Vernon Primary School
Year 3 Long Term Plan - Curriculum Map

	Autumn **Shiver Me Timbers**	Spring **Chariots of Fire**	Summer **To Infinity and Beyond**
English	**Narrative:** Stories of Adventure Stories that contain historical characters or events **Non-Fiction:** Letters Persuasive writing **Poetry:** Learning and performing a poem by heart	**Narrative:** Stories that contain historical characters or events Narrative diaries Playscripts **Non-Fiction:** Letters Explanations **Poetry:** Haiku poems	**Narrative:** Stories of Adventure Fictional Biographies **Non-Fiction:** Biographies Writing in a journalistic style **Poetry:** Write poems that convey an image
Maths	Number – Place value Number – Addition and Subtraction Number – Multiplication and Division A	Number – Multiplication and Division B Measurement – Length and Perimeter Number – Fractions A Measurement – Mass and Capacity	Number – Fractions B Measurement – Money Measurement – Time Geometry – shape Statistics
Science	**Plants:** 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. **Enquiry Unit – plants**	**Rocks:** compare and group together different kinds of rocks on the basis of their properties. Describe in simple terms how fossils are formed **Animals including humans:** identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**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 and recognise how shadows are formed **Forces & Magnets:** compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others.
Computing	Computing Systems and network – Connecting computers Creating media – Desktop publishing	Creating media – Animation Data and information – Branching databases	Programming A – Sequence in music Programming B – Events and actions
History	**Focus area:** Changes in Britain from the Stone age to the Iron age	**Focus area:** the Romans Empire and its impact on Britain	**Focus area:** Jodrell Bank – the study of a site in the locality with historical significance - space exploration and telescope development
Geography	**Focus area:** Who lives in Antarctica? – latitude and longitude, links to climate, tilt of the Earth, physical features of a polar region and human adaptations to being there. **Fieldwork:** world maps, atlases, school grounds expedition	**Focus area:** Why do people live near volcanoes? – construction of the Earth, tectonic plates and boundaries, formation of mountains, causes of earthquakes, volcanic environments. **Fieldwork:** world maps, aerial photographs, digital maps	**Focus area:** Are all settlements the same? – types of settlements and land use, urban and rural differences, human and physical features in local area compared to New Delhi. **Fieldwork:** local area, sketch maps
Art and Design	**Focus area:** Textiles and Painting - Islands and Seas **Artist:** Jamie Swim	**Focus area:** Collage and Digital media (linked to Computing and DT) – Mosaics **Artist:** Antoni Gaudi	**Focus area:** Sculpture and Drawing - 3D Planets **Artists:** Inge King and James Kitchen
Design and Technology	**Focus area:** Electricals & Electronics - Treasure Boxes **Designer/Architect:** Elizabeth Killick	**Focus area:** Materials and Textiles - Roman tabard **Designer/Architect:** Valentino	**Focus area:** Food – Healthy baking **Designer/Architect:** Ruth Clemens
Physical Education	Gymnastics – Linking movements together Dodgeball Tag-rugby Personal Challenges	Dance – Romans OAA (Outdoor Adventurous Activities) Hockey Handball	Dance – Space Yoga Rounders Danish Longball
Languages	**Phonics Lesson 1** **'J'apprends le français'** – learning numbers, colours, introducing yourself. **'Les Fruits'** – saying which fruits you like and do not like.	**Cultural focus (French speaking country): France** **Multilingual Unit** - Italian **'Je peux'** –saying 'I can' plus a range of verbs.	**'Les Glaces'** - saying what flavour ice-cream you'd like. **La date** – days of the week, months of the year, numbers to 30
Music	Whole class instrumental lessons - Caribbean Developing singing techniques - singing songs in unison from a variety of genres	Ballads - identify features, writing and performing own compositions Pentatonic melodies and composition	Whole class instrumental lessons – Pbuzz Jazz - discover ragtime, dixieland, scat singing, jazz motifs and swing rhythms
Religious Education	**Thread: God the world & self.** How do religious & non-religious people talk about God? **Thread: Authority** How do people decide what they believe is right or wrong?	**Thread: R/W in wider world.** Why is there diversity within beliefs? **Thread: Marking life's journey.** How do people talk about life after death?	**Thread: The self, Authority** How do beliefs shape identity? **Thread: Belonging** What does it mean to be a part of a religious community or worldview?
PSHE	**Relationships:** Families and friendships Safe relationships Respecting ourselves and others MyHappyMind	**Living in the Wider World** Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind	**Health and Wellbeing** Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind

Curriculum Values		
Creativity & Curiosity	**Independence**	**Respect & Cooperation**

'Nobody else is quite like me'