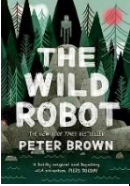

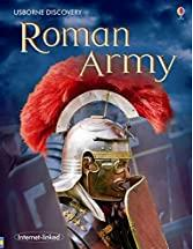




John Hampden Primary School
Curriculum Map
Year 3 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS & GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
Autumn 1 Stones 'n' Bones	Autumn 2 Awesome Arctic and Powerful Polar Bears	Spring 1 Magic, mysteries and miracles	Spring 2 Incredible Italy	Summer 1 Rotten Romans	Summer 2 UK roots, shoots and juicy fruits.
Whole Class Reader: <i>The Wild Way Home</i> by Sophie Kirtley. 	Whole Class Reader: <i>The Last Bear</i> by Hannah Gold. 	Whole Class Reader: <i>Nothing to see here hotel</i> by Stephen Butler. 	Whole Class Reader: <i>Pizza Pete and the Perilous Potions</i> by Carrie Sellon. 	Whole Class Reader: <i>The Wild Robot</i> by Peter Brown. 	Whole Class Reader: <i>The Boy Who Grew Dragons</i> by Andy Shepherd. 
Core Texts: Stone Age Boy, Satoshi Kitamura  How to Wash a Woolly Mammoth, M. Robinson 	Core Texts: The Great Explorer by Chris Judge Non-fiction Video use of Arctic Exploration - Steve Backshall – Deadly 60.  	Core Texts: Leon – The Place Between, Angela Macallister  Fizzlebert Stump – The Boy Who Ran Away From the Circus (and Joined the Library)- A.F. Harrold 	Core Texts: Take Me Back to Italy  Take me back to Italy.  Pop up volcano by Tom Valliant	Core Text: Escape from Pompeii  Escape to Pompeii Roman non-fiction text: 	Core Text: The Curious Garden - Peter Brown  The Land of Neverbelieve 

<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.</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.</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: In this topic the children will learn the geographical location and physical features of Italy. We will compare these features to the UK, understand why we have volcanoes and earthquakes and make pizza for our DT topic.</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 including the impact of Roman Britain has had on us today.</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>Writing Opportunities: Fiction: Narrative, Stone Age Boy. Non-Fiction: Instructions, How to wash a Woolly Mammoth. Poetry: Michael Rosen, I was born in the stone Age.</p>	<p>Writing Opportunities: Non – Fiction: Recount, diary entry from a Polar expedition, BBC documentary. Non- Fiction: Newspaper Report, The Great Explorer.</p>	<p>Writing Opportunities: Fiction: Leon and the Place between. Non- Fiction - Persuasive writing, circus posters/leaflets. Poetry: Kennings, Circus poem.</p>	<p>Writing Opportunities: Non- fiction – Non-Chron report- double page information spread on Italy. Poetry: Performance and descriptive poetry – volcano.</p>	<p>Writing Opportunities: Non-fiction: Explanation text, Roman Army formation, Escape to Pompei</p>	<p>Writing Opportunities: Non- Fiction, Descriptive writing - the Land of Neverbelieve. Fiction: alternative Jim and the beanstalk Non-fiction –Non-Chronological Report. Plants.</p>

<p>Art: Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Artists: Heather Hansen, Laura McKendry, Edgar Degas</p> <p>Medium: Charcoal, Paper, Body</p>	<p>Art: Making Animated Drawings Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.</p> <p>Medium: Paper, (Digital media)</p> <p>Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</p>	<p>Art: Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p>Medium: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).</p> <p>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p>	<p>Art: Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. Link to Volcanoes</p> <p>Medium: Fabric (Calico), Paint, Thread</p> <p>Artists: Alice Kettle, Hannah Rae</p>	<p>Art: Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork.</p> <p>Medium: Paper, Printmaking Ink, Stencils & Crayons</p> <p>Artist: Henri Matisse, Claire Willberg</p>	<p>Art: Using Natural Materials to Make Images Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype. See the Pathway</p> <p>Medium: Natural pigments from earth and plants, paper, light.</p> <p>Artists: Frances Hatch, Anna Atkins</p>
	DT mechanisms - Leavers and Linkages – Pop up Christmas card		DT Food- Healthy and Varied Diet – Pizza making.	DT Textiles - 2D to 3D shape – House mascots.	
Experiential Learning: Hill End Trip. The children will experience den building, Spear making, bread baking on an open fire, grinding wheat and spear throwing.	Experiential Learning: Polar Regions Workshop in school.	Experiential Learning: Circus Day - Circus Workshop in school. Performance to parents	Experiential Learning: Italian in Thame Food tasting. Pizza making.	Experiential Learning: Roman Day in school.	Experiential Learning: Harcourt Arboretum
Maths: · Place value Addition and Subtraction	Maths: · Multiplication and Division Length and perimeter	Maths: · Mass and Capacity Fractions	Maths: · Mass and Capacity Money	Maths: · Fractions Time	Maths: Statistics Geometry - shape Consolidation Work
Science: Animals including Humans-skeleton. RE: Story and beliefs behind the Divali festival-celebrations and the symbols used to remember the story. PE: Communicating, collaborating and competing both individually and in a team in order to evaluate and recognise their own	Science: Light and Dark RE: Investigating the true meaning of Christmas PE: Dance and gymnastics ICT/Computing: 2email – Arctic explorers French: numbers, shapes, parts of the body Music: Arts week music: composing rounds in pairs Geography –Exploration (the Arctic). Looking at location, climate and species of the Arctic, who has explored it and	Science: Forces and Magnets RE: Christianity: Bible stories and miracles PE: Hockey ICT/Computing: 2 Code – Year Purple Mash – we do task. Forces French: adjectives, classroom instructions, Christmas Music: medieval music: studying medieval piece Columba Aspexit renaissance music: studying Pueri	Science: Rocks RE: Christianity: The Easter story – forgiveness. PE: Sending and receiving, bench ball. ICT/Computing: Online Safety – 2Connect, 2log Branching databases – 2questions French: travel, Easter, numbers to 20 Music: learning about note	Science: Plants – roots and shoots RE: Sikism and Brahman PE: Athletics and field games ICT/Computing: 2type – Check Purple Mash – 2 do’s - typing plant information. 2 spreadsheet – Country facts-based on French: holidays, Tour de France Music: watching 10 pieces, then creating whole class body percussion piece inspired by	Science: Plants – Flowers and pollination: RE: Sikhism prayer and worship PE: Ball skills, attacking and defending – basketball. ICT/Computing: Plant growth – 2graphing French: Numbers to 30, pets and animals Music: using dynamics in music: writing own group composition pieces based on dynamics in ‘Night

<p>success. ICT/Computing: 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><u>History:</u> 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>why?</p>	<p>Concinite by Handl learning songs for the Christmas church service.</p> <p>History: History 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>values through sports names and creating own songs based on the pentatonic scale.</p> <p>Geography: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country – Italy. Physical geography, volcanoes and earthquakes.</p>	<p>‘Connect It’ by Anna Meredith.</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>	<p>on a Bare Mountain’ by Mussorgsky and ‘Hall of the Mountain King’ by Greig.</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>
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