






Rockmount Primary School Year 3 Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National and Whole School Events</b>	International Day of Peace	Black History Month National Poetry Day Anti-bullying Week Children in Need Remembrance Day World Food Day	National Handwriting Day Internet Safety Day	World Maths Day World Book Day British Science Week Comic Relief	Mental Health Awareness Week World Day for Cultural Diversity	Sports Week World Environment Day
<b>Assemblies / Circle Times / British Values / Safeguarding</b>	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On (Gang Awareness, Road Safety, Peer pressure)
<b>Theme</b>	<b>How did life change from Stone Age to Iron Age?</b>	<b>What makes the Earth angry?</b>	<b>Why is Climate Important?</b>	<b>Who were the Ancient Egyptians?</b>	<b>What legacy did the Ancient Greeks leave us?</b>	<b>Who are our European neighbours?</b>
<b>Literacy</b>	Adventure story writing News Paper Report	Poetry Disaster stories Instructions	Playscript Descriptive writing Non-Chronological Report	Advert Diary entry Own version of traditional tale	Writing a quest myth Persuasive letter Character descriptions	Recount Non-chronological report Poetry Diary writing
<b>Key Text</b>	Stone Age Boy	Escape from Pompeii	The Wizard of Oz	Cinderella of the Nile	Pandora's Box The Quest of Perseus Icarus & Daedalus	The Boy who Biked the World On the Move: Poems about Migration
<b>Maths</b>	Big Maths and CLIC starters Calculation	Big Maths and CLIC starters SAFE	Big Maths and CLIC starters Calculation	Big Maths and CLIC starters SAFE	Big Maths and CLIC starters Calculation	Big Maths and CLIC starters SAFE
<b>Science</b>	<b>Rocks and soils</b> Children will: <ul style="list-style-type: none"> <li>compare and group different kinds of rocks based on their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed</li> </ul> recognise that soils are made up from rocks and organic matter	<b>Forces and magnets</b> Children will: <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects but magnetic forces can act at a distance</li> <li>observe how magnets can attract and repel each other and some materials but not others</li> <li>compare and group materials based on whether they are attracted to a magnet</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel depending on their poles</li> </ul>	<b>Animals including humans</b> Children will: <ul style="list-style-type: none"> <li>identify that animals including humans, need the right types and amounts of nutrition and that they cannot make their own food.</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>		<b>Light</b> Children will: <ul style="list-style-type: none"> <li>recognise that they need light to see things and dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and there are ways to protect their eyes</li> <li>recognise that shadows are formed when light is blocked</li> <li>find patterns in the way that the size of the shadow changes</li> </ul>	<b>Plants</b> Children will: <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of a flowering plant</li> <li>explore the requirements of plants for life and growth and how they vary from plants to plant</li> <li>investigate the way in which water is transported within a plant</li> <li>explore the part that flowers play in the life cycle of flowering plants</li> </ul>
<b>Computing</b>	<b>We are Programmers (Programming)</b> Children are taught to: <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating</li> </ul>	<b>We are bug fixers (Computational Thinking)</b> Children are taught to: <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating</li> </ul>	<b>We are Presenters (Creativity)</b> Children are taught to: <ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and</li> </ul>	<b>We are who we are (Computer Networks)</b> Children are taught to: <ul style="list-style-type: none"> <li>select, use and combine a variety of software to design and create a range of programs, systems and</li> </ul>	<b>We are co-authors (Communication/ Collaboration)</b> Children are taught to: <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services,</li> </ul>	<b>We are opinion pollsters (Productivity)</b> Children are taught to: <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital</li> </ul>

	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>	<p>various forms of input and output</p> <ul style="list-style-type: none"> <li>• select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p>content that accomplish given goals, including presenting information</p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly</li> </ul>	<p>such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</li> </ul>	<p>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<p><b>Online Safety (Project Evolve)</b></p>	<p><b>Online Relationships:</b></p> <p>I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline (e.g., sharing images and videos).</p>	<p><b>Online Bullying:</b></p> <p>I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support</p>	<p><b>Self-Image and Identity</b></p> <p>I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g., gaming; using an avatar; social media) and why.</p>	<p><b>Managing Online Information</b></p> <p>I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things.</p> <p><b>Privacy and Security</b></p> <p>I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.</p>	<p><b>Online Reputation:</b></p> <p>I can explain how to search for information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.</p> <p><b>Health, Well-being and Lifestyle</b></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g., age restricted gaming or websites)</p>	<p><b>Managing Online Information:</b></p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g., in videos, memes, posts, new stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g., monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p><b>Copyright and Ownership</b></p> <p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>
<p><b>History</b></p>	<p><b>How did life change from the Stone Age to Iron Age?</b></p> <p>Children are taught about:</p>			<p><b>Who were the Ancient Egyptians?</b></p> <p>Children are taught about:</p>	<p><b>What legacy did the Ancient Greeks leave us?</b></p> <p>Children are taught about:</p>	

	<p>Changes in Britain from the Stone Age to the Iron Age including:</p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>			<ul style="list-style-type: none"> <li>the achievements of the Ancient Egyptians – a depth study of Egyptian life</li> </ul>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world including:</p> <ul style="list-style-type: none"> <li>the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>	
<b>Geography</b>		<p><b>What makes the Earth angry?</b></p> <p>Children are taught to: describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: volcanoes and earthquakes</li> </ul>	<p><b>Why is Climate Important?</b></p> <p>Children are taught to: describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts</li> </ul>			<p><b>Who are our European neighbours?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Art</b>	<p><b>Drawing</b></p> <p><b>What is still life?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>		<p><b>Collage</b></p> <p><b>What is a photo montage?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> <li>to improve their mastery of art and design techniques</li> </ul>	<p><b>Printing</b></p> <p><b>Which techniques can you use to create a layered print?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p><b>Sculpture</b></p> <p><b>How were Greek vases made?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials (for example, pencil, charcoal, paint <b>clay</b>)</li> <li>draw for a sustained period of time at their own level</li> </ul>	<p><b>Painting</b></p> <p><b>How do you make warm and cool colours?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay</li> <li>about great artists, architects and designers in history</li> </ul>
<b>Featured Artist</b>	<p><b>Paul Cezanne</b></p> 		<p><b>Hannah Hoch</b></p> 	<p><b>Andy Warhol</b></p> 	<p><b>Akis Petretzikis – Greek chef</b></p> 	<p><b>Sonia Delaunay - Poem collaboration</b></p> 
<b>Design &amp; Technology</b>	<b>Textiles</b>	<b>Construction</b>			<b>Cooking and Nutrition</b>	

	<p><b>What did stone age people wear?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• select from and use a wider range of materials and components, including textiles according to their aesthetic qualities</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Can you design a working volcano?</b></p> <p>Children are taught to:</p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• evaluate their ideas and products against design criteria</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>			<p><b>Can you create a healthy, delicious Greek inspired dip?</b></p> <p>Children are taught:</p> <ul style="list-style-type: none"> <li>• to understand and apply the principles of a healthy and varied diet</li> <li>• to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	
<b>Music</b>	<p><b>Why was rhythm an important feature of Stone Age music?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• about the origins of music and what music might have sounded like in the Stone Age.</li> <li>• to read, write and create rhythms that can be performed together to create texture.</li> <li>• to sing and play a Stone Age version of Queen's 'We Will Rock You' using body percussion and percussion instruments with increasing accuracy and control.</li> </ul>	<p><b>How can we use music to describe and communicate different ideas?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to sing two songs together at the same time (partner songs) with an awareness of their own part, singing with good diction and expression.</li> <li>• to improvise and create music for a given scene.</li> <li>• to play percussion instruments with increasing accuracy, control and expression.</li> <li>• to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances.</li> </ul>	<p><b>How can music express ideas and tell a story?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to listen with attention to detail, identifying the different instruments of the orchestra and how the character themes suit each of the characters in Prokofiev's 'Peter &amp; the Wolf'.</li> <li>• how music can express a mood or represent a character by using and combining the elements of music.</li> <li>• how to purposefully select and use the different voices of the keyboard.</li> <li>• to compose their own character themes for a class performance of a musical story.</li> </ul>	<p><b>Can you crack the secret code of pitch so you can play melodies and compose your own?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to read pitched notation focusing on reading three notes (G A B)</li> <li>• to play and compose simple melodies on keyboard using rhythm and pitch notation, with an awareness of finger placement, hand position and posture.</li> </ul>	<p><b>How do we begin to play the ukulele?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• about the ukulele and the correct way to hold and play it.</li> <li>• how to strum downwards to a pulse (and on specific beats).</li> <li>• to play the chords C and Am (some may also learn to play F).</li> <li>• how to sing and accompany themselves on the ukulele.</li> <li>• to compose a class song using the ukulele to accompany themselves.</li> </ul>	<p><b>How have you improved as a musician since the beginning of the year?</b></p> <p>Children learn</p> <ul style="list-style-type: none"> <li>• to reflect on their growing repertoire of musical skills, including singing, playing instruments, and creating music.</li> </ul>
<b>R.E.</b>	<p><b>How do different people describe God?</b></p> <p>Children will:</p>		<p><b>What does it mean to be an inspiring leader?</b></p> <p>Children will:</p>		<p><b>How do people communicate with God?</b></p> <p>Children will learn:</p>	

	<ul style="list-style-type: none"> <li>consider what is important to them, what do they believe in?</li> <li>learn about what each of the featured religions believes about a deity</li> <li>reflect on why people believe in God and why they don't</li> </ul>		<ul style="list-style-type: none"> <li>explain what a leader is</li> <li>identify the significant leaders of each religion and give some facts about them and their life- Christianity: Jesus, Buddhism: Siddhartha Gautama, Islam: Prophet Muhammed, Judaism: Moses, Sikhism: Guru Nanak</li> </ul>		<ul style="list-style-type: none"> <li>that prayer is a form of communication to your God</li> <li>prayer can be done in different places and at different times</li> <li>prayer can be aided with items such as prayer beads</li> <li>that people prepare for prayer in different ways</li> <li>that Buddhists do not pray to a God but they have meditational practises that could be compared to praying</li> <li>that Humanists do not pray, as they do not believe in any gods</li> </ul>	
<b>PSHE / SRE</b>	<b>Families and Relationships</b>  Learning how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	<b>Health and Wellbeing</b>  Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps	<b>Citizenship</b>  Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	<b>Economic Wellbeing</b>  Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything	<b>Safety and the Changing Body</b>  Learning about cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence	<b>Safety and the Changing Body</b>  Learning about cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence
<b>MFL</b>	<b>French greetings with puppets</b>  Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.	<b>French adjectives of colour, size and shape</b>  Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills	<b>French playground games-numbers and age</b>  Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.	<b>In a French classroom</b>  Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	<b>French transport</b>  Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go.	<b>A circle of life in French</b>  Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.
<b>PE and Sport</b>	Invasion Games	Hockey	Gymnastics	Striking & Fielding	Cricket	Athletics
	Dance/Yoga	Dance/Yoga	Dance	Gymnastics	Tennis	Athletics
<b>Outdoor Learning</b>	Stone Age outdoor learning experience	Making volcanoes using natural resources	Weather station			Making maps with natural materials (Grace)
<b>Health and Wellbeing</b>	Skip2Bfit Yoga	Skip2Bfit Yoga	Skip2Bfit	Mile a day	Mile a day	Mile a day
<b>Enrichment Visits/Trips</b>	Stone Age outdoor learning experience		Gurdwara trip	British Museum Ancient Egyptian	Ancient Greece dress up day	Wakehurst Place visit