

**KS2 Curriculum Mapping 2017 – 2018**

**Year 3**

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
Topic / Theme	<p><b>Can one person change the world?</b></p> <p><b>Authentic outcome:</b> Enterprise challenge-design, make and sell chocolate bars.</p>	<p><b>Is the future always better?</b></p> <p><b>Authentic outcome:</b> Create a trailer of Stone Age Boy to be shown at the Showroom cinema.</p>	<p><b>Do we all look at the world in the same way?</b></p> <p><b>Authentic outcome:</b> Design and make a sewing pattern and instructions for a magazine to be sold to parents. Parent workshop to demonstrate skills.</p>
Events, visits and enrichments	<p><b>Term 1: Chocolate by Design</b></p>	<p><b>Term 2: Cresswell Craggs</b></p> <p><b>The History van – Jenny Bland</b></p>	<p><b>Term 3: Mayfield Valley</b></p>
English Genre (s) Writing Opportunities	<p><b>Term 1.1</b></p> <p>Wk1 - SPAG</p> <p>Wk2 - Riddles/ poetry – The magic box Kit Right - chocolate</p> <p>Wk3 - Riddles/ poetry – The magic box Kit Right - chocolate</p> <p>Wk4 – Riddles/ poetry – The magic box Kit Right - chocolate</p> <p>Wk5 – Charlie and the Chocolate factory</p> <p>Wk6 – Charlie and the Chocolate factory</p> <p>Wk7 - Charlie and the Chocolate factory</p> <p>Wk8 - Charlie and the Chocolate factory</p>	<p><b>Term 2.1 –</b></p> <p>Wk1 – SPAG</p> <p>Wk2 – Stone age boy (4 days)</p> <p>Wk3 - Stone age boy</p> <p>Wk4 – Stone age boy</p> <p>Wk5 – Stone age boy</p> <p>Wk6 – Cave symbols story</p> <p><b>Term 2.2</b></p> <p>Wk1 – Non chronological report</p> <p>Wk2 – Non chronological report</p> <p>Wk3 - Non chronological report</p>	<p><b>Term 3.1 –</b></p> <p>Wk1 – Fiction – setting description</p> <p>Wk2 – Fiction – setting description</p> <p>Wk3 – Diary entry</p> <p>Wk4 - Diary entry</p> <p>Wk5 – Poetry</p> <p>Wk6 – Poetry</p> <p><b>Term 3.2</b></p> <p>Wk1 – Travel brochure- persuasive writing</p> <p>Wk2 – Travel brochure- persuasive writing</p> <p>Wk3 - Instructions –immerse</p>

	<p><b>Term 1.2</b>  Wk1 BLP  Wk2 – Letter to Cadbury’s  Wk3 – Letter to Cadbury’s  Wk4 – Chocolate bar advert  Wk5 - Chocolate bar advert  Wk6 - Performance  Wk7 – Performance</p>	<p>Wk4 – Non chronological report  Wk5 – Labels for the museum  Wk6 – Labels for the museum</p>	<p>Wk4 – Persuasion – making a booklet about how to sew  Wk5 – Persuasion – making a booklet about how to sew  Wk6 – Persuasion – making a booklet about how to sew</p>
Maths cross curricular links	Place value, mental calculations, written calculations	Shape, space and measures	Statistics Revise calculations
Science	<p><b><u>Y3 Forces and magnets- Linked to chocolate machinery.</u></b></p> <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 attract or repel each other and attract some materials and not others.</li> <li>•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.</li> <li>•describe magnets as having 2 poles.</li> <li>•predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><u>Working scientifically</u>  - Ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p><b><u>Y3 Animals, including humans</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b><u>Y3 Rocks</u></b></p> <p>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><u>Y3 Plants</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>•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.</li> <li>•investigate the way in which water is transported within plants.</li> <li>•explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>- Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>- Set up simple practical enquiries, comparative and fair tests.</li> <li>- The making of systematic and careful observations and, where appropriate, taking</li> </ul>

	<ul style="list-style-type: none"> <li>- Set up simple practical enquiries, comparative and fair tests.</li> <li>- 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.</li> <li>- The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions.</li> <li>- The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>- Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>- The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>- The identification of differences, similarities or changes related to simple scientific ideas and processes.</li> <li>- The use of straight forward scientific evidence to answer questions or to support their findings.</li> </ul>	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>- Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>- Set up simple practical enquiries, comparative and fair tests.</li> <li>- 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.</li> <li>- The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions.</li> <li>- The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>- Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>- The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>- The identification of differences, similarities or changes related to simple scientific ideas and processes.</li> <li>- The use of straight forward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <ul style="list-style-type: none"> <li>- The gathering, recording, classifying and the presentation of data in a variety of ways to help in answering questions.</li> <li>- The recording of findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>- Reporting of findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>- The use of results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>- The identification of differences, similarities or changes related to simple scientific ideas and processes.</li> <li>- The use of straight forward scientific evidence to answer questions or to support their findings.</li> </ul>
Computing	<p><u>Set up Purple Mash blog</u></p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as</li> </ul>	<p><u>Create a Stone Age game using Scratch.</u></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating</li> </ul>	

	<p>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> </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>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</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>	
Art and Design	<p><u>Set up sketch books</u></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>• analyse logos and images from chocolate companies.</li> <li>• discuss colour and shape.</li> </ul>	<p><u>Create fossils from clay</u></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>• Observational sketch of fossils</li> </ul>	<p><u>Analysis and recreation of artists from Sheffield:</u> Pete McKee, David Mellor (steel) and Phlegm.</p> <ul style="list-style-type: none"> <li>• About great artists, architects and designers in history.</li> </ul>
Music	<p><u>OB - Weekly singing session with the Music Hub</u></p>	<p><u>OB - Weekly singing session with the Music Hub</u></p>	<p><u>To listen to and describe the differences between different Sheffield music artists</u></p>

	<p><u>Create own piece around “chocolate” using Charlie and the Chocolate Factory as inspiration</u></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• use and understand staff and other musical notations</li> </ul>	<p>Potential singing concert (Spring into Singing)</p>	<ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<p>DT</p>	<p><u>Design, make and sell chocolate bars</u></p> <ul style="list-style-type: none"> <li>• Taste existing chocolate bars</li> <li>• Surveys</li> <li>• Visit to chocolate factory to see how chocolate is made and produced</li> <li>• Analysis of chocolate wrapping</li> <li>• Creation of logo</li> <li>• Make chocolate, wrap and sticker to sell chocolate.</li> </ul> <p><b>Design</b></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> </ul>	<p><u>Making Stone Age Food</u></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><u>Design and embroider flower</u></p> <p><b>Design</b></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>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,</li> </ul>

- 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

**Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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

	(Cardboard boxes for storing chocolate bars.)		
History		<p><u>The Stone Age</u></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age Y3 only</li> </ul> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Stone Age religion, technology and travel, for example, Stonehenge, tribal kingdoms, farming, art and culture</li> <li>•</li> </ul>	<p><u>A local history study - Sheffield</u></p>
Geography	<p><u>Locate countries around the world that sell cocoa:</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• identify the position and significance of latitude, 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)</li> </ul>		<p><u>Visit to Mayfield:</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, rivers and mountains</li> <li>• 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</li> <li>• 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><u>Location of Sheffield compared to other counties in the UK:</u></p>

			<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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</li> </ul>
PE	<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> </ul> <p><u>Swimming and water safety</u></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</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 [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous</li> </ul>
RE	<u>Year 3: Beliefs and questions:</u>	<u>Year 3: Religion, family and community: Prayer</u>	<u>Year 3: The journey of life and death:</u>

How do Christian people's 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);
- 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

**How do religious families and communities live out their faith?**

**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).

Why do some people think life is like a journey? Where do we go? What do people think about life after death?

**Christians, Hindus, Muslims or Buddhists**

- find out about and describe some ways in which different religions see life as a journey, for example by considering scriptures as 'guide books for living' (A1);
- make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1);
- compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing (B1);
- develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses in discussion, creative work and debate (B1)

develop understanding of links

	questions of origins, where we come from (C1).		
PSHE coverage	P4C- Fairtrade, how can we look after our environment? How can we look after our community? What can you do to make a difference?	P4C - How has technology changed? Is technology always better? What is happening to our Earth now? What might happen in the future?	P4C- Do we all look at the world in the same way? Is Sheffield the same for everyone?
MFL	<p>Planned and delivered by a specialist Spanish teacher. Across the year and key stage all objectives are to be covered.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>		