



**Danbury Park Community Primary School
Key Stage 2 Long Term Curriculum Map
Class Eider (Year 3) 2023-2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Stone Age What was the Stone Age like?	Stone Age What impact did the Stone Age have on future civilisations?	Viking - Raiders and Traders Where did the Vikings come from?	Viking - Raiders and Traders Were the Vikings 'raiders' or 'traders'?	Save Our Planet Why do we need to save our planet?	Save Our Planet What impact has human activity had on our planet?
English	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
Maths	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
Science	Working Scientifically Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Light and Shadows Understand how shadows are formed and how they change through the day.	Working Scientifically Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Rocks and Soils Compare, describe and group different rocks. Describe what fossils are.	Working Scientifically Take measurements and record results. Forces and Magnets Compare how things move on different surface. Explore different kinds of magnetic forces and how magnets react to each other. Teeth Identify the different types of teeth in humans and their simple functions	Working Scientifically Take measurements and record results. Forces and Magnets Compare how things move on different surface. Explore different kinds of magnetic forces and how magnets react to each other. Teeth Identify the different types of teeth in humans and their simple functions	Working Scientifically Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Animals and their Habitats Explore local habitats and recognise how habitats can change and the impact on living things.	Working Scientifically Ask relevant scientific questions. Set up simple practical tests ensuring they are fair. Animals and their Habitats Group and classify living things in a variety of ways.



Computing	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.
History	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>	
Geography	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 of Cancer and Capricorn. Use maps, atlases, globes and digital/computer mapping.	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 human and physical features in the local area.	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.
Art & Design	Use sketchbooks to record visual information. Sketch to create texture. Investigate the	Use sketchbooks to record visual information. Consolidate skills learned in Autumn 1.	Use sketchbooks to record visual information. Sketch to create texture. Experiment with	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	Use sketchbooks to record visual information. Create repeating patterns when printing.



	<p>effect of light and shadow Use digital media as a form of art Adapt and improve work</p>	<p>Children to create 'Cave Art'.</p>	<p>different grades of pencil and other implements to create lines and marks. shapes. Use digital media as a form of art Adapt and improve work</p>		<p>work of Henry Rousseau. Comment on similarities and differences between their own and others' work Adapt and improve work</p>	<p>Print with two colour overlays Adapt and improve work Use papier mache to create a simple 3D object</p>
Design Technology	<p>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.</p>	<p>Christmas enterprise 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.</p>	<p>Coin making Generate, develop and explain idea for products to meet needs. Join and combine components. Reflect on progress and how to improve.</p> <p>Viking longship 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.</p>		<p>Recycled plastic project 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.</p>	<p>Food project Use simple cooking techniques to prepare a healthy snack. Reflect on progress and how to improve.</p>
Music	<p>We will be creating music inspired by characters from Viking stories and legends, and starting to learn about notation using rhythm patterns using Viking words and names. We will also be learning about and listening to music by our first two Composers of the</p>	<p>This half term we will learn about writing lyrics by creating new words for an existing song about a famous Viking character. Then we will be concentrating on learning traditional and new songs for Christmas. We will also be learning about and listening to music by</p>	<p>This half term we will be studying some music about the sea, including orchestral works and folk song, to fit in with our topic of An Island Nation. We will also be learning about and listening to music by our two Composers of the Month.</p>	<p>We will be composing some music inspired by the sea using small instruments that could be taken on a voyage and learning our songs for the Easter celebration as well as listening and responding to music by our next Composer of the Month.</p>	<p>This half term we will be creating music for our Rainforest topic, creating rhythm patterns and studying music from Bali and learning about music for percussion orchestra (Gamelan). We will also be learning about and listening to music by our two Composers of the</p>	<p>This half term we will create a soundscape using noises from the rainforest and adding percussion instruments to our rhythm patterns to create the effect of the Gamelan orchestra. We will learn a song and our Composer Study will be Beethoven's <i>Fifth</i></p>



	Month.	our next Composers of the Month.			Month.	<i>Symphony</i> and also study our Composer of the Month.
PE	Through dance learn how to improvise freely individually and with a partner. Use appropriate dance vocabulary. Develop confidence in controlling the ball. Tag rugby skills and team game skills	Develop flexibility and strength through gymnastics. Develop confidence in controlling the ball. Football	Use increasing range of gymnastics movements to sequence own routine. Develop confidence in controlling the ball. Hockey	Use creativity and rhythm to create dance sequences in response to music. Develop confidence in controlling the ball. Tennis	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.
RE	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
PSHE	Relationships 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		Living in the Wider World 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		Health and Wellbeing 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	
Languages French	Family and Friends In this unit children learn the names for main parts of the body and describe colours.	Our School In this unit the children learn key vocabulary and phrases around the theme of	Time	All Around Town	On the Move	Going Shopping



	<p>They ask and answer questions about physical appearance. Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links as well as question forms.</p>	<p>school. They will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.</p>				
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