



**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
<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> Identify the	<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



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					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>	<b>e-safety</b> Learn how to be safe and responsible online. <b>Computer Systems and Networks</b> Explain how digital devices function, and can change the way we work. Explain how a computer network can be used to share information.	<b>e-safety</b> Learn how to be safe and responsible online. <b>Programming</b> Identify that commands have an outcome, and that a sequence of commands have an outcome. Use simple algorithms to create a project.	<b>e-safety</b> Learn how to be safe and responsible online. <b>Creating Media - Stop-frame animation</b> To relate animated movement with a sequence of images. To plan, create and evaluate an animation.	<b>e-safety</b> Learn how to be safe and responsible online. <b>Creating Media - Desktop publishing</b> To recognize how text and images convey information, and that the layout can be edited. To add content to a desktop publishing publication.	<b>e-safety</b> Learn how to be safe and responsible online. <b>Data and information Branching databases</b> To identify the attributes needed to collect data about an object and create a branching database.	<b>e-safety</b> Learn how to be safe and responsible online. <b>Programming- Events and actions in programs</b> Use simple algorithms to create instructions. To debug work, including algorithms. To design and create a maze-based challenge.
<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	Name of countries, mountains, deserts in Europe. Name the countries of the UK. Use maps, atlases, globes and digital/computer	Name and locate the world's seven continents and five oceans. Name the countries of the UK. Locate Northern/Southern	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	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



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	Europe.	mapping.	Hemispheres, Tropics of Cancer and Capricorn Use maps, atlases, globes and digital/computer mapping.	Use fieldwork to observe and measure human and physical features in the local area.	compass and 2 figure grid references. Use maps, atlases, globes and digital/computer mapping.	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 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	<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 prepare	<b>Food project</b> Use simple cooking techniques to prepare a healthy snack. Reflect on progress and how to improve.



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	work.	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.		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.
<b>RE</b>	HINDUISM: Worship	CHRISTIANITY:	JUDAISM: The Torah	CHRISTIANITY:	ISLAM: The Qur'an	CHRISTIANITY:



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	Features of a mandir	Church buildings CHRISTIANITY: The importance of Jesus	and its Stories	Christian rites of passage: CHRISTIANITY: Events recalled during Holy Week	and the Mosque	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>Family &amp; Friends</b> The children learn how to identify and introduce family and pets and spell their names. They also learn the names for places in their own home.	<b>Our School</b> the children learn key vocabulary and phrases around the theme of school. They 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.	<b>Time</b> The children learn to say the days of the week, months and dates and also count on from 11 to 31.	<b>All Around Town</b> The children learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They also learn to describe places in a town, count to 100 and give their address in French.	<b>On the Move</b> The children develop their conversational skills through some new topics: transport, direction and movement. They learn to conjugate the high frequency verb "to go", and use it in this contact.	<b>Going Shopping</b> The children learn about shopping in France. They learn specific vocabulary related to fruit, vegetables and clothes. They learn key phrases useful when shopping. This includes role play playing shoppers and shopkeepers.