



EARLSMEAD PRIMARY SCHOOL  
YEAR THREE CURRICULUM MAP



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPIC	What are rivers and how are they used?	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Who lives in Antarctica?	Why did the Romans settle in Britain?	Where does our food come from?	What did the ancient Egyptians believe?
	Geography	History	Geography	History	Geography	History
LEARNING CHALLENGE	Can I name and describe the physical features of the River Pinn?	What did a Stone Age Harrow look like?	Can I identify five physical features of Antarctica?	Explain three ways the Romans have changed modern-day Britain	Can I describe three advantages and three disadvantages of buying both local and imported food?	Why are the pyramids significant in ancient Egyptian history?
ENGLISH	Core text: Rhythm of the Rain  Narrative: Setting Purpose: To narrate  Recount: River Information Leaflet Purpose: To inform	Core text: The Iron Man  Narrative: Approach Threat Purpose: To narrate  Explanation: How to capture the Iron Man Purpose: To explain	Core text: Into the Forest  Narrative: Lost Purpose: To narrate  Recount: Newspaper report Purpose: To recount	Core text: Jemmy Button  Narrative: Return narrative Purpose: To narrate  Information: Letters Purpose: To recount	Core text: Fox  Narrative: Fable Purpose: To narrate  Information: Foxes Purpose: To inform	Core text: Egyptology  Narrative: Egyptian Mystery Purpose: To narrate  Instructions: Secret diary Purpose: To recount

<p><b>READING</b></p>	<p>Text: Rhythm of the Rain</p>  <p>Author: Grahame Baker-Smith</p>	<p>Text: The Wild Robot</p>  <p>Author: Peter Brown</p>	<p>Text: The Worst Witch</p>  <p>Author: Jill Murphy</p>	<p>Text: The Egyptian Cinderella</p>  <p>Author: Shirley Climo</p>	<p>Text: After the Fall</p>  <p>Author: Dan Santat</p>	<p>Text: Rainforest Warrior</p>  <p>Author: Anita Ganeri</p>
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<p><b>MATHS</b></p>	<p>Place value</p> <p>Addition and subtraction</p>	<p>Addition and subtraction</p> <p>Multiplication and division</p>	<p>Multiplication and division</p> <p>Length and perimeter- including calculating perimeter</p>	<p>Fractions</p> <p>Mass and Capacity-including adding and subtracting mass, capacity and volume</p>	<p>Fractions</p> <p>Money- including adding and subtracting amounts</p> <p>Time- including adding and subtracting to solve problems</p>	<p>Shape</p> <p>Statistics</p> <p>Consolidation</p>
<p><b>SCIENCE</b></p>	<p>Animals including Humans</p>	<p>Rocks</p>	<p>Plants</p>		<p>Light</p>	<p>Forces</p>
<p><b>HISTORY/ GEOGRAPHY</b></p>		<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p>		<p>Why did the Romans settle in Britain?</p>		<p>What did the ancient Egyptians believe?</p>
	<p>What are rivers and how are they used?</p>		<p>Who lives in Antarctica?</p>		<p>Where does our food come from?</p>	
<p><b>ART/DT</b></p>	<p>Drawing: growing artists</p>		<p>Painting and mixed media: light and dark</p>	<p>Sculpture and 3D: abstract shape and space - Roman architecture</p>		

		Structures: Constructing a castle			Cooking and nutrition: Eating seasonally	Textiles: Cross-stitch and appliqué (Egyptian collar)
PSHE	Me and My Relationships – Cooperation and friendships	Valuing Differences – Recognising and respecting diversity, Being respectful and tolerant	Keeping Myself Safe – Managing risk, staying safe online	Rights and Responsibilities – Skills we need to develop as we grow	Being My Best – Keeping myself healthy, Celebrating and developing skills	Growing and Changing – Keeping safe, relationships
SMSC Curriculum embedded	<b>Community</b> What constitutes as a positive and healthy relationship? What being part of a community means, and about the varied institutions that support communities locally and nationally.	<b>The rule of law</b> To understand how and why rules and laws protect, and how other laws are made and enforced. Who is the leader of the UK? What do they do? What rules do they have in place? Democracy- is it right that women didn't hunt?	<b>Mutual Respect and Tolerance (combating discrimination)</b> Explore and reflect on the stories of creation in Judaism and Christianity. Look at religion in the home. Compare and contrast the symbols, actions and gestures used in worship by different communities.	<b>Democracy</b> What is a dictator? Could a young pharaoh make appropriate democratic decisions? Children begin to develop strategies to resolve disputes and conflict. How to solve an argument with my friends?	<b>Individual Liberty</b> Making decisions- recognise when and how to ask for help, resist uncomfortable and potentially dangerous or unhealthy situations. Peer pressure and strategies to deal with it.	<b>Mutual Respect and Tolerance</b> To work collaboratively towards shared goals, to recognise and respond appropriately to a wider range of feelings in others. How can we work as a team? Celebrating success and loss in competitive sports.
COMPUTING	Connecting computers	Branching databases	Desktop publishing: wonders of Antarctica	Events and actions in programs	Sequencing in music	Stop-frame animation: an Egyptian adventure
PE	River dance/ swimming,  Hockey	Sending and receiving/ swimming,  Basketball	Gymfit circuits/ swimming,  Tennis	Around the world dance/ swimming,  Cricket	Gymnastics/ swimming,  Athletics	The pyramids dance/ swimming,  Team building games/OAA
RE	What makes us human?	Where do our morals come from?	Are scriptures central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?

MUSIC	Let Your Sprit Fly (R&B)	Glockenspiel- Stage 1 (Exploring & Developing Skills)	Three Little Birds (Reggae)	The Dragon Song (Music From Around The World)	Bringing Us Together (Disco)	Reflect, Rewind & Replay (Classical)
MFL- FRENCH	Introduce self & others (personal description)	Self & others' physical description	Colours & clothes	Where we live Rooms at home	Fruit & vegetables likes/dislikes French currency	Family members Pets
SAFEGUARDIN G LINKS		Anti-bullying		Social dilemmas		Keeping Safe PANTS