

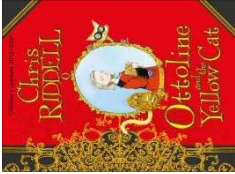
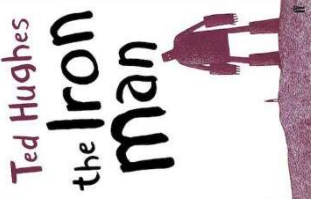
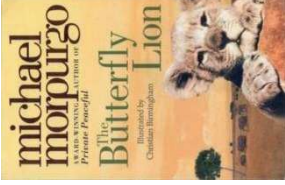
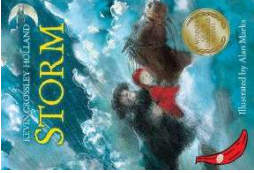


EARLSMEAD PRIMARY SCHOOL  
YEAR THREE CURRICULUM MAP



| TOPIC                      | AUTUMN TERM                                                                                                |                                        | SPRING TERM                                                                                                                                                                                                                                                                                              |                                                                     | SUMMER TERM                                                                                     |                                                               |
|----------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|                            | Geography                                                                                                  | History                                | Who lives in Antarctica?                                                                                                                                                                                                                                                                                 | Why did the Romans settle in Britain?                               | Are all settlements the same?                                                                   | What did the ancient Egyptians believe?                       |
| LEARNING CHALLENGE         | Can I identify the features of a volcano and explain the positive and negative effects of living near one? | 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 explain how the land is used in Harrow, and give examples of human and physical features? | Why are the pyramids significant in ancient Egyptian history? |
|                            | Newspaper Report: Children have been tasked by Icelandic authorities to report on a recent erupted volcano | Rebuild Stonehenge – out of biscuits!  | Chn to receive a postcard from a 'relative' of George Washington Gibbs Jr saying that they heard Y3 were learning about Antarctica they are hoping to raise awareness about their great-great grandfather and his journey to Antarctica. Hot seating as Gibbs Jr after being shown images of Antarctica. | See-think-wonder: Wall carving of Roman battle with 'Scutum' on it. | Harrow Council have asked the Year 4 to re-plan the local area                                  | A day exploring Egyptian traditions: clothes, dance, food     |
| POSSIBLE TRIPS/ ENRICHMENT | Natural History Museum - Volcanoes Workshop                                                                | Natural History Museum                 | <a href="https://primevr.co.uk/geography-vr-school-workshops/polar-regions-vr-workshop/">https://primevr.co.uk/geography-vr-school-workshops/polar-regions-vr-workshop/</a>                                                                                                                              | Verulamium Museum                                                   | Fieldwork: Local walk to local shops, the Roxbourne greenery area and St Andrew's Church        | British Museum (self-guided)                                  |

LAUNCH DAY

|         |                 |                                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                                             |                                                                                                                                                                    |                                                                                                                                          |                                                                                                                                                                           |
|---------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH |                 | Core text:<br>Rhythm of the Rain<br><b>Narrative:</b> Setting<br><b>Purpose:</b> To narrate<br><br><b>Recount:</b> River<br>Information Leaflet<br><b>Purpose:</b> To inform | Core text:<br>The Iron Man<br><b>Narrative:</b> Approach<br>Threat <b>Purpose:</b> To<br>narrate<br><br><b>Explanation:</b> How to<br>capture the Iron Man<br><b>Purpose:</b> To explain | Core text:<br>Into the Forest<br><b>Narrative:</b> Lost <b>Purpose:</b> To<br>narrate<br><br><b>Recount:</b> Newspaper report<br><b>Purpose:</b> To recount | Core text:<br>Jemmy Button<br><b>Narrative:</b> Return<br>narrative<br><b>Purpose:</b> To narrate<br><br><b>Information:</b> Letters<br><b>Purpose:</b> To recount | Core text:<br>Fox<br><b>Narrative:</b> Fable<br><b>Purpose:</b> To narrate<br><br><b>Information:</b> Foxes<br><b>Purpose:</b> To inform | Core text:<br>Egyptology<br><b>Narrative:</b> Egyptian<br>Mystery<br><b>Purpose:</b> To narrate<br><br><b>Instructions:</b> Secret<br>diary<br><b>Purpose:</b> To recount |
|         | READING         | Text: Ottoline and the<br>Yellow Cat<br><br>Author: Chris Riddell                         | Text: Stone Age Boy<br><br>Author: Satoshi Kitamura                                                   | Text: The Iron Man<br><br>Author: Ted Hughes                             | Text: Bill's New Frock<br><br>Author: Anne Fine                                   | Text: Butterfly Lion<br><br>Author: Michael Morpurgo    | Text: Storm<br><br>Author: Kevin Crossley-<br>Holland                                    |
|         |                 | Information leaflet (Rivers)                                                                                                                                                 | Stone Age- diary entry                                                                                                                                                                   | Letter from Antarctica                                                                                                                                      | Newspaper report of<br>Romans invading Britain                                                                                                                     | For and against argument<br>for buying food locally                                                                                      | Why Were Mummies<br>Wrapped? Miles Kelly<br>(information text)                                                                                                            |
|         |                 | Water cycle poem- Helen<br>H Moore<br>Water water everywhere-<br>Jillian Harke                                                                                               | The dragon who ate our<br>school                                                                                                                                                         | If all the world were paper-<br>Joseph Coelho                                                                                                               | The owl and the<br>pussycat- Edward Lear                                                                                                                           | The magic box by Kit<br>Wright                                                                                                           | The spider and the fly by<br>Mary Howitt (classic)                                                                                                                        |
|         | Non-<br>Fiction |                                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                                             |                                                                                                                                                                    |                                                                                                                                          |                                                                                                                                                                           |
|         | Poetry          |                                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                                             |                                                                                                                                                                    |                                                                                                                                          |                                                                                                                                                                           |

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|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MATHS</b>                  | Place value<br>Addition and subtraction                                                                                                                                                                                       | Addition and subtraction<br>Multiplication and division                                                                                                                                                                                                                               | Multiplication and division<br>Length and perimeter-<br>including calculating<br>perimeter                                                                                                                                                                                                                   | Fractions<br>Mass and Capacity-<br>including adding and<br>subtracting mass,<br>capacity and volume                                                                                                                                              | Fractions<br>Money- including adding<br>and subtracting amounts<br>Time- including adding<br>and subtracting to solve<br>problems                                                                                                 | Shape<br>Statistics<br>Consolidation                                                                                                                                                                                                                                           |
| <b>SCIENCE</b>                | Animals including<br>Humans                                                                                                                                                                                                   | Rocks                                                                                                                                                                                                                                                                                 | Plants                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  | Light                                                                                                                                                                                                                             | Forces                                                                                                                                                                                                                                                                         |
| <b>HISTORY/<br/>GEOGRAPHY</b> |                                                                                                                                                                                                                               | Would you prefer to<br>live in the Stone Age,<br>Iron Age or Bronze<br>Age?                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                              | Why did the Romans<br>settle in Britain?                                                                                                                                                                                                         |                                                                                                                                                                                                                                   | What did the ancient<br>Egyptians believe?                                                                                                                                                                                                                                     |
|                               | What are rivers and<br>how are they used?                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                       | Who lives in Antarctica?                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                  | Volcanoes-Why do<br>people live near<br>volcanoes?                                                                                                                                                                                |                                                                                                                                                                                                                                                                                |
|                               |                                                                                                                                                                                                                               | Painting and mixed<br>media: prehistoric<br>painting                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                              | Drawing: growing<br>artists                                                                                                                                                                                                                      |                                                                                                                                                                                                                                   | Craft & Design: Ancient<br>Egyptian scrolls                                                                                                                                                                                                                                    |
| <b>ART/DT</b>                 | Textiles: Cross-stitch<br>and appliqué (Cushions)                                                                                                                                                                             |                                                                                                                                                                                                                                                                                       | Mechanical systems:<br>Pneumatic toys                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                  | Cooking and nutrition:<br>Eating seasonally                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                |
|                               | Me and My Relationships<br>– Cooperation and<br>friendships                                                                                                                                                                   | Valuing Differences –<br>Recognising and<br>respecting diversity,<br>Being respectful and<br>tolerant                                                                                                                                                                                 | Keeping Myself Safe –<br>Managing risk, staying safe<br>online                                                                                                                                                                                                                                               | Rights and<br>Responsibilities – Skills<br>we need to develop as<br>we grow                                                                                                                                                                      | Being My Best – Keeping<br>myself healthy,<br>Celebrating and<br>developing skills                                                                                                                                                | Growing and Changing –<br>Keeping safe,<br>relationships                                                                                                                                                                                                                       |
|                               | <b>Community</b><br>What constitutes as a<br>positive and healthy<br>relationship?<br>What being part of a<br>community<br>means, and about the<br>varied institutions that<br>support communities<br>locally and nationally. | <b>The rule of law</b><br>To understand how and<br>why rules and laws<br>protect, and how other<br>laws are made and<br>enforced.<br>Who is the leader of the<br>UK?<br>What do they do?<br>What rules do they<br>have in place?<br>Democracy- is it right<br>that women didn't hunt? | <b>Mutual Respect and<br/>Tolerance<br/>(combating discrimination)</b><br>Explore and reflect on the<br>stories of<br>creation in Judaism and<br>Christianity. Look at religion<br>in the home.<br>Compare and contrast the<br>symbols, actions and<br>gestures used in worship by<br>different communities. | <b>Democracy</b><br>What is a dictator?<br>Could a young pharaoh<br>make appropriate<br>democratic decisions?<br>Children begin to<br>develop strategies to<br>resolve disputes and<br>conflict. How to solve<br>an argument with my<br>friends? | <b>Individual Liberty</b><br>Making decisions-<br>recognise when and how<br>to ask for help, resist<br>uncomfortable and<br>potentially dangerous or<br>unhealthy situations.<br>Peer pressure and<br>strategies to deal with it. | <b>Mutual Respect and<br/>Tolerance</b><br>To work collaboratively<br>towards shared goals, to<br>recognise and respond<br>appropriately to a wider<br>range of feelings in<br>others. How can we<br>work as a team?<br>Celebrating success and<br>loss in competitive sports. |
| <b>COMPUTING</b>              | Online<br>Safety                                                                                                                                                                                                              | Networks                                                                                                                                                                                                                                                                              | Journey inside a computer                                                                                                                                                                                                                                                                                    | Creating media: Video<br>trailers                                                                                                                                                                                                                | Programming: Scratch                                                                                                                                                                                                              | Data handling:<br>Comparison cards<br>databases                                                                                                                                                                                                                                |

|                       |                                         |                                                       |                                          |                                                     |                                        |                                                                    |
|-----------------------|-----------------------------------------|-------------------------------------------------------|------------------------------------------|-----------------------------------------------------|----------------------------------------|--------------------------------------------------------------------|
| PE                    | River dance/<br>swimming,<br><br>Hockey | Sending and receiving/<br>swimming,<br><br>Basketball | Gymfit circuits/ swimming,<br><br>Tennis | Around the world<br>dance/ swimming,<br><br>Cricket | Gymnastics/ swimming,<br><br>Athletics | The pyramids dance/<br>swimming,<br><br>Team building<br>games/OAA |
| RE                    | What makes us human?                    | Where do our morals<br>come from?                     | Are scriptures central to<br>religion?   | What happens if we do<br>wrong?                     | Why is water symbolic?                 | Why is fire used<br>ceremonially?                                  |
| MUSIC                 | Recorders                               | Recorders                                             | Three Little Birds<br>(Reggae)           | The Dragon Song<br>(Music From Around<br>The World) | Bringing Us Together<br>(Disco)        | Reflect, Rewind & Replay<br>(Classical)                            |
| MFL- FRENCH           | Moi                                     | Time                                                  | Family and Friends                       | Look at me                                          | Food                                   | Shopping                                                           |
| SAFEGUARDING<br>LINKS |                                         | Anti-bullying                                         |                                          | Social dilemmas                                     |                                        | Keeping Safe PANTS                                                 |