

## BURE PARK PRIMARY SCHOOL CURRICULUM KNOWLEDGE MAP

### YEAR 3 Curriculum Coverage



TOPIC TITLE	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	MIGHTY MOUNTAINS		STONE AGE		THE ROMANS	
<b>ENGLISH</b>	Animation – Uku and Lele  When the Giant Stirred	Escape From Pompeii  Twas' the Night Before Christmas	Healthy Eating texts (various)	Stone Age Boy	Roman Myths and Legends- Romulus and Remus  The Song of Boudica	The Song of Boudica
<b>ENGLISH TEXT TYPES</b>	Character Description  Poem	Diary Entry  Poem	Non-chronological Report	Setting Description  Non-Chronological Report	Story Retelling  Letter	News Report  Recount
<b>MATHS</b>	<b>Number</b> Place value	<b>Number</b> Place Value  <b>Number</b> Addition	<b>Number</b> Subtraction  <b>Number</b> Addition and Subtraction	<b>Number</b> Addition and Subtraction  <b>Number</b> Multiplication and Division	<b>Number</b> Multiplication and Division  <b>Number</b> Fractions	<b>Number</b> Fractions  <b>Number</b> Measurements
<b>SCIENCE</b>	<b><u>Rocks and Soils</u></b> • Compare and group rocks based	<b><u>Forces</u></b> • Know about and describe how	<b><u>Animals, including humans</u></b>	<b><u>Light</u></b>	<b><u>Plants</u></b> • Know the function of different parts of flowing plants and trees	

	<p>on their appearance and physical properties, giving reasons</p> <ul style="list-style-type: none"> <li>• Know how soil is made and how fossils are formed</li> <li>• Know about and explain the difference between sedimentary, metamorphic and igneous rock</li> </ul>	<p>objects move on different surfaces</p> <ul style="list-style-type: none"> <li>• Know how a simple pulley works and use to on to lift an object</li> <li>• Know how some forces require contact and some do not, giving examples</li> <li>• Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the importance of a nutritious, balanced diet</li> <li>• Know how nutrients, water and oxygen are transported within animals and humans</li> <li>• Know about the skeletal and muscular system of a human</li> </ul>	<ul style="list-style-type: none"> <li>• Know that dark is the absence of light</li> <li>• Know that light is needed in order to see and is reflected from a surface</li> <li>• Know and demonstrate how a shadow is formed and explain how a shadow changes shape</li> <li>• Know about the danger of direct sunlight and describe how to keep protected</li> </ul>	<ul style="list-style-type: none"> <li>• Know how water is transported within plants</li> <li>• Know the plant life cycle, especially the importance of flowers</li> </ul>
<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making 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>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings</li> </ul>					

<b>HISTORY</b>		<ul style="list-style-type: none"> <li>• Know how Britain changed between the beginning of the stone age and the iron age</li> <li>• Know the main differences between the stone, bronze and iron ages</li> <li>• Know what is meant by 'hunter-gatherers'</li> </ul>	<ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman occupation and 1066</li> <li>• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• know how Britain has had a major influence on the world</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, mountains, volcanoes and earthquakes.</li> <li>• Identify key features of a mountain</li> <li>• Understand how fold mountains are formed</li> <li>• Know the names of four countries from the southern and four from the northern hemisphere</li> <li>• Know at least five differences between living in the UK and a Mediterranean country</li> <li>• Know what causes an earthquake</li> <li>• Label the different parts of a volcano</li> <li>• Use maps to locate European countries and capitals.</li> </ul>		<ul style="list-style-type: none"> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> <li>• Know and name the eight points of a compass</li> </ul>
<b>ART AND DESIGN</b>	<b>Working with Shape and Colour</b>	<b>Drawing with Charcoal</b>	<b>Cloth, Thread and Paint</b>

	<b><u>Sketch Books (ongoing)</u></b> <ul style="list-style-type: none"> <li>• know how to use sketches to produce a final piece of art</li> </ul>		<b><u>Sketch Books (ongoing)</u></b> <ul style="list-style-type: none"> <li>• know how to use sketches to produce a final piece of art</li> </ul>		<b><u>Sketch Books (ongoing)</u></b> <ul style="list-style-type: none"> <li>• know how to use sketches to produce a final piece of art</li> </ul>	
<b>DESIGN AND TECHNOLOGY</b>	<b>Mechanical systems: Pneumatic toys</b>		<b>Cooking and nutrition: Eating seasonally</b>		<b>Electronic charm</b>	
<b>COMPUTING</b>	<u>Safe Use (ongoing)</u> <ul style="list-style-type: none"> <li>• use technology respectfully and responsibly</li> <li>• Know different ways they can get help, if concerned</li> </ul> <u>Networks (ongoing)</u> <ul style="list-style-type: none"> <li>• navigate the web to complete simple searches</li> </ul> <u>Using Programs</u> <ul style="list-style-type: none"> <li>• understand what computer networks do and how they provide multiple services</li> </ul>					
	<b><u>Volcano PowerPoint</u></b>  <u>Search Engines</u> <ul style="list-style-type: none"> <li>• use a range of software for similar purposes</li> <li>• collect and present information</li> </ul> <u>Reasoning</u> <ul style="list-style-type: none"> <li>• discern when it is best to use technology and where it adds little or no value</li> </ul>		<b><u>Stone Age Animation on 'I can animate'</u></b>  <u>Search Engines</u> <ul style="list-style-type: none"> <li>• use a range of software for similar purposes</li> <li>• collect and present information</li> </ul> <u>Reasoning</u> <ul style="list-style-type: none"> <li>• discern when it is best to use technology and where it adds little or no value</li> </ul>		<b><u>Write simple algorithms - how to instruct a Roman soldier</u></b>  <u>Create and develop Programs</u> <ul style="list-style-type: none"> <li>• write programs that accomplish specific goals</li> <li>• design a sequence of instructions, including directional instructions</li> </ul>	
<b>MUSIC</b>	<b><u>Charanga (ongoing)</u></b> <ul style="list-style-type: none"> <li>• play clear notes on instruments and use different elements in composition</li> <li>• use musical words to describe a piece of music and compositions</li> <li>• use musical words to describe what they like and do not like about a piece of music</li> <li>• recognise the work of at least one famous composer</li> </ul>					
	<b>ENO - Finish This</b>	<b>Playing in a Band</b>	<b>Compose using your imagination</b>	<b>PRODUCTION</b>	<b>Enjoying Improvisation</b>	<b>Opening Night</b>

	<ul style="list-style-type: none"> <li>• To listen with attention to detail and evaluate ideas.</li> <li>• To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• To use and understand musical notation (graphic score).</li> <li>• To improvise and compose music for a range of purposes.</li> <li>• To appreciate and understand a wide range of high-quality live and recorded music from different traditions (opera) and great composers and musicians (ENO).</li> </ul>					
<b>PHYSICAL EDUCATION</b>	<b>Outdoor Adventurous Activity</b> <b>Ball Skills</b>	<b>Netball</b>  <b>Drumba</b>	<b>Dodgeball</b>  <b>Dance</b>	<b>Tennis</b>  <b>Fitness</b>	<b>Athletics</b>  <b>Volley Ball</b>	<b>Rounders</b>  <b>Cricket</b>

<p><b>RELIGIOUS EDUCATION</b></p>	<p><b>What do our celebrations show about what we think is important in life? (Festivals)</b></p> <ul style="list-style-type: none"> <li>• What things do we celebrate? Why? How do we celebrate?</li> <li>• How do celebrations show what is important in our lives?</li> <li>• Why do we usually celebrate with other people and not just on our own?</li> <li>• What are some of the main festivals in the religions?</li> <li>• How do festivals express important beliefs and events in each religion?</li> <li>• What value do religious festivals have in the lives of individuals and communities?</li> <li>• What are the similarities and differences between secular and religious celebrations?</li> <li>• What makes something worth celebrating?</li> <li>• What can we learn from this about what people think is really important in life?</li> </ul>	<p><b>How and why do people worship? (Worship)</b></p> <ul style="list-style-type: none"> <li>• What is most important to me in my life? (Things, people, ideas, feelings, beliefs) <ul style="list-style-type: none"> <li>• How do I express my feelings and beliefs about what I think is important in my life?</li> </ul> </li> <li>• What do religious people do in their worship? Why do they do this?</li> <li>• Why are beliefs and attitudes important? <ul style="list-style-type: none"> <li>• How does worship express different beliefs about God, humans and the world?</li> </ul> </li> <li>• What do believers gain from worshipping on their own (privately) and with other people (in the home or place of worship)?</li> <li>• How does worship influence their lives? <ul style="list-style-type: none"> <li>• How do we show what is most important in our lives and how might this influence how we live and affect other people?</li> </ul> </li> </ul>	<p><b>Are places of worship really needed? (Religious buildings)</b></p> <ul style="list-style-type: none"> <li>• What different kinds of buildings are there in the local communities? What are they for?</li> <li>• How do the features of these buildings help them to fulfil their purpose? <ul style="list-style-type: none"> <li>• What are the places of worship in the religions called and how are they used?</li> <li>• What features are found in the different places of worship and what are they used for?</li> <li>• What role do places of worship play in the lives of the individuals and faith communities?</li> <li>• How do these places help believers feel closer to God and understand life better? • What are the differences between private and collective worship? How might believers benefit from each? Do they need to have a public place of worship?</li> <li>• Why is it important for people to have public buildings in the community? Why not just have homes?</li> </ul> </li> </ul>			

					<ul style="list-style-type: none"> <li>• How important is it for people to have somewhere to go to be on their own? Why?</li> </ul>	
<b>RELATIONSHIPS AND SEX EDUCATION</b>	<b>Being Me</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>Celebrating difference</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<b>Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<b>Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	<b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<b>Changing Me</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition