

Year Three Curriculum Map for the Spring Term – Walk like an Egyptian.



<p align="center"><b>Science</b> Area of study:</p>	<p align="center"><b>History</b> Area of study:</p>	<p align="center"><b>Music</b> Area of study:</p>
<p><b>Rocks</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>* describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>* recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Famous Scientist: Mary Anning</b></p> <p><b>Practical Scientific methods: See Year 3 Science Curriculum overview.</b></p>	<p align="center"><b>Ancient Egypt (in depth study)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>* to develop a chronologically secure knowledge and understanding of British, local and world History</li> <li>* to establish clear narratives within and across the periods they study</li> <li>* to note connections, contrasts and trends over time</li> <li>* to develop the appropriate use of historical terms</li> <li>* to answer and sometimes devise historically valid questions</li> <li>* to use relevant historical information to answer questions</li> <li>* to understand that knowledge of the past is constructed from a range of sources</li> <li>* about the achievements of one of the earliest civilizations</li> </ul>	<p align="center"><b>Performance</b> <b>Charanga: “Let your Spirit fly”</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li> <li>* listen with attention to detail and recall sounds with an increasing aural memory</li> <li>* appreciate and understand a wide range of high quality music</li> </ul>
<p align="center"><b>Computing</b> Area of study:</p> <p>Pupils should be taught to:</p> <p align="center"><b>Handling Data/ Safe and responsible use of Technology (ongoing)</b></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>* understand computer networks including the internet; how they can provide multiple services and the opportunities they offer for communication and collaboration</li> <li>* use search technologies effectively, appreciate how results are selected and ranked</li> <li>* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</li> </ul>	<p align="center"><b>Geography</b> Area of study:</p>	<p align="center"><b>Art</b></p>
<p align="center"><b>R.E.</b> Area of study:</p>	<p align="center"><b>Physical Geography</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>* to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and rivers</li> </ul>	<p align="center">Area of study: <b>Sculpture (Egyptian Sarcophagus)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* create sketch books to record their observations and use them to review and revisit ideas</li> <li>* to improve their mastery of drawing, painting and sculpture with a range of materials</li> </ul>
<p>Pupils should be taught:</p> <p><b>What do the miracles tell us about who Jesus was?</b></p> <ul style="list-style-type: none"> <li>* to understand why Christians believe that Jesus is God’s son</li> <li>* to understand that Christians believe Jesus had power over nature, sickness and sin</li> </ul> <p><b>What do Christians remember on Palm Sunday?</b></p> <ul style="list-style-type: none"> <li>* to understand the story of what happened on Palm Sunday</li> <li>* to understand how different people in the story felt and reacted</li> <li>* to understand the difference between a royal king and Jesus as a king</li> <li>* to understand how and why Christians celebrate Palm Sunday</li> </ul> <p><b>British Values: an acceptance that other people are free to choose different faiths/beliefs and this is protected in law</b></p>	<p align="center"><b>(River Nile/Climate) Ongoing: Map and Field work</b></p> <ul style="list-style-type: none"> <li>* to use maps, atlases, globes and digital/computer mapping to locate countries</li> <li>* to be introduced to the four points of a compass and four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider World</li> <li>* to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>	<p align="center"><b>Physical Education</b> Area of study:</p>
<p align="center">French Area of study:</p>	<p align="center">PSHE Area of Study:</p>	<p align="center"><b>Net and wall Games – Tennis (Sports Coach)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* use running, jumping, throwing and catching in isolation and in combination</li> <li>* play competitive games, modified where appropriate</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p align="center"><b>Swimming</b></p> <ul style="list-style-type: none"> <li>* swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>* use a range of strokes effectively</li> <li>* perform safe self-rescue in different water based situations</li> </ul>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>* numbers 7-10</li> <li>* phrases of celebration</li> <li>* vocabulary for basic French spelling</li> <li>* verbs</li> <li>* adverbs</li> <li>* asking politely</li> <li>* masculine and feminine nouns</li> <li>* punctuation</li> </ul>	<p align="center"><b>Dreams and Goals (Spring 1)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* know about a person who has faced difficult challenges and achieved success</li> <li>* identify a dream/ambition that is important to them</li> <li>* face new challenges by working out the best way to achieve them</li> <li>* take responsibility for their learning and be motivated and enthusiastic about a new challenge</li> <li>* recognise obstacles and take steps to overcome them</li> <li>* evaluate their own learning process</li> </ul> <p align="center"><b>Relationships (Spring 2)</b></p> <ul style="list-style-type: none"> <li>* identify the roles and responsibilities of each member of my family</li> <li>* identify and put into practise friendship skills</li> <li>* know and use strategies to stay safe</li> <li>* know that some of the actions and work of people help/influence their lives</li> <li>* understand children’s rights and needs</li> <li>* express appreciation to friends and family</li> </ul>	<p align="center">Design and Technology Area of study:</p> <p align="center"><b>French Food</b></p> <ul style="list-style-type: none"> <li>* understand and apply the principles of a healthy and varied diet</li> <li>* prepare and cook a variety of savoury dishes using a range of cooking techniques</li> </ul>