



**Danbury Park Community Primary School**  
**Key Stage 2 Long Term Curriculum Map**  
**Class Eider (Year 3) 2020-2021**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Viking Raiders and Traders</b>	<b>Viking Raiders and Traders</b>	<b>An Island Nation</b>	<b>An Island Nation</b>	<b>Save Our Planet</b>	<b>Save Our Planet</b>
<b>English</b>	Stories with familiar settings Non-Chronological reports	Myths and Legends Recounts (newspaper reports) Language Play	Adventure stories Shape poetry and calligrams Information Texts	Traditional Tales - alternative versions Explanations	Writing and performing a play Instructions Authors and letters	Persuasion Poems to perform
<b>Maths</b>	Place value Addition and subtraction	Multiplication and division	Place Value Multiplication and division Money Statistics	Length and perimeter Fractions	Place Value Fractions Properties of shapes	Mass and capacity Time
<b>Science</b>	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Understand how shadows are formed and how they change through the day.	<b>Working Scientifically</b> Take measurements and record results. Compare how things move on different surface. Explore different kinds of magnetic forces and how magnets react to each other. Identify the different types of teeth in humans and their simple functions	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Compare, describe and group different rocks. Describe what fossils are.	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Compare, describe and group different rocks. Describe what fossils are.	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Explore local habitats and recognise how habitats can change and the impact on living things.	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Group and classify living things in a variety of ways.
<b>Computing</b>	Learn how to be safe and responsible online. Use simple algorithms to create instructions. To debug work,	Learn how to be safe and responsible online. Present work using word processing software.	Learn how to be safe and responsible online. Use simple algorithms to create instructions. To debug work,	Learn how to be safe and responsible online. To present work using digital visual media.	Learn how to be safe and responsible online. Use a range of media to create own	Use simple algorithms to create instructions. To debug work, including algorithms. To present work using a



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	including algorithms.	Use the Internet to research. Use digital media as a form of art	including algorithms. Use the Internet to research.		presentations including sound and pictures. Use the Internet to research.	range of software.
<b>History</b>	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 seafaring have changed over time. Understand how the country has changed over time.	Consider how seafarers (including pirates) have been represented in history. Use a variety of sources as evidence and draw conclusions about life in the past.	<i>Not covered this term.</i>	
<b>Geography</b>	Name the countries of the UK. Locate Northern/Southern Hemispheres, Tropics of Cancer and Capricorn. Use maps, atlases, globes and digital/computer mapping. Compare a region of the UK with a region in Europe.	Name of countries, mountains, deserts in Europe. Name the countries of the UK. Use maps, atlases, globes and digital/computer mapping. Use fieldwork to observe and measure human and physical features in the local area.	Name and locate the world's seven continents and five oceans. Name the countries of the UK. Locate Northern/Southern Hemispheres, Tropics of Cancer and Capricorn Use maps, atlases, globes and digital/computer mapping.	Name and locate counties of the United Kingdom. Use 8 points of a compass and 2 figure grid references. Use maps, atlases, globes and digital/computer mapping.	Describe and understand biomes. Know the climate regions of North and South America. Locate Brazil and the Amazon Rainforest. Use 8 points of a compass and 2 figure grid references. Use maps, atlases, globes and digital/computer mapping.	Research and explain key features of the rainforest and other climate zones in Europe and South America. Locate Brazil and the Amazon Rainforest. Describe and understand volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping.
<b>Art &amp; Design</b>	Use sketchbooks to record visual information Sketch to create texture Investigate the effect of light and	Use sketchbooks to record visual information Explore different techniques for stitching designs onto fabric.	Use sketchbooks to record visual information Sketch to create texture Experiment with different grades of	Use sketchbooks to record visual information Construct a simple base for extending and joining other	Use sketchbooks to record visual information Develop proficiency in painting and collage through studying the work of Henry	Use sketchbooks to record visual information Create repeating patterns when printing. Print with two colour overlays



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	shadow Use digital media as a form of art Adapt and improve work	Adapt and improve work	pencil and other implements to create lines and marks. shapes. Use digital media as a form of art Adapt and improve work		Rousseau. Comment on similarities and differences between their own and others' work Adapt and improve work	Adapt and improve work Use papier mache to create a simple 3D object
<b>Design Technology</b>	<b>Viking longship</b> Generate, develop and explain idea for products to meet needs. Select appropriate tools and techniques. Measure, mark, cut out and shape a range of materials. Join and combine components. Reflect on progress and how to improve.	<b>Christmas enterprise</b> Generate, develop and explain idea for products to meet needs. Select appropriate tools and techniques. Measure, mark, cut out and shape a range of materials. Join and combine components. Reflect on progress and how to improve.	<b>Coin mould making</b> Generate, develop and explain idea for products to meet needs. Join and combine components. Reflect on progress and how to improve.		<b>Recycled plastic project</b> Generate, develop and explain idea for products to meet needs. Select appropriate tools and techniques. Use simple cooking techniques to prepare a healthy snack. Reflect on progress and how to improve.	<b>Food project</b> Use simple cooking techniques to prepare a healthy snack. Reflect on progress and how to improve.
<b>Music</b>	Create music inspired by characters from Viking stories and legends Start to learn about notation using rhythm patterns.		Study some music about the sea, including orchestral works and folk song. Compose music inspired by the sea.		Study music from the region of Bali and Indonesia. Create a traditional gamelan . Add instruments to create effects.	
<b>PE</b>	Through dance learn how to improvise freely individually and with a partner. Use appropriate dance vocabulary.  Develop confidence in controlling the ball.	Develop flexibility and strength through gymnastics.  Develop confidence in controlling the ball.	Use increasing range of gymnastics movements to sequence own routine.  Develop confidence in controlling the ball.	Use creativity and rhythm to create dance sequences in response to music.  Develop confidence in controlling the ball.	Develop bat, ball and coordination skills.  Swim at least 25 metres. Use a range of strokes effectively.	Through practice of athletics, become proficient in the skills required to participate in sports day.



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<b>RE</b>	Hinduism: Gods and Goddesses, their Stories and Festivals	Christianity: The Start of Jesus' Ministry Christianity: The Importance of Jesus	Buddhism: Buddha's Life and Image	Christianity: The Teaching of Jesus Christianity: Events recalled during Holy Week	Sikhism: Temples and the Holy Book	Judaism: The Promised Land and Rites of Passage
<b>PSHE</b>	<b>Relationships</b> What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite		<b>Living in the Wider World</b> The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online Different jobs and skills; job stereotypes; Setting personal goals		<b>Health and Wellbeing</b> Health choices and habits; what affects feelings; expressing feelings Personal strengths and achievements; managing and reframing setbacks Risks and hazards; safety in the local environment and unfamiliar places	
<b>Languages</b>	<b>Unit 11 - La Carnaval des Animaux</b> Children will learn about animals, how to describe them and characterised them by music, talk about their habitats. They will learn to tell the time, asking and answering questions and adjectives agreement.	<b>Unit 12 - Quel temps fait-il?</b> Children will learn phrases about the weather and how to say the temperature. Aesop's fable Le Vent et le Soleil is used as a text. Children learn the names of some common clothing and relate these to the weather. They learn to say the date.	<b>Unit 13 - On y va!</b> In this unit children learn to name some French-speaking countries and some towns in France. They learn the days of the week and some phrases about the weather. They will learn songs and rhymes to help them remember new vocabulary. They will be able to write dates and using the verb 'aller' as well as preposition for mode of transportation (en, a).	<b>Unit 14 - Notre école</b> In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and	<b>Unit 15 - Bon appétit</b> In this unit children will learn to ask for drinks, and food. They extend their knowledge of the perfect tense by saying what others are eating or drinking. They will use the imperative form to place orders.	<b>Unit 16 - Monter un café</b> Children will learn to recognise and respond to sound patterns and words in French. They will learn more about food and drink and how to order these in a café.