KS2 Curriculum Mapping 2016 – 2017
Year 3

	Autumn 1 (7 weeks 2 days) (6 weeks 4 days) Term starts: Thursday 1st September 2016 until Friday 21st October 2016 2 training days Thurs 1st and Friday 2nd September Eid day 12th September Half Term holiday: Monday 24th October 2016 until Friday 28th October 2016	Autumn 2 (7 weeks) Term starts: Monday 31st October 2016 until Friday 16th December 2016 Christmas Holiday: Monday 19th December 2016 until Monday 2nd January 2017	Spring 1 (6 weeks 4 days) (6 weeks 3 days) Term starts: Tuesday 3rd January 2017 until Friday 17th February 2017 1 training day Tuesday 3rd January Half Term holiday: Monday 20th February 2017 until Friday 24th February 2017	Spring 2 (6weeks) Term starts: Monday 27th February 2017 until Friday 7th April 2017 Easter Holiday: Monday 10th April 2017 until Friday 21st April 2017	Summer 1 (4 weeks and 4 days) Term starts: Monday 24th April 2017 until Friday 26th May 2017 May Day Holiday: Monday 1st May 2017 Spring Bank Holiday: Monday 29th May 2017 until Friday 2nd June 2017	Summer 2 (7 weeks) (6 weeks 4 days) Term starts: Monday 5th June 2017 until Friday 21st July 2017 Eid day 26th June
Topic / Theme	Lights, camera, action.	Chocolate factory	Funny Bones	Digging up the past (stone age)	Spring has sprung	Steel City
Events, visits and enrichments	Sheffield theatre Pantomime or cinema	BLP week beginning Monday 7th November Chocolate by design in Chesterfield	Sheffield University Science department	Creswell crags	botanical gardens	Kelham island Local visits
English Genre (s) Writing Opportunities (Bottom section of the year overview sheet to be put here.)	PAG focus Progress towards a story. Disney clips and etc	Non-fiction information about chocolate	Narrative- funny bones book	Recount Visit	Narrative Honey I shrunk the kids. A bug's life	Persuasion Reasons to visit Sheffield
Maths Links	Light investigation (Shadow and distance) Measuring distance	Measuring and data handling when making the chocolate factory.				Magnet investigation Weight Directional

						vocabulary for compass work
Science	**Light** Pupils should be taught to: •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 •recognise that light from the sun can be dangerous and that there are ways to protect their eyes •recognise that shadows are formed when the light from a light source is blocked by an opaque object •find patterns in the way that the size of shadows change **Light investigation (Shadow and distance)** Working Scientifically Y3 The asking of relevant questions and using different types of scientific enquiries to answer them. The setting up of simple practical enquiries, comparative and fair tests. The making of systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions. The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	**Forces** compare how things move on different surfaces •notice that some forces need contact between 2 objects. **Plants- cocoa** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. **Forces (ramp) investigation** Working Scientifically Y3 The asking of relevant questions and using different types of scientific enquiries to answer them. The setting up of simple practical enquiries, comparative and fair tests. The making of systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions. The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. The use of results to draw simple conclusions, make	Y3 Animals, including humans Pupils should be taught to: •identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat •identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Y3 Rocks** Pupils should be taught to: •compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •describe in simple terms how fossils are formed when things that have lived are trapped within rock •recognise that soils are made from rocks and organic matter	**Plants** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. •explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant •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	**Magnets** •compare how things move on different surfaces •notice that some forces need contact between 2 objects, but magnetic forces can act at a distance •observe how magnets attract or repel each other and attract some materials and not others •compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials •describe magnets as having 2 poles •predict whether 2 magnets will attract or repel each other, depending on which poles are facing **Magnet investigation** Working Scientifically Y3 The asking of relevant questions and using different types of scientific enquiries to answer them. The setting up of simple practical enquiries, comparative and fair tests. The making of systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions. The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

	Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. The identification of differences, similarities or changes related to simple scientific ideas and processes. The use of straight forward scientific evidence to answer questions or to support their findings.	predictions for new values, suggest improvements and raise further questions. The identification of differences, similarities or changes related to simple scientific ideas and processes. The use of straight forward scientific evidence to answer questions or to support their findings.				Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. The identification of differences, similarities or changes related to simple scientific ideas and processes. The use of straight forward scientific evidence to answer questions or to support their findings.
Computing				**Researching facts** ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ 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 ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Additional to this, pupils at Owlerbrook and Whiteways will be taught by their class**	**Strip design app** ▪ 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

					teachers	
Art and Design	**Silhouettes- charcoal and pencils** 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]	N/A		**Clay fossils** ▪ 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]	**Painting** ▪ 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]	**Famous artist- Pete Mckee (Sheffield)** ▪ about great artists, architects and designers in history.
Music	**Percussion** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations					**Arctic monkeys** ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
DT	**Puppets** **Design** ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and	**Making our own chocolate factory** 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and				

	equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world	equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Chocolate visit** ▪ understand and apply the principles of a healthy and varied diet ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures				
History				**Stone age** changes in Britain from the Stone Age to the Iron Age		**Sheffield floods, linking to rivers.** A local history study
Geography		**Cocoa beans** ▪ identify the position and significance of latitude,				▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying

		longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied				human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ▪ 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. **Human and physical geography** describe and understand key aspects of: ▪ physical geography, rivers and mountains
PE	Archers- multi sports- PPA cover use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate	Y1, Y2 and Y3 performances	Dance perform dances using a range of movement patterns compare their performances with previous	Gymnastics compare their performances with previous develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		Rounders ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team
RE	**Year 3: Beliefs and questions:** How do Christian people's		**Year 3: Religion, family and community: Prayer** How do religious families			**Year 3: The journey of life and death:** Why do some people think

	beliefs about God, the world and others have an impact on their lives? Christianity ▪ Learn about Christian celebrations and commitments by **describing** some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. They **reflect thoughtfully** on the reasons why some people value such celebrations very highly, but others not at all (A1); **Look at how Christians, Muslims and Jewish people celebrate certain festivals.** ▪ **discuss a range of ideas** about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity? They **develop ideas** about different ways science and religions handle questions of origins, where we come from (C1). **Through P4C**		and communities live out their faith? Religions: Jewish and Muslim ▪ **pursue an enquiry** into Jewish and Islamic prayer, **finding out about and exploring** beliefs about worship, prayer, God and human life for Jewish and Muslim people (A3); ▪ **find out about** the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups (A3); ▪ **find out about similarities and differences** in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together (B2); ▪ **investigate** the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. They consider the values expressed in prayers for themselves, connecting ideas from different religions (B2).			life is like a journey? Where do we go? What do people think about life after death? Christians, Hindus, Muslims or Buddhists Pupils: ▪ Learn about Christian celebrations and commitments by **describing** some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. They **reflect thoughtfully** on the reasons why some people value such celebrations very highly, but others not at all (A1); ▪ **describe and understand links** between Bible stories of creation and Christian beliefs about God as the creator (A2); ▪ **express and communicate** their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? (B2); ▪ **discuss a range of ideas** about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity? They **develop ideas** about different ways science and religions handle questions of origins, where we come from (C1).
MFL	**Planned and delivered by a specialist Spanish teacher. Across the year and key stage all objectives are to be covered.** Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures					

	• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing