

Oundle Primary School - Year 3 Long Term Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Name</b>	Plants/Farms? /Uk	Stone Age	Food around the world	Romans	Romans	Forces & magnets
<b>Key Texts</b>	<p><u>Narrative Stimulus</u> Aesop's Fables-Michael Morpurgo, Emma Chichester Clark</p> <p><u>Story Time Texts (Fiction)</u> James and the Giant Peach Roald Dahl Or The Sheep-pig – Dick King-Smith</p>	<p><u>Non-fiction Stimulus</u> Stone Age Boy - Satoshi Kitamura</p> <p><u>Poetry</u> Poem: I Was Born in the Stone Age- Michael Rosen Stone Age Shape Poetry- optional Book: Quick, Let's Get Out of Here - Michael Rosen</p> <p><u>Story Time Texts (Fiction)</u> Stig of the Dump- Clive King Wolf Brother- Michelle Paver</p>	<p><u>Narrative Stimulus</u> Hansel and Gretel-Anthony Browneretel</p> <p><u>Story Time Texts (Fiction)</u> The Astounding Broccoli Boy Paperback –Frank Cottrell Boyce</p>	<p><u>Non-fiction Stimulus</u> Roman Town -Conrad Mason</p> <p>Roman Soldier's Handbook -Lesley Sims</p> <p><u>Poetry</u> Loopy Limericks- Foster</p> <p>Romans Ruled: Fun poems for kids about Ancient Rome - Paul Perro</p> <p><u>Story Time Texts (Fiction)</u> Romans on the Rampage- Jeremy Strong</p>	<p><u>Narrative Stimulus</u> Escape from Pompeii- Christina Balit</p> <p><u>Story Time Texts (Fiction)</u> A Roman Adventure (The Histronauts)-Frances Durkin &amp; Grace Cooke</p>	<p><u>Non-fiction Stimulus</u> Stimulus-The Iron Man – Ted Hughes</p> <p><u>Poetry</u> The Coming of the Iron Man' -Brenda Williams</p> <p><u>Story Time Texts (Fiction)</u> Stimulus-The Iron Man – Ted Hughes</p>
<b>Literacy</b>	<p><u>Narrative-</u> Traditional Tales – Fables (2 weeks – or 2 + 2 weeks) Writing and performing a Play (2 weeks) (Create settings, characters and plot)</p>	<p><u>Non-fiction</u> Recount (2 weeks) Instructions – giving directions 2 weeks (Use simple organisational devices (for example, headings and sub-headings.)</p> <p><u>Poetry</u> Vocabulary building (1 week) Take one poet – poetry appreciation (1 week)- Michael Rosen</p>	<p><u>Narratives-Traditional Tales –</u> fairy tales (alternative versions) (3 weeks) (Create settings, characters and plot)</p>	<p><u>Non-fiction</u> Explanations-(2 weeks) Report- (3 weeks) (Use simple organisational devices (for example, headings and sub-headings.)</p> <p><u>Poetry</u> Vocabulary building (2 weeks) Structure – limericks (1 week) (About human bodies and/or Romans)</p>	<p><u>Narrative</u> Adventure stories(5 weeks) (plot, setting, character)</p>	<p><u>Non-Narratives:</u> Persuasion - persuasive letter writing- (3 weeks)</p> <p><u>Poetry</u> Vocabulary building-(1 week) Structure – haiku, tanka and kennings( 2 weeks)</p>
	<p><u>Narrative-Take one book</u> (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during the term</p>		<p><u>Narrative-Take one book</u> (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during the term</p>		<p><u>Narrative-Take one book</u> (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during the term</p>	
<b>Cross Curricular writing</b>						
<b>Maths</b>	Place Value – Numbers to 1000. Addition and Subtraction	Multiplication and division Further multiplication and division.	Length Mass Volume	Money Time	Picture and Bar Graphs Decimals and Percentages - Fractions	Angles Lines and Shapes Perimeter of Figures
<b>Science</b>	<b>Biology:</b> Plants	<b>Chemistry:</b> Rocks	<b>Biology:</b> Animals: humans (nutrition)	<b>Biology:</b> Animals: humans (muscles & skeleton)	<b>Physics:</b> Light	<b>Physics:</b> Forces & magnets
	Working Scientifically (Procedural Knowledge) is taught throughout each unit					
<b>History</b>		Changes in Britain from the Stone Age to the Iron Age		The Roman Empire and its Impact on Britain (Invaders)	The Roman Empire and its Impact on Britain (Settlers)	
	Working Historically (Procedural Knowledge) is taught throughout each unit					
<b>Geography</b>	UK study Countries and regions / cities		European Study (Italy)			Volcanoes & earthquakes
	Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units					
<b>RE</b>	UC Theme; People of God “What is it like to follow God?”	UC Theme; Incarnation Key question: “What is the Trinity?”	Discovery RE Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam	Discovery RE Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism  ADDITIONALLY: Theme: Salvation Key Question:“What do Christians call the day Jesus died?” CORE	UC Theme: Kingdom of God Key question: “When Jesus left what was the impact of Pentecost?”	Discovery RE Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging?  Religion: Islam  ADDITIONALLY:  “Values: What do Humanist celebrations tell us about the things Humanists value?” New AS

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<b>Art</b>	Drawing and <b>Painting</b> Landscape (Pointillism)  Artist Focus: Seurat (French)			Drawing / Painting and <b>3D Sculpture</b>  Artist Focus: Svend Bayer	Drawing Abstract <b>Textiles</b> Weaving and Tie Dye  Artist Focus: Kandinsky (Russian)	
<b>DT</b>		<b>Shell Structures</b> Keep safe box for precious stone	<b>Food: Healthy and Varied Diet</b> Healthy pizza			<b>Levers and linkages</b> Pop-up information book (2 pages)
<b>Music</b>	Rap using body sounds Singing for enjoyment Musical elements	Christmas songs Keyboards 1 Musical notation	Songs for Joint singing day – Laxton Genres of music	Notation and rhythm Musical elements Recorders	light Graphic scores Keyboards 2	Volcanoes - Composition Instruments – an introduction
<b>PE</b>	<b>Indoors:</b> OAA  <b>Outdoors:</b> Tag rugby	<b>Indoors:</b> Dance  <b>Outdoors:</b> Tennis	<b>Indoors:</b> Yoga  <b>Outdoors:</b> Uni-Hoc	<b>Indoors:</b> Gymnastics  <b>Outdoors:</b> Football	<b>Indoors:</b> Swimming  <b>Outdoors:</b> Athletics	<b>Indoors:</b> Swimming  <b>Outdoors:</b> Cricket
<b>Computing</b>	Unit 3.1 Coding	Unit 3.2 Online safety  Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing	Unit 3.5 Email (including email safety)	Unit 3.6 Branching Databases	Unit 3.7 Simulations  Unit 3.8 Graphing
<b>MfL</b>	I/he/she speak English and a little bit French/ how are you? Well/very well not well at all/ordering a hot chocolate/count to 10/have a good holiday	Magic French word/ presenting my friend/numbers to 15/head shoulders knees toes and Simon says/Happy Christmas	Happy new year traditions/numbers to 20/likes and dislikes/ getting-up and getting ready/travelling to Paris with Barnabé bear	5 senses/the Eiffel Tower/3 colours and 3 flags/10 action verbs and boogy/numbers to 29/potato and banana song	8 more colours/ I have a red T-shirt/colours and nouns together/4 traditional French songs/left, right, forward and backwards/	Definite and indefinite articles /masculine, feminine and plural/brothers and sisters/Days of the week/the weather is nice or not
<b>PSHE</b>	Post Lockdown Mental Health Black Lives Matter – Individual study	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Enrichment – Visits / Visitors</b>						