## LONG-TERM CURRICULUM MAP

YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Values	RESPECT	KINDNESS & EMPATHY	ASPIRATION	CURIOSITY	COLLABORATION	PERSEVERANCE	
Focus Days	Diversity Day	French & Languages Day	Maths Day	Science Day	Art & Design Day	Fit, Healthy, Happy Day	
Year 3 Themes	Theme: Volcanoes Key Person / Event: Pompeii (Pliny)	Theme: Saves our Seas Key Person / Event: Sylvia Earle	Theme: The Stone Age Key Person / Event: Skara Brae	Theme: The Stone Age Key Person / Event: Skara Brae	Theme: Ancient Egypt Key Person / Event: Howard Carter	Theme: Home Sweet Home Key Person / Event: Dr Gareth Thomas	
English – Class Novel	Into the volcano George & the dragon	Oliver and the Seawigs	Stone Age Boy Stig of the Dump	Stig of the Dump	Marcy and the Riddle of The Sphinx Egyptian Cinderella	A Lion in Paris The Train to Impossible Places	
English – Writing block	Instructions Poetry Narrative/description setting	Biography Sylvia Earle Narrative/descriptive writing Recount	Poetry Non-chronological report Narrative	Newspaper report Narrative/character description	Narrative: development of plot Playscript	Performance poetry Persuasion Discussion text Narrative	
Maths	We follow the White Rose curriculum progression: <u>https://primarysite-prod-sorted.s3.amazonaws.com/walter-halls-primary/UploadedDocument/cc9faead219844c7bbb52e07b5ea3a35/maths-coverage-maps-all-years.pdf</u>						
Science	Forces and Magnets	Light	Rocks and soils	Animals including humans	Plants	Animals including human	
Computing	We follow Kapow Primary Curriculum progression: <u>https://primarysite-prod-sorted.s3.amazonaws.com/walter-halls-</u> primary/UploadedDocument/0b675a8a-0556-42c0-806d-5ff9b3abac4c/computing-curriculum-overview.pdf						

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History	Pompeii Communication - look at the development of the warning systems throughout the history		Timeline of the ancient Egyptian civilisation Sructure of ancient Egypt, the pharaohs, slaves, farmers etc. God of ancient Egypt and about the legacy of the pharaohs – Mummification + pyramids.	Changes in Britain from the stone age to the Iron age -What is Stonehenge -How is the iron-age different to the stone-age- looking at tools and way of life		
Geography	Describe and understand key aspects of the physical geography of volcanoes and earthquakes. Use maps, atlases and globes to locate countries and describe basic physical features of the areas studied	We want our children to develop a curiosity of human impact on the world. To look directly at the impact of humans on the world by using fieldwork to look at the impact of this on the local area.	Egypt and the Nile Physical and natural features – compare with Britain's landscapes; How did Egyptians use the River Nile; comparison to the river Thames	Look at the possibilities the land can provide for us eg farming and using rivers to transport things.	Use fieldwork to observe, measure, record and present the physical features in the local area using sketches and maps	Use maps. Atlases and globes to locate countries who have hosted the Olympics and describe physical features
RE - Islam	Unit 1 - Where, how and why do people worship?	Unit 2 - What difference does it make to be a muslim?	Unit 2 - What difference does it make to be a muslim?	Unit 3 - How do religious families and communities practise their faith?	Unit 4 – Music & worship, what can we learn, spiritual expression? RE performance – Ramadan/Eid	Unit 4 – Music & worship, what can we learn, spiritual expression?
MfL - French	I am learning French	Animals	Seasons	Ancient Britain	Fruit	l can
Art & Design Technology	Explore, develop and communicate design proposals by modelling ideas (volcanoes)	Louise Borgeois using wire to create sea creatures	Hossam Dirar explore work from other cultures using collage	Drawing and sketching of Lascaux Cave painting	Apply their understanding of how to strengthen, stiffen and re-enforce more complex structures (seawigs)	Arcimboldo
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga

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PHSE / RSE	<ul> <li>Respect</li> <li>families and people who care for me</li> <li>respectful relationships</li> <li>becoming an active citizen</li> </ul>	<ul> <li>Kindness &amp; Empathy</li> <li>caring friendships</li> <li>being safe</li> <li>charities</li> </ul>	<ul> <li>Aspiration <ul> <li>online relationships</li> <li>internet safety/harms</li> </ul> </li> </ul>	Curiosity <ul> <li>mental wellbeing</li> <li>finance</li> </ul>	<ul> <li>Collaboration</li> <li>physical health and fitness</li> <li>healthy eating</li> <li>health and protection</li> </ul>	<ul> <li>Perseverance</li> <li>drugs, alcohol and tobacco</li> <li>change in adolescent body</li> <li>moving on</li> </ul>
PE	EPIC/Real P.E.	EPIC/Real P.E.	EPIC/Real P.E.	EPIC/Real P.E.	EPIC/Real P.E.	EPIC/Real P.E.

Visits / Visitors	Caroline Gilby contact Florence Bullough (Geologist)	Attenborough Nature Reserve RSPB				Local Mosque Trip Visit from Gareth Thomas
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