



**KILLIGREW SCHOOL CURRICULUM MAP**

**YEAR 3**



For more detailed information on each subject, please refer to our subject overviews and our progression grids.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Whole School Writing Challenge</p> <p>Narrative Star in a Jar</p>	<p>Non-Fiction (Non- Chronological Report)</p> <p>Skeletons and Muscles</p> <p>Story Stone Age Boy</p>	<p>Non-Fiction Holiday Brochure Skara Brae</p> <p>Traditional Tale The Magic Paintbrush</p>	<p>Non-Fiction (Diary) The Journal of Iliona (a young slave)</p> <p>Poetry I Asked the Little Boy Who Cannot See</p>	<p>Narrative Recount The Blue Umbrella</p>	<p>Non-Fiction (Explanation) How a Robot Dog Works</p> <p>Comedy Narrative The Incredible Book Eating Boy</p>
Mathematics	<p>Place Value</p> <p>Measurement</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Statistics</p> <p>Geometry</p>	<p>Multiplication and Division</p> <p>Statistics</p> <p>Fractions</p>	<p>Fractions</p> <p>Multiplication</p>	<p>Multiplication and Division</p> <p>Time</p>	<p>Place Value and Decimals</p> <p>Measurement</p> <p>Geometry</p>
Science	<p>Animals including humans (nutrition)</p>	<p>Animals including humans (skeleton and muscles)</p>	<p>Rocks and soil</p>	<p>Forces</p>	<p>Light</p>	<p>Plants</p>
Computing	<p><u>We are presenters</u></p> <p><b>Videoing performance</b></p> <p><b>E-safety</b> – privacy and security.</p> <p><u>We are vloggers</u></p> <p><b>Making and sharing a short screencast presentation</b></p> <p><b>E-safety</b> – self image and identity</p>		<p><u>We are communicators</u></p> <p><b>Communicating safely on the internet</b></p> <p><b>E-safety</b> – online relationships</p> <p><u>We are opinion pollsters</u></p> <p><b>Collecting and analysing data</b></p> <p><b>E-safety</b> – managing online information</p>		<p><u>We are programmers</u></p> <p><b>Programming an animation</b></p> <p><b>E-safety</b> – health, wellbeing and lifestyle.</p> <p><u>We are bug fixers</u></p> <p><b>Finding and correcting bugs in programs</b></p> <p><b>E-safety</b> – copyright and ownership.</p>	
Art	<p><b>Artist Study - Lucienne Day</b></p> <p>Drawing and Textiles</p>		<p><b>Typography</b></p> <p>Drawing and Printing</p>		<p><b>Book Characters</b></p> <p>Drawing and 3D</p>	
Design and Technology	<p><b>Shell Structures</b></p> <p>Structures</p>		<p><b>Healthy and varied diet</b></p> <p>Food</p>		<p><b>Levers and Linkages</b></p> <p>Mechanical Systems</p>	

	Our teaching of the National Curriculum for music is supplemented by the Kapow music scheme.				
<b>Music</b>	Myths and Legends - dynamics, timbre, tempo and motifs Creating Compositions		Developing Singing Techniques Pentatonic Melodies and Composition		South Africa – instrumental schemes Carribbean Music
<b>Physical Education</b>	Gymnastics Dance Football Handball		Tri-golf Rounders Athletics Health Related Fitness		Swimming Tennis
<b>Humanities</b>	<b>History:</b> The Stone Age		<b>History:</b> The Romans <b>Local History: Verlamion on the River Ver (St Albans)</b> <b>The Celtic occupation of Hertfordshire</b>		<b>Geography:</b> Contrasting Locations (U.K and North America) <b>Global Goal:</b> Quality Education
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships Changing me
<b>RE</b>	<p><b>Beliefs and practices</b></p> <p>Exploring and describing the impact of celebrations and key moments in life (Christianity and Islam.)</p> <p>Learning about how Advent and Christmas is celebrated around the world.</p> <p><b>Symbols and actions</b></p> <p>Exploring and explaining symbolic actions and comparing and contrasting religious actions from different faiths.</p> <p><b>Prayer, worship and reflection</b></p> <p>Understanding the role of prayer and reflection within Christianity and Islam.</p>		<p><b>Identity and belonging</b></p> <p>Understanding what it means to belong to a faith community, including the 5 Pillars of Islam.</p> <p>Learning about religious leadership within Islam and Christianity.</p> <p><b>Prayer, worship and reflection</b></p> <p>Discussing the role of places of prayer and worship and the impact they may have on faith communities.</p> <p>Recalling and reflecting upon the meaning of Good Friday within the Easter Story.</p>		<p><b>Sources of wisdom</b></p> <p>Raising questions and considering the meaning within a range of faith stories.</p> <p>Beginning to explore the concept of the Trinity within Christianity.</p> <p><b>Human responsibility and values</b></p> <p>Recognising the importance of showing care and concern for each other and the world. Exploring shared values within two faith communities.</p> <p><b>Justice and fairness</b></p> <p>Exploring moral stories and reflecting on why individuals make choices about what is right and wrong, just and fair.</p>

Ultimate questions						
Exploring a range of ultimate questions, including why some questions have no answers.						
French Rising Stars	<b>All About Me</b> Locating France in the world French culture and customs Greetings Counting 1-10	<b>The Classroom</b> Classroom objects Colours and descriptions Recognising and repeating classroom instructions	<b>Parts of the Body</b> Describing body parts and appearance Days of the Week	<b>Animals</b> Identifying & describing animals Numbers 11-20	<b>My Family</b> Identifying family members Spelling with letters from the alphabet French household rooms	<b>Celebrations</b> Months of the year Reviewing days of the week Numbers 21-31 Asking and responding to questions
	Stone Age Workshop Herts Catering Workshop – healthy eating		Roman Day at St Albans Cathedral Shop Visit – food packaging and sustainability		Specialist Music Teaching Visit to the local church	
Trips and Visitors						