

Curriculum Provision Map							YEAR 3
Subject/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Notes:
Literacy	<i>The Owl who was Afraid of the Dark</i> <i>Stardust</i> <i>The Iron Man</i>	<i>Little Red Reading Hood</i> <i>The Goldilocks Project</i>	<i>Leon and the Place Between</i> <i>The BFG</i>	<i>Cloud Tea Monkeys</i> <i>The Tin Forest</i>	<i>The Story of Tutankhamun</i> <i>Cinderella of the Nile</i>	<i>The Mysteries of Harris Burdick</i> <i>The Legend of Sally Jones</i>	
Guided Reading	Fiction Cakes in Space <i>Philip Reeve and Sarah McIntyre</i> Eric <i>Shaun Tan</i>	Non-fiction Africa, Amazing Africa <i>Atinuke</i>	Poetry Old Possum's Book of Practical Cats <i>T.S. Elliot</i>	Non-fiction Earth Shattering Events <i>Robin Jacobs and Sophie Williams</i>	Poetry The Pied Piper of Hamelin <i>Robert Browning</i>	Non-fiction Lost Species <i>Jess French and Daniel Long</i>	
Numeracy	<i>Number- Place Value.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry – properties of shape.</i> <i>Number-multiplication.</i> <i>Number-division.</i> <i>Number – division and multiplication (facts)</i>	<i>Number-fractions.</i> <i>Measurement – Time.</i> <i>Geometry-Angles.</i> <i>Measurement-Length.</i> <i>Measurement – Money.</i> <i>Number-addition & subtraction (mental methods)</i> <i>Statistics: Data handling.</i>	<i>Number- Place Value.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry – properties of 3D shape.</i> <i>Statistics: Data handling.</i> <i>Number-multiplication.</i> <i>Number-division.</i>	<i>Number-fractions.</i> <i>Measurement – Time.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Measures – Mass and Capacity.</i> <i>Number-multiplication.</i> <i>Number-division.</i>	<i>Number- Place Value.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry – properties of shape.</i> <i>Number-multiplication, division & fractions.</i> <i>Measurement – Time.</i>	<i>Measurement-Length & perimeter.</i> <i>Statistics: Data handling.</i> <i>Measurement – Money.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Number – multiplication & division.</i> <i>Problem solving (all operations)</i>	
Religious Education	Themes Church-Family Baptism-Belonging Advent-Loving	Topic <i>Homes</i> <i>Promises</i> <i>Visitors</i>	Themes Church-Community Eucharist-Relating Lent/Easter-Giving	Topic <i>Journeys</i> <i>Listening/sharing</i> <i>Giving all</i>	Themes Pentecost-Serving Reconciliation-relate Church-World	Topic <i>Energy</i> <i>Choices</i> <i>Special places</i>	
P.S.H.E Personal, Social & Health Education	New Beginnings	Getting On and Falling Out	Going for Goals	Good to be Me!	Relationships	Changes	
Science	<i>Rocks & Soils</i>	<i>Animals including humans: skeletons, teeth, muscles etc.</i>	<i>Forces & Magnets</i> Study of a Famous scientist or inventor	<i>Plants as living organisms</i>	<i>Plants and the environment</i>	<i>Light & Shadow</i>	

Computing	Programming	Programming	e-safety	Handling Data	Multimedia	Multimedia	
	****Technology in our lives **** Technology in our lives ****Technology in our lives****						
Geography	<p><u>Desert, rocks and climate.</u> <u>Study of a desert environment.</u></p> <p><i>-To describe and understand key aspects of a Deserts physical geography.</i> <i>- To use world maps, atlases and globes to identify & locate the world's Deserts.</i> <i>-To identify the position and significance of latitude, longitude & the Equator to the location of a Desert.</i></p>			<p><u>The UK</u></p> <p><i>- To name and locate the counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</i> <i>- To learn about the key UK topographical features (including hills, mountains, coasts and rivers).</i> <i>- To understand how land-use patterns have changed over time.</i> <i>-To describe and understand key aspects of the UK's physical geography (including: climate zones, rivers, mountains) & human geography (including: types of settlement and land use, economic activity, and the distribution of natural resources.</i></p>		<p><u>Weather & Climate</u></p> <p><i>- To describe and understand key aspects of the World's physical geography, including: climate zones, biomes & vegetation belts.</i> <i>- To describe and understand key aspects of how weather & climate affect human geography including: types of settlement, land use and the distribution of natural resources</i> <i>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>-To identify the position and significance of latitude, longitude & the Equator.</i></p>	

<p>History</p>		<p><u>Stone Age to Iron Age: A study</u></p> <ul style="list-style-type: none"> - Pupils should be taught about changes in Britain from the <u>Stone Age to the Iron Age.</u> This is to include: <ul style="list-style-type: none"> *hunter-gatherers and early farmers, e.g. Skara Brae * Bronze Age technology and travel, e.g. Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture - Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study. - Pupils should note connections, contrasts and trends over time & develop the appropriate use of historical terms. - Pupils should understand how our knowledge of the past is 	<p><u>THE VIKINGS</u> <u>The struggle for the Kingdom of England</u></p> <ul style="list-style-type: none"> - Pupils should be taught about the <u>Viking and Anglo-Saxon</u> struggle for the Kingdom of England to the time of Edward the Confessor. - Pupils should be taught about: <ul style="list-style-type: none"> * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 - Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study. - Pupils should note connections, 		<p><u>EGYPTIANS</u> <u>The Pharaohs of Egypt, civilisation, culture and customs.</u></p> <ul style="list-style-type: none"> - Pupils should be taught about the achievements of the earliest civilizations: <u>Ancient Egyptians.</u> - Pupils should be taught an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. - Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study. - Pupils should note connections, contrasts and trends & develop the appropriate use of historical terms. - Pupils should understand how our knowledge of 		
-----------------------	--	--	---	--	--	--	--

		<i>constructed from a range of sources.</i>	<i>contrasts and trends over time & develop the appropriate use of historical terms.</i>		<i>the past is constructed from a range of sources.</i>	
Music	<p><u>Desert Music</u></p> <p>Children will listen to a collection of desert inspired music with concentration and understanding. We will discuss the sounds heard and share imagery created as a result of listening to the music – link to Geography topic.</p> <p><i>Aims:</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i> <i>To appreciate and understand a range of recorded music.</i></p>	<p><u>Tchaikovsky’s Little Red Riding Hood</u></p> <p>Children will appreciate and understand a wide range of recorded music focusing on string instruments. We will be listening to Tchaikovsky’s ‘Little Red Riding Hood & the Wolves’ music track - link to Literacy.</p> <p><i>Aims:</i> <i>To listen with attention to detail and recall sounds with increasing aural memory.</i> <i>To appreciate and understand music from great composers.</i></p>	<p><u>Viking Saga Songs</u></p> <p>Children will learn songs and make music inspired by the Gods and Goddesses of Viking mythology – link to History topic. The songs explore the atmosphere and excitement of the Viking world while being rooted in familiar modern styles, such as reggae, rock & lyrical ballads.</p> <p><i>Aims:</i> <i>Pupils will be taught to – sing, play and perform in solo and ensemble contexts.</i> <i>To use and understand some musical notations.</i> <i>Listen in detail and recall sounds that they hear and experience in a range of contexts.</i> <i>Appreciate and</i></p>	<p><u>Musical Notation</u></p> <p>Children will begin to learn how to read and write music. Children will be taught the basics of note length, beats and rhyme. Children will be able to distinguish between crotchets, quavers, semibreves and crotchet rests.</p> <p><i>Aims:</i> <i>To use and understand some musical notations.</i> <i>Listen in detail and recall sounds that they hear and experience in a range of contexts.</i></p>	<p><u>Ancient Egyptian Music</u></p> <p>Children will learn about music and the role it played in Ancient Egypt – link to History topic. Children will learn about, and make their own, ancient Egyptian musical instrument called a Sistrum.</p> <p><i>Aims:</i> <i>Pupils will explore the range and purpose of music.</i> <i>Listen in detail and recall sounds that they hear and experience in a range of contexts.</i> <i>Develop and understanding of the history of music.</i></p>	<p><u>The four Seasons</u></p> <p>Children will listen to & explore Antonio Vivaldi’s ‘The Four Seasons’ – link to Geography topic.</p> <p>This Classical piece features four movements: Spring, Summer, Autumn & Winter. Children are to appreciate and understand that each movement sounds different and represent the season they are named after, e.g. Winter sounds harsh and is in a minor key.</p> <p><i>Aims:</i> <i>Explore the range and purpose of music.</i> <i>Listen in detail and recall sounds that they hear and experience in a</i></p>

			<i>understand a range of live and recorded music.</i>			<i>range of contexts. Appreciate and understand a range of live and recorded music. Develop and understanding of the history of music.</i>
Art & Design Technology	<p><i>Observational Drawings using pencil, pastel and charcoal.</i></p> <p>Colour mixing, primary and secondary colours, holding and controlling a brush introduction of colour wheel. Looking at tones and shades of colours. Focus: Change - The seasons or The forests.</p>	<p><i>Investigating pattern using various printing techniques.</i></p> <p>People-artist study: Keith Haring. Exploring shape/ space and having fun with proportion. Focus skills using chalks/pastels and other medium.</p>	<p><i>Artist Study</i></p> <p>Street art: Banksy or Andy Warhol- Choosing interesting modern street art. Looking at the idea of art being all around us. Create artwork inspired by street art</p> <p>Look at art having a message or hidden meaning.</p>	<p><i>3D sculpture using a range of materials – Andy Goldsworthy as inspiration.</i></p> <p>Papier Mache- Building and designing structures using papier Mache</p>	<p><i>Egyptian art and Egyptology.</i></p> <p>Clay: Clay work to develop and make a sculpture linked to topic (Egyptology)</p>	<p><i>Manipulating Materials</i></p> <p>Sewing- Design and sew a puppet. developing fine motor skill manipulation.</p>
Physical Education	<p>MULTI-SKILLS <i>To use running, jumping, throwing & catching in isolation and in combination To work collaboratively in pairs or teams as well as solo.</i></p>	<p>COMPETITIVE GAMES <i>Quick cricket, tag rugby, football, hockey, rounders, netball and circle games. Accurately pass and receive ball with hands. Demonstrate control when</i></p>	<p>DANCE <i>Dance- performing for others. To be able to perform and create a solo piece with appropriate expression and contrasting dynamics. To create and perform a duet with</i></p>	<p>GYMNASTICS <i>Using low, medium and high apparatus in order to sequence a set of movements starting from a standing position then ending in a standing position. Developing strength, technique</i></p>	<p>SWIMMING <i>Forest Hill Pool. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year 6</i></p>	<p>SWIMMING <i>Forest Hill Pools. Use a range of strokes effectively. Be able to swim a distance of at least 25m by the end of Year6</i></p>

		<p><i>passing dribbling and receiving with feet or hands. Signalling for ball and recognizing others signals, while passing and receiving.</i></p> <p><i>Recognise and explain why teams succeeded in activity.</i></p>	<p><i>complimentary element. Work with a group to refine and practise movement ideas.</i></p>	<p><i>and control so floor work and apparatus work shows a good level of balance, confidence and skill.</i></p>			
--	--	---	---	---	--	--	--