



**Danbury Park Community Primary School  
Key Stage 2 Long Term Curriculum Map  
Class Eider (Year 3) 2022-2023**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Stone Age</b> What was the Stone Age like?	<b>Stone Age</b> What impact did the Stone Age have on future civilisations?	<b>Viking - Raiders and Traders</b> Where did the Vikings come from?	<b>Viking - Raiders and Traders</b> Were the Vikings 'raiders' or 'traders'?	<b>Save Our Planet</b> Why do we need to save our planet?	<b>Save Our Planet</b> What impact has human activity had on our planet?
<b>English</b>	Narrative (adventure) Instructions Chronological Reports	Information Texts Instructions Language Play	Traditional Tales Plays	Myths and Legends Information Texts	Recounts Reports Narrative	Persuasion Letters Performance Poetry
<b>Maths</b>	Place value Addition and subtraction	Multiplication and division	Place Value Multiplication and division Length and perimeter	Length and perimeter Cont Fractions Mass	Place Value Mass Fractions Money and Time	Shape and Geometry Multiplication and Division Statistics
<b>Science</b>	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. <b>Light and Shadows</b> Understand how shadows are formed and how they change through the day.	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. <b>Rocks and Soils</b> Compare, describe and group different rocks. Describe what fossils are.	<b>Working Scientifically</b> Take measurements and record results. <b>Forces and Magnets</b> Compare how things move on different surface. Explore different kinds of magnetic forces and how magnets react to each other.	<b>Working Scientifically</b> Take measurements and record results. <b>Forces and Magnets</b> Compare how things move on different surface. Explore different kinds of magnetic forces and how magnets react to each other.	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. <b>Animals and their Habitats</b> Explore local habitats and recognise how habitats can change and the impact on living things. <b>Teeth</b>	<b>Working Scientifically</b> Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. <b>Animals and their Habitats</b> Group and classify living things in a variety of ways. <b>Animals, including humans</b>  identify that animals, including humans, need the right types and



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Stone Age</b> What was the Stone Age like?	<b>Stone Age</b> What impact did the Stone Age have on future civilisations?	<b>Viking - Raiders and Traders</b> Where did the Vikings come from?	<b>Viking - Raiders and Traders</b> Were the Vikings 'raiders' or 'traders'?	<b>Save Our Planet</b> Why do we need to save our planet?	<b>Save Our Planet</b> What impact has human activity had on our planet?
					Identify the different types of teeth in humans and their simple functions	amount of nutrition, and that they cannot make their own food; they get
<b>Computing</b>	Learn how to be safe and responsible online. Use simple algorithms to create instructions. To debug work, including algorithms.	Learn how to be safe and responsible online. Present work using word processing software. Use the Internet to research. Use digital media as a form of art.	Learn how to be safe and responsible online. Use simple algorithms to create instructions. To debug work, including algorithms. Use the Internet to research.	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 presentations including sound and pictures. Use the Internet to research.	Use simple algorithms to create instructions. To debug work, including algorithms. To present work using a range of software.
<b>History</b>	Use a variety of sources as evidence and draw conclusions about life in the past: Pre-Stone Age, then the Stone Age itself.	Explore the impact of the Stone Age on later life. Make comparisons with life in another historical period.	Understand how the country has changed over time. Begin to ask their own questions about why the Vikings came to Britain.	Research and find out about lifestyle, settlements, the impact on life in Britain at that time and beyond.	<i>Not covered this term.</i>	
<b>Geography</b>	Name the countries of the UK. 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.	Name and locate the world's seven continents and five oceans. Name the countries of the UK. Locate Northern/Southern Hemispheres, Tropics	Use 8 points of a compass and 2 figure grid references. Use maps, atlases, globes and digital/computer mapping. Use fieldwork to observe and measure	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.	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.



	<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>Stone Age</b> What was the Stone Age like?	<b>Stone Age</b> What impact did the Stone Age have on future civilisations?	<b>Viking - Raiders and Traders</b> Where did the Vikings come from?	<b>Viking - Raiders and Traders</b> Were the Vikings 'raiders' or 'traders'?	<b>Save Our Planet</b> Why do we need to save our planet?	<b>Save Our Planet</b> What impact has human activity had on our planet?
			of Cancer and Capricorn Use maps, atlases, globes and digital/computer mapping.	human and physical features in the local area.	Use maps, atlases, globes and digital/computer mapping.	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 shadow Use digital media as a form of art Adapt and improve work	Use sketchbooks to record visual information  Consolidate skills learned in Autumn 1. Children to create 'Cave Art'.	Use sketchbooks to record visual information Sketch to create texture Experiment with different grades of pencil and other implements to create lines and marks. Use digital media as a form of art Adapt and improve work	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 Rousseau. Comment on similarities and differences between their own and others' work Adapt and improve work	Use sketchbooks to record visual information Create repeating patterns when printing. Print with two colour overlays Adapt and improve work Use papier mache to create a simple 3D object
<b>Design Technology</b>	Explore different techniques for stitching designs onto fabric. Children design and make a garment suitable for a person living in Stone Age times. Adapt and improve work.	<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.	<b>Coin making</b> Generate, develop and explain idea for products to meet needs. Join and combine components. Reflect on progress and how to improve.  <b>Viking longship</b> Generate, develop and explain idea for products to meet needs. Select appropriate tools and techniques.		<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	<b>Food project</b> Use simple cooking techniques to prepare a healthy snack. Reflect on progress and how to improve.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Stone Age</b> What was the Stone Age like?	<b>Stone Age</b> What impact did the Stone Age have on future civilisations?	<b>Viking - Raiders and Traders</b> Where did the Vikings come from?	<b>Viking - Raiders and Traders</b> Were the Vikings 'raiders' or 'traders'?	<b>Save Our Planet</b> Why do we need to save our planet?	<b>Save Our Planet</b> What impact has human activity had on our planet?
		Join and combine components. Reflect on progress and how to improve.	Measure, mark, cut out and shape a range of materials. Join and combine components. Reflect on progress and how to improve.		prepare a healthy snack. Reflect on progress and how to improve.	
<b>Music</b>	<b>Composition, rhythm, singing</b>  Discuss how music begins with rhythm.  Start to learn about notation using rhythm patterns.  Learn a song about the Stone Age  Learn songs for KS2 Christmas production  <b>Composer of the Month</b>  <b>Singing Assembly</b>		<b>Composition, listening and appraising, singing</b> Create music inspired by characters from Viking stories and legends  Study music inspired by the sea, including orchestral works and folk song  Learn songs for KS2 Spring Celebration  <b>Composer of the Month</b>  <b>Singing Assembly</b>		<b>Listening and appraising, composer study</b> Study music of Bali and Indonesia.  Create music inspired by a traditional gamelan Add instruments to create effects.  Composer study- <b>Beethoven's Fifth Symphony</b>  <b>Composer of the Month</b>  <b>Singing Assembly</b>	
<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.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Stone Age</b> What was the Stone Age like?	<b>Stone Age</b> What impact did the Stone Age have on future civilisations?	<b>Viking - Raiders and Traders</b> Where did the Vikings come from?	<b>Viking - Raiders and Traders</b> Were the Vikings 'raiders' or 'traders'?	<b>Save Our Planet</b> Why do we need to save our planet?	<b>Save Our Planet</b> What impact has human activity had on our planet?
<b>RE</b>	HINDUISM: Worship Features of a mandir	CHRISTIANITY: Church buildings CHRISTIANITY: The importance of Jesus	JUDAISM: The Torah and its Stories	CHRISTIANITY: Christian rites of passage: CHRISTIANITY: Events recalled during Holy Week	ISLAM: The Qur'an and the Mosque	CHRISTIANITY: Research project: Life of a well-known Christian
<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 French</b>	<b>Unit 9 - Raconte-moi une histoire</b> In this unit children will work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. The unit is based on a simplified version of the story of Sleeping Beauty.	<b>Unit 10 - Vive le sport</b> Children will learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.  <b>Language:</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>Language</b> Giving a simple description	<b>Unit 18 - Au parc d'attractions</b> Children will ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers to 100. They create a short text to describe a visit to a theme park and say what they thought about the rides.  <b>Language</b>	<b>Unit 13 - En route pour l'école</b> Children say the alphabet in French and continue to gain confidence in using numbers. They learn how to understand and use the names for places in the local area. They follow and give directions and they describe their route to school. They learn some simple strategies for	<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 quarter past.  <b>Language</b> Making statements using the present tense



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Stone Age</b> What was the Stone Age like?	<b>Stone Age</b> What impact did the Stone Age have on future civilisations?	<b>Viking - Raiders and Traders</b> Where did the Vikings come from?	<b>Viking - Raiders and Traders</b> Were the Vikings 'raiders' or 'traders'?	<b>Save Our Planet</b> Why do we need to save our planet?	<b>Save Our Planet</b> What impact has human activity had on our planet?
	<b>Language</b> Instructions Numbers in multiples of 10 up to 100 Imperative form: vous Adjectives: masculine and feminine singular agreement Phonic focus: r, an	Make simple statements Questions: Qu'est-ce que? Faire: je fais, tu fais Jouer au (+sport) Faire du/de la/de l' (+sport)	(of animals and habitats) Telling the time on the hour Asking and answering simple questions Adverbs: formation with -ment Use of l' before a vowel Phonic focus: revision of ou.	Making statements with reference to the past Expressing an opinion with an explanation	keeping the conversation going. Language Describe a journey Simple direction Using strategies to keep a conversation going The alphabet Adverbial time phrases Il y a	Making statements with reference to the past Half-past, quarter past, 24 hour notation