



Curriculum Map 2024-25

Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Science	Forces and space: Forces and magnets	Animals: Movement and nutrition	Materials: Rocks and Soils	Energy: lights and shadows	Plants: Plant reproduction	Making connections: Does hand span affect grip strength?
Computing	Computing systems and networks 1: Networks	Programming: Scratch	Data handling: comparison cards databases	Computing systems and networks 2: emailing	Computing and networks 3: Journey inside a computer	Online safety
History		British history 1: Would you prefer to live in the Stone age, Bronze age or Iron age?		British History 2: Why did the Roman settle in Britain?		What did the Ancient Egyptians believe?
Geography	Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?	
DT		Textiles: Cross stitch and applique		Mechanical systems: Pneumatic toys		Cooking and nutrition: Eating seasonally
Art	Painting and mixed media: prehistoric paintings		Sculpture and 3D: interactive installation		Drawing: growing artists	
RE (PBS)	Does taking bread and wine show that someone is a Christain?	Is light a good symbol for celebration?	Is a Jewish child free to choose how to live?	Is a Hindu child free to choose how to live?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?



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Music	Ballads	Creating compositions in response to an animation: mountains	Developing singing technique: Viking theme	Pentatonic melodies and composition: Chinese New year	Jazz	Traditional instruments and improvisation: Theme India
PE	Rugby badminton	Fitness- circuits Football	Netball Gymnastics	Hockey Dance	Rounders Swimming	Athletics Swimming
PSHE	Family and relationships	Health and well being	Safety and the changing body	Citizenship	Economic wellbeing	
Mfl	Spanish greetings with puppets	Numbers and ages	Shapes and colours	Classroom objects	Where do you live in Spain?	Journey around Latin America

Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Working Scientifically: Pupils who are secure will be able to: Recall the three key functions of the skeleton (movement, support and protection). Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and use this information to group animals. Identify and name the skull, spine, ribs and pelvis on a diagram. Recall that muscles cause movements in the body, some of which we can control consciously.	Working Scientifically: Pupils who are secure will be able to: Define the term 'rock'. Describe the appearance of different rocks; identifying both crystals and grains. Group rocks by their absorbency, hardness and reaction to acid rain (vinegar). List the different factors that break down rocks. Describe fossil formation and identify fossils in rocks. Describe the work of a palaeontologist. Name, describe and compare some different categories of soil.	Working Scientifically: Pupils who are secure will be able to: Identify what plants need to grow healthily. Describe the structure and function of the parts of flowering plants. Investigate how plants transport water. Describe the life cycle of a flowering plant. Explain seed dispersal methods. When working scientifically, pupils who are secure will be able to: Pose relevant questions.



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<p>Describe that muscles can cause a movement by shortening and pulling on a bone. Recall that animals, including humans, need to eat food to survive. Describe some examples of how energy is used by the body and make comparisons about the energy demands between people. List some of the seven nutrient groups. Name foods that are good sources of nutrient groups and describe what they are needed for in the body. Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.</p> <p>When working scientifically, pupils who are secure will be able to:</p> <p>Record measurements of different bones and use the data to sort them into size order. Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm. Find relevant data on food packaging and make numerical comparisons.</p>	<p>List some of the benefits of earthworms to the soil. Identify and describe the comparative size and weight of the layers in a sedimentation jar.</p> <p>When working scientifically, pupils who are secure will be able to:</p> <p>Use a magnifying glass correctly to observe the appearance of a rock in detail. Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and to predict how a rock will be affected by the weather. Research and present information on fossil formation using a single source. Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era. Draw and label the bars on a bar chart. Accurately draw and label the layers of sediment in a sedimentation jar.</p>	<p>Design and record in results tables. Plan a simple enquiry. Complete, read and interpret data in a bar chart. Identify and suggest changes to an enquiry. Use results to draw conclusions.</p>
<p>Pupils who are secure will be able to:</p> <p>Identify examples of pushes, pulls and twists. Define a force including describing, naming and classifying contact and non-contact forces.</p>	<p>Pupils who are secure will be able to:</p> <p>Recall examples of light sources, objects that do not give out light and that darkness is the absence of light. Describe ways to protect eyes from harm.</p>	<p>Pupils who are secure will be able to:</p> <p>Recall key knowledge from previous units. Apply knowledge in new contexts.</p>



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<p>Describe the relationship between friction and the roughness of a surface.</p> <p>Identify examples of friction being useful or not.</p> <p>Predict attraction and repulsion between like and opposite poles.</p> <p>Identify examples of magnetic and non-magnetic materials.</p> <p>Name some examples of types of magnet and compare their strengths.</p> <p>Describe some examples of the uses of magnets.</p> <p>When working scientifically, pupils who are secure will be able to:</p> <p>Use arrows and scientific vocabulary to show the direction of a contact force.</p> <p>Use evidence to support conclusions.</p> <p>Identify the variables to change, measure and control.</p> <p>Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic.</p> <p>Label the axes of a bar chart.</p> <p>Draw bars on a chart accurately.</p> <p>Identify key information from a source.</p> <p>Use more than one source to research a question.</p>	<p>Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image.</p> <p>Describe how shadows form and identify patterns between groups of materials and the shadows produced.</p> <p>Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow</p> <p>Describe the pattern of changing shadows throughout the day.</p> <p>Describe how the light source's distance affects the shadow's size.</p> <p>Explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it.</p> <p>When working scientifically, pupils who are secure will be able to:</p> <p>Recall what information needs recording to decide the number of columns in a results table and suggest suitable headings for the results table.</p> <p>Record information in the correct columns.</p> <p>Identify if a question is testable, explain why and plan ways to answer a testable question.</p> <p>Identify and explain why something is an advantage or disadvantage of a method and suggest an improvement to the experiment.</p>	<p>When working scientifically, pupils who are secure will be able to:</p> <p>Carry out a full scientific enquiry.</p>
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		I can describe patterns in data and quote values as evidence of patterns in data. I can identify odd results that do not fit the pattern. I can use patterns to make predictions for missing data.			
Key Vocabulary balanced diet bone carbohydrate endoskeleton exoskeleton fat fibre invertebrate joint mineral movement muscle nutrient protection	Attract contact force electromagnet force friction magnet magnetic material magnetism non-contact force non-magnetic material north pole repel south pole	absorbency acid rain bone clay clay soil crystal earthworm era fossil fossil record grain hard hardness impermeable	cast a shadow dangerous light source luminous non-luminous opaque protect reflect reflection reflective (shiny) shadow shadow puppet translucent transparent	absorb air animal dispersal carrying conclude disperse dropping eating evaluate female flower fruit germination improve	bar chart bone carbohydrate conclusion evaluate fat flower fruit friction grip strength joint light source material muscle

Computing Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
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<p>Understand the role of the server in a network when requesting a website. Identify parts of a website's journey to reach your computer. Recognise that routers connect to send information. Understand that data is broken into packets.</p>	<p>Pupils who are secure will be able to:</p> <p>Explain what some of the blocks do in Scratch.</p> <p>Explain what a loop is and include one in their program.</p> <p>Suggest possible additions to an existing program by remixing code.</p> <p>Recognise where something on screen is controlled by code.</p> <p>Use a systematic approach to find bugs.</p> <p>Understand the definitions of decomposition and algorithm and how they are used to create accurate code.</p>	<p>Pupils who are secure will be able to:</p> <p>Explain what is meant by 'field,' 'record,' and 'data.'</p> <p>Compare paper and computerised databases.</p> <p>Put values into a spreadsheet.</p> <p>Sort, filter and interpret data in a spreadsheet.</p> <p>Create a graph.</p> <p>Explain the purpose of visual representations of data.</p>	<p>Pupils who are secure will be able to:</p> <p>Log in and out of email.</p> <p>Send a simple email with a subject plus 'To' and 'From' in the body of the text.</p> <p>Edit an email.</p> <p>Type in the email address correctly and send the email.</p> <p>Add an attachment to an email.</p> <p>Write an email using positive language, with an awareness of how it will make the recipient feel.</p> <p>Recognise unkind behaviour online and know how to report it.</p> <p>Offer advice to victims of cyberbullying.</p> <p>Recognise when an email may be fake and explain how they know.</p>	<p>Pupils who are secure will be able to:</p> <p>Recognise inputs and outputs and that the computer sends and receives information.</p> <p>Explain that the parts of a laptop work together and the purpose of each part.</p> <p>Explain what an algorithm is.</p> <p>Suggest what memory is for inside a computer.</p> <p>Make comparisons between different types of computer.</p>	<p>Pupils who are secure will be able to:</p> <p>Differentiate between fact, opinion and belief online.</p> <p>Explain how to deal with upsetting online content.</p> <p>Recognise that digital devices communicate with each other to share personal information.</p> <p>Explain what social media platforms are used for.</p> <p>Recognise why social media platforms are age-restricted.</p>
<p>Key Vocabulary device</p>	<p>algorithm animation</p>	<p>Categorise Category</p>	<p>Attachment</p>	<p>Algorithm Assemble</p>	<p>accurate age restrictions</p>



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file internet network network switch packet data router server the cloud user WiFi wired wireless wireless access point	application code code block debug decompose game interface loop predict program remixing code repetition code	Chart Data Database Excel Fields Filter Graph Information Interpret PDF Questionnaire Record	Bcc (Blind carbon copy) Cc (Carbon copy) Compose Content Cyberbullying Document Domain Download Email Email account Email address Emoji Emotions	CPU (central processing unit) Data Decompose Desktop Disassemble GPU (graphics processing unit) Hard drive HDD (hard disk drive) Infinite loop Input Keyboard Laptop	autocomplete belief charity content digital device fact fake news hoax internet internet of things opinion online emotions
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History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Pupils who are secure will be able to:</p> <p>Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence.</p>	<p>Pupils who are secure will be able to:</p> <p>Explain the meaning of empire and invasion. Understand the chronology of the Roman invasion of Britain. Identify the consequences of the Roman invasion.</p>	<p>Pupils who are secure will be able to:</p> <p>Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story.</p>



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<p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p> <p>Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Identify changes and continuities between the Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<p>Create an interpretation of Boudicca using sources.</p> <p>Explain why the Romans needed a powerful army.</p> <p>Identify a soldier's equipment.</p> <p>Explain how the Roman army was organised and perform simple manoeuvres and drills.</p> <p>Make observations about an artefact.</p> <p>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>	<p>Identify the characteristics of important gods or goddesses.</p> <p>Explain why the pyramids were built.</p> <p>Identify the stages and challenges of building a pyramid.</p> <p>Explain the links between ancient Egyptian beliefs and mummification.</p> <p>Name sources that can be used to find out about ancient Egyptian beliefs.</p> <p>Explain some Egyptian beliefs about the afterlife.</p>
<p>Key Vocabulary</p> <p>Stone Age</p> <p>BC</p> <p>AD</p> <p>prehistory</p> <p>Ancient Egypt</p> <p>Ancient Greece</p> <p>Romans</p> <p>Anglo-Saxons</p> <p>Vikings</p> <p>Tudors</p> <p>Victorians</p> <p>period</p> <p>Palaeolithic</p> <p>Mesolithic</p>	<p>Boudicca</p> <p>empire</p> <p>inference</p> <p>invasion</p> <p>legacy</p> <p>Romans</p> <p>settlers</p>	<p>afterlife</p> <p>Book of the Dead</p> <p>civilisation</p> <p>historically significant</p> <p>immortal</p> <p>mummification</p> <p>preserve</p> <p>Ra</p> <p>River Nile</p> <p>sarcophagus</p>



Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Pupils who are secure will be able to:</p> <p>Name all four layers of the Earth in the correct order, stating one fact about each layer.</p> <p>Explain one or more ways a mountain can be formed.</p> <p>Give a correct example of a mountain range and its continent.</p> <p>Describe a tectonic plate and know that mountains occur along plate boundaries.</p> <p>Correctly label the features of shield and composite volcanoes and explain how they form.</p> <p>Name three ways in which volcanoes can be classified.</p> <p>Describe how volcanoes form at tectonic plate boundaries.</p> <p>Explain a mix of negative and positive consequences of living near a volcano.</p> <p>State whether they would or would not want to live near a volcano.</p>	<p>Pupils who are secure will be able to:</p> <p>Describe what lines of latitude and longitude are, giving an example.</p> <p>Understand that the Northern and Southern Hemispheres experience seasons at different times.</p> <p>Define what climate zones are.</p> <p>Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</p> <p>Describe Antarctica's location in the far south of the globe.</p> <p>State that tourism and research are the two main reasons people visit Antarctica.</p> <p>Describe equipment researchers might use and clothes they wear.</p> <p>List some of the research carried out in Antarctica.</p> <p>State the outcome of Shackleton's expedition.</p> <p>Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</p>	<p>Pupils who are secure will be able to:</p> <p>Locate some cities in the UK.</p> <p>Describe the difference between villages, towns and cities.</p> <p>Identify features on an OS map using the legend.</p> <p>Describe the different types of land use.</p> <p>Follow a route on an OS map.</p> <p>Discuss reasons for the location of human and physical features.</p> <p>Locate some geographical regions in the UK.</p> <p>Identify and begin to offer explanations about changes to features in the local area.</p> <p>Describe the location of New Delhi.</p> <p>Identify some human and physical features in New Delhi.</p> <p>State some similarities and differences between land use and features in New Delhi and the local area.</p>



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<p>State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries.</p> <p>List some negative effects that an earthquake can have on a community.</p> <p>Observe, digitally record and map different rocks using a symbol on a map.</p> <p>Identify rock types and their origins based on collected data.</p>	<p>Describe a similarity and difference between life in the UK and life in Antarctica.</p> <p>Confidently use the zoom function on a digital map.</p> <p>Begin to recall the eight points of a compass, following at least four of them.</p> <p>Recognise and describe features on their school grounds from an aerial map.</p> <p>Draw a map of the route they take on an expedition.</p> <p>State one thing that went well on the expedition and one aspect that did not go as hoped.</p>	
<p>Key Vocabulary</p> <p>active volcano</p> <p>climate change</p> <p>composite volcano</p> <p>crust</p> <p>dormant volcano</p> <p>earthquake</p> <p>epicentre</p> <p>extinct volcano</p> <p>fault line</p> <p>fault-block mountain</p> <p>fertile soil</p> <p>fold mountain</p> <p>geothermal energy</p> <p>igneous rock</p>	<p>climate</p> <p>climate zone</p> <p>compass points</p> <p>direction</p> <p>drifting ice</p> <p>hemisphere</p> <p>ice sheet</p> <p>ice shelf</p> <p>iceberg</p> <p>lines of latitude</p> <p>lines of longitude</p> <p>treaty</p>	<p>agricultural land</p> <p>capital city</p> <p>commercial land</p> <p>compare</p> <p>country border</p> <p>county</p> <p>dispersed</p> <p>facilities</p> <p>land use</p> <p>legend</p> <p>linear</p> <p>local</p> <p>memorial</p> <p>metro</p>



Design & Technology Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:	
<p>Pupils who are secure will be able to:</p> <p>Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch.</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none">• Draw and label a simple castle that includes the most common features.• Recognise that a castle is made up of multiple 3D shapes.• Design a castle with key features which satisfy a given purpose.• Score or cut along lines on the net of a 2D shape.• Use glue to securely assemble geometric shapes.• Utilise skills to build a complex structure from simple geometric shapes.• Evaluate their work by answering simple questions.	<p>Pupils who are secure will be able to:</p> <p>Explain that fruits and vegetables grow in different countries based on their climates. Understand that seasonal fruits and vegetables grow in a given season. Understand that eating seasonal fruit and vegetables positively affects the environment. Design a tart recipe using seasonal ingredients</p>	<p>Pupils who are secure will be able to:</p> <p>Draw accurate diagrams with correct labels, arrows and explanations. Correctly identify definitions for key terms. Identify five appropriate design criteria. Communicate two ideas using thumbnail sketches. Communicate and develop one idea using an exploded diagram. Select appropriate equipment and materials to build a working pneumatic system. Assemble their pneumatic system within the housing to create the desired motion. Create a finished pneumatic toy that fulfills the design brief.</p>



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Key Vocabulary appliqué cross-stitch design equipment fabric patch running stitch thread seam texture knot	2D 3D castle design key features net scoring shape stable stiff strong structure tab	appearance arid climate complementary country cut design evaluate export fruit grate import ingredients Mediterranean	mechanism lever pivot linkage system pneumatic system input output component thumbnail sketch research adapt properties reinforce motion
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Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Pupils who are secure will be able to:</p> <p>Recognise the processes involved in creating prehistoric art. Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. Create a large scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours.</p>	<p>Pupils who are secure will be able to:</p> <p>Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes. Identify familiar 2D shapes in photographs. Identify shapes in the negative space between objects. Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Plan an abstract sculpture based on play equipment.</p>	<p>Pupils who are secure will be able to:</p> <p>Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. Draw a framed selection of an image onto a large scale with some guidance.</p>



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Apply their knowledge of colour mixing to make natural colours.	Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). Choose appropriate methods for joining elements in their sculptures. Show that they have thought about how to improve their sculptures and made choices about what to add. Work cooperatively in pairs to add detail to their artwork.	Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.
Knowledge of Artists: Can use the work of artists to replicate ideas or inspire their own work.		
Key Vocabulary charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone	abstract found objects negative space positive space sculptor sculpture structure three-dimensional	abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric



Religious Studies Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Pupils will know the key features of the communion/Eucharist service and be able to link them to the Bible passage. They will know the story of the Last Supper and link that also with the communion service. They will know that Jesus taught his followers to behave in certain ways and they can illustrate that with one or two verses or stories from the Bible. They will know that baptism is another way of showing belonging to the church and will know the symbols connected with baptism. They will know that being part of a group requires commitment and suggest ways of showing it.	Pupils will know that most Jewish people place emphasis on the 10 commandments as well as 613 Mitvot. They will know the story of the giving of the commandments. Pupils will know the implications that arise from following the commandments and will be able to discuss the ones that most impact Jewish believers. They will be able to describe the main differences between observant Jews and other people, particularly in terms of kosher food, dress and Shabbat observance. They will know about other differences that may be observed in a Jewish household and the implications for children.	Pupils will know the key events surrounding the Passover meal in Holy Week; washing the feet, sharing the bread and wine; the symbols as Jesus explains them and what the outcome of the meal is i.e. the betrayal by Judas, the arrest in Gethsemane, trial crucifixion and resurrection. Pupils will know why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today. Pupils will know the central events of the Exodus story as the Israelites are lead out of Egypt (the plagues, the role of Moses, the death of the firstborn and the actual passing over of the Angle of Death). Pupils recognise that there are Bible passages that link the two events and be able to evaluate the links between the two stories. Pupils will be able to describe the link between these two stories and the Christian celebration of communion or Eucharist
Pupils will correctly identify the three festivals and the appropriate faith; they will know the story behind each festival and be able to explain why light is a feature. They will understand the	Pupils will recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them. They can identify the impact that these concepts have on the life of	Pupils will know the chosen stories that show Jesus exerting authority. They will be able to name a range of people who have authority in their lives and know the concepts of trust and



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significance of light for life and its symbolic meaning as guide, revelation and understanding. They will be able to describe the beliefs that each festival expresses and compare and contrast beliefs and practice. They will know the artefacts that link to the festivals and their significance.	many Hindus; they have encountered some Hindu stories that explore these issues e.g. the story of Shravan; King Shibi and the Birds. Pupils have explored the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life and discussed the effect that these duties have on family life. They can compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves.	obedience that accompany a recognition of authority. They will know that Christians have other sources of authority and they will recognise that different people accept different sources of authority. They will be able to evaluate the authority of Jesus for Christians, themselves and others, and identify the sources of authority in their own lives
Key Vocabulary : Communion; Commitment; Church Light; Belief; Advent; Diwali; Chanukah	Judaism; Belief; Commandments, Orthodox Hindu; Belief; Commandments – Dharma (a person's duty, doing the right thing in a given situation) and Karma (the law of cause and effect)	Judaism; Christianity; Freedom; Passover; Last Supper Authority; Jesus, Gospel; Obedience, trust, faith

Music Learning Objectives:

Autumn Term:		Spring Term:		Summer Term:	
Pupils who are secure will be able to: Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions.	Pupils who are secure will be able to: <ul style="list-style-type: none"> Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. 	Pupils who are secure will be able to: <ul style="list-style-type: none"> Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and 	Pupils who are secure will be able to: <ul style="list-style-type: none"> Match their movements to the music, explaining why they chose these movements. 	Pupils who are secure will be able to: Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response.	Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone.



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<p>Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions</p>	<ul style="list-style-type: none">• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.• Play melodies and rhythms which represent the section of animation they are accompanying.	<p>quavers often by ear and reliably by sight.</p> <ul style="list-style-type: none">• Perform rhythms accurately from notation and layer them to create a composition.• Add appropriate sound effects to their performances using untuned percussion.• Join in with the performances confidently, and reasonably in time and tune.• Make suggestions for improving their performance.•	<ul style="list-style-type: none">• Accurately notate and play a pentatonic melody.• Play their part in a composition confidently.• Work as a group to perform a piece of music.•	<p>Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.</p>	<p>Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p>
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Key Vocabulary ballad Ensemble compose	influence listen dynamics timbre pitch repeated rhythm pattern notation ensemble compose	composition melody notation tempo minim crotchet quaver coordinated disciplined	tempo crescendo dynamics timbre duration	call and response jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation	Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo
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Physical Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Invasion Games – Rugby and football: <ul style="list-style-type: none"> Partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. To help others know where they are going. Look when travelling and what happens after they have passed ball Play games that involve keeping possession and scoring in targets. (3vs 1 and 4vs 1 games.) 	Invasion Games – Netball & Hockey: <ul style="list-style-type: none"> Partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. To help others know where they are going. Look when travelling and what happens after they have passed ball. <p>(A&D)</p>	Striking and Fielding – Rounders: Consolidate and develop the range and consistency of their skills in striking and fielding games.



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<ul style="list-style-type: none"> Know which passes are best, tactics to keep possession. Find space to receive and support. 	<ul style="list-style-type: none"> Play games that involve keeping possession and scoring in targets. (3vs 1 and 4vs 1 games.) Know which passes are best, tactics to keep possession. Find space to receive and support 	
Net Games - Badminton: <ul style="list-style-type: none"> Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots. (A&D) Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how can they make it difficult for opponent to receive ball. Stand when receiving. Understand attack and defence tactics. Understand rules about the games. 	Gymnastics: <ul style="list-style-type: none"> Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another. Use actions on floor and over, through, across and along apparatus. Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus. Perform easy combinations of contrasting actions. Choose combinations that work in their sequences 	Athletics: <ul style="list-style-type: none"> Choose skills and equipment to meet the challenges they are set. Eg: by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. (S&A) Children will be taught how to use their bodies to: <ul style="list-style-type: none"> Sprint 50m within 17secs developing to 13secs for challenge Jump for height 20cm Jump for distance 100cm Leap hurdles over 50m within 25sec Overarm throw 20m Chest push 34m Run for longer distance 400m in 3min 30 sec Participate in Sports day
<ul style="list-style-type: none"> Fitness – Circuits: Keep up an activity over a period of time and 	Dance:	Swimming: <ul style="list-style-type: none"> Swim 10m unaided in shallow water using one basic method.



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<p>know what they need to warm up and cool down for dance. (H&F)</p> <ul style="list-style-type: none"> Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of athletic activity. <p>Can say how their work is similar to and different from others.</p>	<ul style="list-style-type: none"> Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20 steps. Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. <p>Learn a variety of travels, gestures, turns, jumps and balances with good composure and control</p>	<ul style="list-style-type: none"> Kick legs from the hip and identify when this needs improvements. Put face in water and blow bubbles. Enter and exit water safely and remain safe around water. Explain what dangers to identify around water Applies learning to improve their performance
Key Vocabulary		

Personal, Social, Health and Economic Education Learning Objectives:

Autumn Term:		Spring Term:		Summer Term:	
<p>Pupils who are secure will be able to:</p> <p>Understand that families are all different. Know that families offer each other support but sometimes they can experience problems.</p>	<p>Pupils who are secure will be able to:</p> <p>Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.</p> <p>Work in pairs so that one person can do a stretch</p>	<p>Pupils who are secure will be able to:</p> <p>Show an understanding that they must consider their own safety before helping others in an</p>	<p>Pupils who are secure will be able to:</p> <p>Explain that children have rights and how these benefit them. Explain the responsibilities adults</p>	<p>Pupils who are secure will be able to:</p> <p>Describe how different payment methods may be used in given scenarios.</p>	<p>Well being unit</p> <p>Pupils who are secure will be able to:</p> <p>Identify ways of responding to others when they are upset by offering support or giving space.</p>



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<p>Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. Say who they trust and why. Understand that people can have similarities and differences and explain how differences can be a positive thing. Understand how toys can reinforce gender stereotypes. Understand that stereotypes arise from a range of factors, including some of those associated with age.</p>	<p>while the other draws a stick figure to show the pose. Understand the different aspects of my identity. Identify their own strengths and that they can help other people. Describe how they would break a problem down into small, achievable goals. Understand the benefits of healthy eating and dental health.</p>	<p>emergency situation. Understand how to help someone who has been bitten or stung. Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Send an email that describes some of the best ways to avoid being tricked by fake emails.</p>	<p>have for supporting children's rights. Discuss the benefits of recycling. Recognise some of the different groups within the local community and how they use local buildings. Explain how charities support the local community. Describe how democracy works locally and how this affects us. Recognise the need for rules and the consequences of breaking rules.</p>	<p>Suggest why specific payment methods might be more beneficial. Explain what a budget is and how we can benefit from budgeting. Identify how they would feel in a money scenario. Understand the impact our spending choices can have on others and the environment. Understand that a wide range of jobs are available. Know that skills and interests lead people to certain jobs. Know that job stereotypes sometimes exist but these should not limit anyone.</p>	<p>Connect with others about their interests or hobbies. Understand how actions can affect people. Take notice of their local environment. Understand how the actions of others can affect people. Apply strategies to improve an area. Identify the benefits of voluntary work.</p>
<p>Key Vocabulary bullying communicate empathy open questions</p>	<p>alone balance barriers belonging identity</p>	<p>allergic anaphylaxis bullying casualty choice</p>	<p>Charity Community Consequence Council Councillor</p>	<p>account assumption budget career continuum</p>	<p>appreciation gratitude hobby practise progress</p>



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similar solve stereotype sympathy trust	lonely resilience	cyberbullying decision distraction fake influence injuries	Law Recycling Rights United Nations (UN)	digital trade fair trade feeling profession stereotype	relationship
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Modern Foreign Languages Learning Objectives:

Autumn Term:		Spring Term:		Summer Term:	
Pupils who are secure will be able to:	Pupils who are secure will be able to:	Pupils who are secure will be able to:	Pupils who are secure will be able to:	Pupils who are secure will be able to:	Pupils who are secure will be able to:
Form short phrases to say hello and introduce themselves. Follow a sequence of phonemes and begin to notice key phonemes in Spanish words. Recognise and respond to different greetings. Use actions to show their understanding of	Count to 12 in Spanish, focussing on good pronunciation. Recognise and sound out phonemes for letters 'u' and 'z', 'ñ'. Identify the structure for saying how old they are, and modify the sentence using different number words.	Point to a colour that matches a spoken word. Say the names of some colours in Spanish. Read and recognise descriptive phrases and match them to an image. Identify shapes with their name and colour in Spanish,	Match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action. Name the seven classroom items in Spanish, usually remembering which article, un or una , is	Attempt correct pronunciation of some cities in Spain and notice those that contain key phoneme b/v . Recognise different questions and select an appropriate phrase to answer them. Use a bilingual dictionary resource to research nouns.	Locate and name the Spanish-speaking countries of Latin America on their maps; identifying the regions of Mexico, Central America and South America. Ask the question ¿Adónde vas? – Where are you going?, with appropriate intonation; recognise the difference between voy a – I am going and vas a – you are going; speak in short



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<p>different feelings phrases.</p> <p>Join in with and perform a finger rhyme.</p> <p>Begin to relate written captions to the words that they hear.</p>	<p>Begin to recognise the verb have in first person present (Tengo).</p> <p>Explain what a cognate is and suggest examples.</p> <p>Apply and describe different detective skills: using logic, context and knowledge of language.</p> <p>Compare Christmas traditions from Spain with other countries.</p>	<p>placing the colour adjective after the noun.</p> <p>Write or copy shape and colour names with accuracy.</p> <p>Recall and produce some key vocabulary from memory.</p>	<p>needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun.</p> <p>Speak in short sentences, starting with Tengo and including a plural noun phrase by choosing a number in Spanish to quantify and adding an 's' at the end of the noun.</p> <p>Answer a question in Spanish using the negative, No tengo... – I do not have..., followed by a classroom item.</p> <p>Read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success.</p> <p>Write a short paragraph to</p>	<p>Listen and identify key information from a short text.</p> <p>Locate and read information within a known phrase structure.</p> <p>Create a short written paragraph using phrases adapted from a model.</p>	<p>sentences with reasonable accuracy to describe where they or a partner are going.</p> <p>Ask the question ¿Cómo vas? – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions en and a when describing travel.</p> <p>Repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week.</p> <p>Write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and how he is getting there, with one entry for each day of the week.</p> <p>Use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation;</p>
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			describe what they have in a rucksack, which meets most of the success criteria.		learning some lines by heart.
Key Vocabulary ¡Hola! Buenos días Buenas tardes Buenas noches Adiós ¿Cómo te llamas? Me llamo ¿Qué tal? (muy) bien (muy) mal fantástico ¿Y tú? Sí No	uno dos tres cuatro cinco seis siete ocho nueve diez once doce más menos	¿Qué color es? amarillo azul blanco negro rojo verde naranja violeta y	una regla una goma una botella de agua un lápiz un bolígrafo un cuaderno un estuche tengo no tengo ¿Tienes...? ¿Qué tienes...? en mi mochila y pero	¿Dónde vives? Vivo en una casa un castillo un molino un palacio un piso una torre	¿Adónde vas? voy vas a lunes martes miércoles jueves viernes sábado domingo ¿Cómo vas? en autobús en avión