



The New Forest Primary School –long term planning and progression ‘Curriculum Map’

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic Title: <u>People of the past – Early Man in the Stone Age, Bronze Age and Iron Age.</u></p> <p>Trip: Year 3 Stonehenge; Salisbury Museum</p> <p>Focus: History</p>		<p>Topic title: <u>Incredible India</u></p> <p>Trip: Hindu temple</p> <p>Drama Production: Classical literature inspired</p> <p>Focus: RE Focus Geography, Art</p>		<p>Topic title: <u>Chocolate</u></p> <p>Trip/Workshop: Chocolate making</p> <p>Exhibition Parent Showcase/Art gallery</p> <p>Focus: History, DT, Computing</p>	
<p>Y3 English</p> <p>See medium term plans for spelling, grammar and punctuation and guided reading/ comprehension texts</p>	<p>Genre Focus & stimulus:</p> <p>Story writing -retelling a myth/ week2/ T1 base level task</p> <ul style="list-style-type: none"> - Stone Age story- introducing paragraphs, setting paragraph and character description paragraph T1 <p>Non- Fiction -Information sheet about an aspect of Stone Age life T1</p> <ul style="list-style-type: none"> -Progression task end of T1 produce an information sheet about our school <p>Stig of the Dump by Clive Evan (DVD & Book) HA Guided reading & whole class book teacher readingT1</p> <p>Explanation – Stonehenge construction theories (linked with science) T2</p> <p>Discussion through Spoken Language – Stonehenge bypass tunnel (link with computing data unit and maths) T2</p> <p>Exciting writing: recount of Stonehenge trip, explanation,</p> <p>Publisher – information sheet about The Bronze Age</p> <p>Shape poetry</p> <p>Progression writing task- The Nativity story</p>		<p>Genre focus & stimulus:</p> <p>Recount - diary linked with RE ‘Day in life of Hindu child’ (RE books)</p> <p>Reading involved with Tigers conservation</p> <p>The Legend of Spud Murphy by Eoin Coifer and Letters to authors</p> <p>Poetry – rhyme ‘Rumble in the Jungle’ by Giles Andreae and David Wojtowycz</p> <p>Spoken Language and understanding of classical literature through drama production</p> <p>Exciting writing: recount linked with trip to Hindu temple, thank you letter</p> <p>[Additional text available in Y3 Storm]</p>		<p>Genre focus & stimulus:</p> <p>Information booklet @From Beans to Bars</p> <p>Instructions & procedures for chocolate making (linked with Art clay work)</p> <p>Persuasion through Spoken Language with written scripts/speeches – Chocolate Apprentice (link with DT computing videoing/e-safety unit)</p> <p>Reading as class book Charlie and The Chocolate Factory -Roald Dahl author study (DVD & Book). Biography books about Roald Dahl</p> <p>Report Aztec non-chronological – through MS PowerPoint (link with computing networking/e-safety unit)</p> <p>Ottaline and the Yellow Cat by Chris Riddell -Writing task – writing another Ottaline Story</p> <p>Performance Poetry – Twinkle Twinkle Chocolate Bar by John Foster</p> <p>Exciting writing – set of instructions for a chocolate ‘New chocolate Bar’</p>	
<p>Y3 Maths</p>	<p>Topic linked maths: Data collecting computing link</p> <p>General curriculum:</p> <p>Terms 1 & 2 Monday to Thursday</p> <p>Number and Place Value</p> <p>Number Addition and Subtraction</p> <p>Number Multiplication and division</p> <p>Fridays</p> <p>measurement</p>		<p>Topic linked maths:</p> <p>General curriculum:</p> <p>Terms 3 & 4 Monday to Thursday</p> <p>Number Multiplication and division</p> <p>Number Fractions</p> <p>Consolidation</p> <p>Fridays</p> <p>measurement</p>		<p>Topic linked maths: Calendar work to link with French unit</p> <p>General curriculum:</p> <p>Terms 5 & 6 Monday to Thursday</p> <p>Numbers Fractions</p> <p>Geometry: Properties of shapes</p> <p>Statistics</p> <p>consolidation</p> <p>Fridays</p> <p>measurement</p>	



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Y3 Science	<p>Rocks: compare and group together different kinds of rock; describe how fossils are made; recognise that soils are made from rocks and organic matter. Scientific Investigation Focus Fair Test Scientist study: Mary Anning</p> <p>Forces: Compare how things move on different surfaces; notice forces need contact between 2 objects except magnets; attract/repel in magnets; magnetic materials; two poles; predictions. Scientific Investigation Focus: Planning an experiment 2 SIMPLE GRAPHING TOOL</p>	<p>Skeletons: Identify that humans and some animals have skeletons and muscles for support, protection and movement. Scientific Investigation Focus: recording data</p> <p>Nutrition: Identify that animals including humans need the right types and amount of nutrition Scientific Investigation Focus: explaining findings</p>	<p>Plants: Identify and describe the functions of different parts of flowering plants; explore the requirements of plants for life & growth; investigate the way water is transported within plants; explore the part that flowers play in the life cycle</p> <p>Scientific Investigation Focus: observation of plant growth</p> <p>Light: recognise that they need light in order to see things and that dark is absence of light; reflection; Sunlight can be dangerous; shadow sand patterns in way that the size of shadows change. Scientific Investigation Focus Consolidation of planning a fair test</p> <p>Scientist study Thomas Eddison/ Joseph Swann</p> <p>SIMPLE DATA LOGGING</p>
Y3 Humanities	<p>History: Changes in Britain from the Stone Age to the Iron Age; late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture; Using a timeline</p> <p>Geography: Using maps of Great Britain to locate Prehistoric British locations.</p>	<p>Geography: world mapping locate the world’s countries and major cities; use maps, atlases, globes and digital/computer mapping to locate countries – focus study on INDIA and the vegetation/biomes/different climates from mountains to rainforest to river valleys to desert.</p>	<p>History: Aztecs – a non-European society that provides contrast with British history</p> <p>Geography: world mapping – extended from unit in Term 1/2 concentrating on their environmental regions; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle – chocolate productions happens in equatorial areas - biomes and vegetation belts,. Understand geographical similarities and differences through the study of human and physical geography of MEXICAN region in South America; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Y3 Art, Design and Technology	<p>Art – cave paintings, Christmas card design</p> <p>Weaving – link to Bronze Age</p> <p>Christmas Craft Art – Salt dough Christmas wreath</p>	<p>Art – Rangoli patterns</p> <p>Photography - LOTC Framing a photo they’ve taken of the Forest</p> <p>DT – Wooden photo-frames & strengthening techniques</p> <p>Cooking vegetarian Indian recipes</p>	<p>Art –Pinch ring chocolate pots</p> <p>DT - Designing own chocolate bar including packaging.</p> <p>Cooking with chocolate</p>
Y3 LOTC	Term 1 – shelter building if not already been covered in KS1	Term 3 Photography in the forest	Term 5 Plant re growth after winter – life cycle.
Forest Friday	Term 2 -Following trails	Term 4 Bug watching walk then look at skeletons and exoskeletons	Term 6 Light and shadow activities
Y3 Computing	<p>Switched on Computing units 3.6</p> <p>Productivity - We are opinion pollsters - collecting and analysing data) an introduction to MS EXCEL/” SIMPLE/Google.com. Opinions can be collected linked with Stonehenge bypass within topic.</p> <p>Publisher – information sheet about The Bronze Age</p>	<p>Switched on Computing units 3.1 and 3.2</p> <p>Programming -We are programmers – programming an animation with sound effects, SCRATCH</p> <p>Computational thinking - We are Bug Fixers – finding and correcting bugs in programmes SCRATCH</p>	<p>Switched on Computing units 3.3 and 3/5 (e-safety)</p> <p>Creativity - We are presenters – videoing performances, MOVIE MAKER/2 CREATE/2 ANIMATE) video cross-curricular ‘The Chocolate Apprentice’ videos.</p> <p>Digital cameras</p> <p>E-Safety – why do we not use our names in vlogs</p>



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	Clicker 7 used across the year to support English writing		Digital cameras Internet Safety Day workshops		Computer networks - We are network engineers/We are communicators - sharing above on class website page – our school safer vlogging experience AND/OR MS POWERPOINT presentations about Aztecs published on class website page.	
Y3 Music	Charanga Autumn 1 – Let your spirit fly an R& B song for children, Listen and Appraise Listen and Appraise – BBC Ten Pieces –Antonín Dvořák: Symphony No. 9 in E minor, 'From the New World' – Largo (2nd mvt) Charanga Christmas music unit – perform and share 'Ho, Ho. Ho' by Joanna Mangona)		Charanga Spring 1 unit – whole class learn to play glockenspiel (to be performed at music concert). Introduction to the language of music, theory and composition Listen and Appraise – BBC Ten Pieces – Ralph Williams 'Lark Arising' Year3/4 Production- perform and share opportunity for musical theatre singing, percussion and musical instrument players Perform and share opportunity for musical instrument players in school recitals		Charanga Spring 2 – There was a monkey Benjamin Britten – Friday afternoon song Western Classical Music (historical context of reggae, R&B) Summer 1 'Three Little Birds' Bob Marley. Reggae and historical context of musical style	
Y3 PSHE	Citizenship 8: Rights, rules and responsibilities - Economic Well Being 2: Financial capability		Healthy and safer lifestyles 14: Healthier lifestyles Managing Risk (standalone)		Myself and my relationships 10: My emotions Sex Education (from RE Perspective 'Love and Relationships' book)	
Y3 French	Unit 1 Bonjour – saying hello/goodbye; asking and saying your name and how you are; nouns (musical instruments); numbers 1-10	Unit 2 En classe – classroom objects; colours; saying age; classroom instructions	Unit 3 Mon corps – parts of the body; describing eyes & hair; days of the week; character descriptions Unit 4 work on numbers 1-20	Unit 4 Les animaux – animals & pets;; giving someone's name and describing them Consolidate unit 4 and 6 work on numbers 1-20	Unit 5 La famille- identifying members of the family; the alphabet; household items; using basic prepositions 'sur' and 'dans' to describe position	Unit 6 Bon anniversaire – recognise & ask for various snacks , giving opinions about food; numbers 21-31; months of the year
Y3 RE	<u>Understanding Christianity unit</u> <i>Theme:</i> Link with prehistoric creation <i>Concept:</i> Creation/ Fall <i>Key Question: What do Christians learn from the creation story?</i> <i>Stimulus resources:</i> Book of books <i>Across the curriculum:</i> Art or Drama link	<u>Understanding Christianity unit</u> <i>Theme:</i> Christmas <i>Concept:</i> Incarnation <i>Key Question: What is Trinity?</i> <i>Stimulus resources:</i> Kenning poem <i>Across the curriculum:</i> Outdoor art 'The Trinity' for the spiritual garden using willow. Christmas making activity: Saltdough symbolism decorations.	<u>Discovery unit</u> <i>Concept:</i> Celebration <i>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</i> <i>Stimulus resources:</i> Story of Rama and Sita, Hindu visitor, music <i>Across the curriculum:</i> Dance composition with imaginary diva lamps. Art Rangoli patterns.	<u>Understanding Christianity unit</u> <i>Theme:</i> Easter <i>Concept:</i> Salvation <i>Key Question: Why do Christians call the day Jesus died 'Good Friday'?</i> <i>Stimulus resources:</i> Easter Book – Bob Hartman. Visit to St Peters with vicar. Powerpoint 2 <i>Across the curriculum:</i> English link to creating a display about Easter Story for church. Digital photo freeze frames from Easter Week	<u>Discovery unit</u> <i>Concept:</i> God <i>Key Question: How can Brahman be everywhere and in everything?</i> <i>Stimulus resources:</i> Images of Brahman <i>Across the curriculum:</i> Haiku poetry and class mobile of cubes	<u>Discovery unit</u> <i>Concept:</i> Pilgrimage <i>Key Question: Would visiting the river Ganges feel special to a non-Hindu?</i> <i>Stimulus resources:</i> Photo resources <i>Across the curriculum:</i> Geography, postcards from Hindu and non-Hindu
Y3 Spirituality	Beyond; World and Beauty, Others, Self		World and Beauty; Others; Self		Self; Others	
Y3 PE CM/JP to confirm	Fitness training (KS2 routines); Multiskills (Change 4 Life) Football/Tri Golf Gymnastic skills (if wet)	Multiskills (Change 4 Life) Hockey/Tag Rugby Table tennis (if wet)	Dance Composition – topic linked/ Bollywood Football/Skittleball Benchball (if wet)	Gymnastics – Body shapes & balances in sequence alone and with partners Ball skills – football/skittleball/Tag Rugby Indoor athletics (if wet)	Country Dancing Athletics and Cross Country Skipping skills/5 A Day (if wet)	Gymnastics – Body shapes, rolls & balances in sequence alone and with partners with more accuracy Rounders 5 A Day if wet)



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