion piece inspired by ‘Connect It’ by Anna Meredith.</p>

<p>History: 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>History: 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>Geography –Exploration (the Arctic). Looking at location, climate and species of the Arctic, who has explored it and why? DIVERSITY: Female exploration website – Fearless Females. Greta Thornberg.</p>	<p>Geography – where could Mr Fox live? Looking at the UK (towns and cities and counties) Human and physical geographical features and how they could impact society around them in towns and cities.</p>	<p>Geography – identify characteristics of Uk and non-UK localities. Comparing between countries and the different physical and social features of these countries.</p>	<p>History: Rotten Romans - How did the Romans shape modern civilisation? Ethnicity –where did Romans originate from? Challenging perceptions What does a Roman look like?</p>
---	--	--	--	--	---