**Danbury Park Community Primary School**

**Key Stage 2 Long Term Curriculum Map**

**Class Eider (Year 3)**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Theme** | **Vicious Vikings** | **Vicious Vikings** | **Pirates** | **Pirates** | **Forest Fantasy** | **Forest Fantasy** |
| **English** |  |  |  |  |  |  |
| **Maths** | Place value  Place value and mental calculation  2D shape  Length incl. perimeter  Statistics  Mental calculation  Written addition  Written subtraction | Counting Multiplication tables (3x, 4x)  Written and mental multiplication  Written and mental division  Time  3D shape | Place value  Mental addition and subtraction  Fractions  Division  Volume, capacity and mass  Multiplication incl. 8x table  Multiplication  (statistics, measures, money) | 2D and 3D shape incl. sorting  Addition and subtraction (statistics)  Fractions  Position and direction  Time | Multiplication facts (statistics)  Addition and subtraction (measures)  Multiplication and division (measures)  2D and 3D shape incl. sorting  Decimals addition and subtraction (money) | Place value (measures)  Mental calculation  Fractions  Measures  Statistics |
| **Science** | **Working Scientifically**  Ask relevant scientific questions.  Set up simple practical tests ensuring they are fair.  Compare, describe and group different rocks.  Describe what fossils are | **Working Scientifically**  Take measurements and record results.  Compare, describe and group different materials. | **Working Scientifically**  Ask relevant scientific questions.  Set up simple practical tests ensuring they are fair.  Compare how things move on different surface.  Explore different kinds of magnetic forces and how magnets react to each other. | **Working Scientifically**  Take measurements and record results.  Study flowering plants and why they are important to us including role in pollination and seed dispersal.  Understand the conditions plants need to grow.  Identify and describe roots, stem/trunk, leaves and flowers. | **Working Scientifically**  Ask relevant scientific questions.  Set up simple practical tests ensuring they are fair.  Group and classify living things in a variety of ways.  Explore local habitats and recognise how habitats can change and the impact on living things. | **Working Scientifically**  Take measurements and record results.  Understand how shadows are formed and how they change through the day. |
| **Computing** | To learn how to be safe and responsible online.  To insert and edit text and images.  To take and edit photos. | Record instructions to control simple devices such as BeeBot.  Use simple algorithms to change instructions. | Understand how to use personal information online.  Explore online games and simulations and understand how these are useful. | Use range of media to create own presentations including sound and pictures. | Continue to learn about how to stay safe online.  Use digital sensors to measure different things.  Use database software to create graphs and charts. | Create story boards including recording and editing audio and video files. |
| **History** | Begin to ask their own questions about why the Vikings came to Britain  Understand how the Vikings had an impact on life in Britain today. | Begin to ask their own questions about why the Vikings came to Britain  Understand how the Vikings had an impact on life in Britain today. | Understand how ships and piracy have changed over time.  Consider how pirates have been represented in history. | Understand how ships and piracy have changed over time.  Use a variety of sources as evidence and draw conclusions about life in the past. | *Not covered this term.* | |
| **Geography** | Locate countries in Europe.  Locate and name major mountains, rivers and deserts of the world.  Locate equator and tropics of Cancer and Capricorn | Describe and understand earthquakes and volcanoes. | Locate the individual countries of Great Britain.  To identify the major climate zones (biomes) of the world. | Use maps and globes to study the areas of the world that were the focus of ‘The Golden Age of Piracy’ locating major deserts, oceans, and mountains.  To use 4 figure grid references and the eight points of the compass. | Know the climate regions of North and South America.  To locate Brazil and the Amazon Rainforest.  To research and explain key features of the rainforest and other climate zones in Europe and South America. | Use fieldwork to observe and measure human and physical features in the local area. |
| **Art & Design** | Create a sketchbook to record and revisit ideas.  Begin to develop proficiency in weaving using recycled and reclaimed materials. | Continue to develop a sketchbook to record and revisit ideas.  Begin to develop proficiency in sculpture. | Explore a range of styles and artists.  Use own ideas in representing feelings through art. | Study colour mixing techniques.  Continue creating detailed sketchbooks to record their observations and to use them to renew and revisit their ideas. | Study art within the context of Islam and how symbols and colour are used to represent ideas. | Develop proficiency in painting through studying the work of Henry Rousseau. |
| **Design Technology** | To investigate Viking tools and equipment and study its impact on British life today. | Select a range of tools to cut, shape and join fabric.  Design a Christmas product according to specific criteria. | Select a range of tools to cut, shape and join wood.  Design a treasure chest or galleon meeting specific design criteria. | Select a range of tools to cut, shape and join wood.  Design a treasure chest or galleon meeting specific design criteria. | Use simple cooking techniques to prepare a healthy snack. | DT project building on our study at Colchester Zoo and combining skills of cutting and joining learned this year. |
| **Music** | Use Saint Saen’s *The carnival of the animals* as inspiration for own composition.  Learn which instruments and techniques would be best. | Edit and improve compositions, with instruments and techniques.  Learn and perform songs for the KS2 Christmas production. | Learn about rhythm and pulse and experiment with how the two can be combined.  Learn how rhythms can be recorded, including conventional music notation. | Continue to learn about rhythm and pulse, introducing pitch.  Learn and perform songs for the Spring Celebration. | Learn about famous musicians specifically Beethoven and Evelyn Glennie, both of whom dealt with deafness. | Use the keyboards and use music notation. |
| **PE** | Through dance learn how to improvise freely individually and with a partner.  Use appropriate dance vocabulary.  Develop confidence in controlling the ball through football and rugby skills. | Develop flexibility and strength through gymnastics.  Continue to develop confidence in controlling the ball through football and rugby skills. | Use increasing range of gymnastics movements to sequence own routine.  Develop ball control skills in court games such as basketball and netball. | Use creativity and rhythm to create dance sequences in response to music.  Develop bat and ball control skills in tennis. | Develop bat, ball and coordination skills in the context of tennis and athletics. | Through practice of athletics, become proficient in the skills required to participate in sports day. |
| **RE** | Study the start of Jesus’ ministry and the understand importance of Jesus to the Christian faith. | Study Hindu gods and goddesses, their stories and their festivals. | Study the teachings of Jesus, his parables and key sayings including his teaching on prayer. | Study the Buddha’s life story and understand the symbolism in the Buddha’s image.  Learn about Buddhist devotional practices. | Study the events of Holy Week and understand their importance in Christianity. | Study the Sikh temple and holy book.  Study Jewish rites of passage and understand the importance of the Promised Land to Jews. |
| **PSHEe & C** | Understand the need for rules both in school and the wider world. | Explore rights and responsibilities through stories and children’s rights. | Think about moral dilemmas and fairness. | Explore further aspects of right and wrong such as injustice, honesty and forgiveness. | Consider the global community through studying the role of the EU and UN. | Consider worldwide wealth and poverty and overseas aid. |
| **Languages** | Respond to simple questions, initiate conversations when working with partners and take part in speaking tasks.  Recognise and use more numbers. | Respond to simple questions, initiate conversations when working with partners and take part in speaking tasks.  Recognise and use more numbers. | Learn to recognise and respond to sound patterns and words in French. Learn the months and seasons.  Learn to say when their birthday is and create a birthday invitation. Learn names for parts of the body. | Learn to recognise and respond to sound patterns and words in French. Perform actions to a specific sentence. Learn the months and seasons.  Learn to say when their birthday is and that of others. | Revise names of animals and colours.  Expand vocabulary through new verbs and play miming games.  Become familiar with ‘les quatres amis’ story, through speaking, repetition and drawing. | Learn names of fruits and vegetables.  Learn to express they liking and disliking as well as expressing their opinions. |