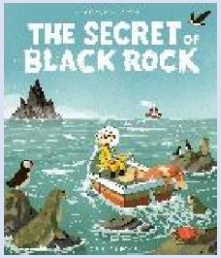
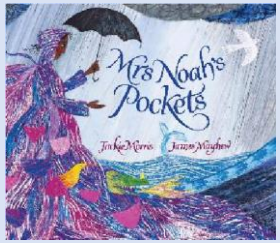
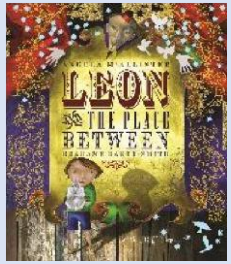
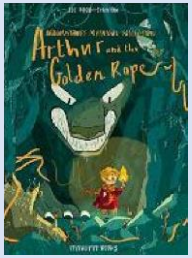
Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Value (2 year cycle)	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Justice Forgiveness	Friendship Service	Truthfulness Respect
	Inspirational Theme	Community	Diversity	Creation	Leadership	Children	Explorers
		Physical and Human differences (G)	Rocks (S)	Volcanoes & Earthquakes (G)	Romans (H)	Animals including humans (S)	Anglo-Saxons (H)
	Big Question	What is a settlement?	Are all rocks the same? (soil)	Why do we have volcanoes and earthquakes and where do they happen?	Why did the Romans settle in Britain and what was their legacy?	How do our skeleton, muscles and diet work together to keep animals (including humans) healthy and moving?	What was Anglo Saxon Britain like and what was their legacy?
	Experiences and Inspiration	Local visit walks	Space rocks visit school Make fossils	Making working volcanoes	Trip to Corinium Museum Make a Roman shield Try Roman recipes Design Roman jewellery using plasticine or clay	Invite radiographer to school	Visit to Anglo-Saxon town Malmesbury
	Texts & Film	 **The Barnabus Project** The Fan Brothers	 **The Secret of Black Rock** Joe Todd Stanton	 **Mrs Noah's Pockets** Jackie Morris	 **Sulwe** Lupita Nyong'o	 **Leon and the Place Between** Angela McAllister Presto video	 **Arthur and the Golden Rope** Joe Todd Stanton

Writing Focus	Sequel to the Barnabus Project Recount- Diary from Barnabus Perspective	Narrative: New Plot Writing to persuade: Tour Leaflets				
Maths	Place Value Addition & subtraction	Addition & subtraction Multiplication & division	Multiplication & division Length & perimeter	Fractions Mass & capacity	Fractions Money Time	Shape Statistics
Theme	Children will learn what a settlement is and that there are different types of settlement. Children will learn about the local area as a settlement and how it has changed over time. Children will use map skills and compass points to reference landmarks in the area. Children will conduct fieldwork in the local area.	Children will work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Children will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Children will explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.	Children will learn about the structure of volcanoes and why they erupt. Children will classify types of volcanoes. Children will develop their map work skills by looking at where volcanoes are and identifying the ring of fire. Children will be taught about tectonic plates. The children will explore why people would live by a volcano as many people still do. Children will create persuasive texts, encouraging people to live by a volcano. Children to use their knowledge of tectonic plates to then explore earthquakes and why they are caused. Explore tsunamis linked to earthquakes.	When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who else was around? Introduce the Celts. Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army – why were they a successful army? Why did the Romans want to invade Britain? Children will learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will explore interpretations of Boudicca through the use of sources. What legacy did the Romans leave in Britain? Look at roads, Roman names of places. Reflection on other empires built over history and where they fit in relation to the Roman empire.	Children will continue to learn about the importance of nutrition and will be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Children will work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They will research different food groups and how they keep us healthy and design meals based on what they find out.	Children will understand the terms 'invaders' and 'settlers' and be able to explain some of the reasons the Anglo-Saxons wanted to settle in Britain They will explore the features of an Anglo-Saxon settlement and consider what life might have been like for different people living in an Anglo-Saxon village. What did Anglo-Saxon clothing look like? They will know how Anglo-Saxons kingdoms were organised Children will explore the story of Anglo-Saxon King Alfred and consider why Alfred is remembered as 'The Great' Find out which foods were available in Anglo-Saxon times and follow an Anglo-Saxon recipe for honey bread

						They will know what runes looked like and explore how writing changed during the Anglo-Saxon period Children will find out about Anglo-Saxon religious beliefs and learn about key figures who helped the Anglo-Saxons to find out about Christianity.
RE	UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?		L2.4 Why do people pray? (M/C)	L2.5a How do people from religious and nonreligious communities celebrate key festivals? (N/C/I or J)	L2.4 What kind of world did Jesus want?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)
Working Scientifically	• Asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings					
Science	Children should be taught to: - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Children should be taught to: - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock	Children should be taught to: - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - - compare and group together a variety of everyday		identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Children should be taught to: - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light

	- investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	- recognise that soils are made from rocks and organic matter	materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.			from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change.
Geography	The eight points of a compass are, North, North East, East, South East, South, South West, West, North West. Use directional language to describe positions of landmarks in the local areas and directions to get to them. Maps are drawn to scale. A map of our school is drawn to large scale. A map of the world is drawn to a small scale. Ordnance survey (OS) maps show the local area in detail. They show the natural and man made features are such as lakes, rivers, valleys, canals, bridges and footpaths. Land is used for a variety of ways in our local area, such a s schools, shops, cinema, parks and transport. Use four figure grid references.		Describe key aspects of physical geography including rivers, mountain, volcanoes and earthquakes and the water cycle. Use terminology to describe locations in geography Ask and answer geographical questions about the physical and human characteristics of a location. Children ask geographical questions about characteristics of a location. Use a range of resources to identify the key physical and human features of a location. There is some awareness of the range of resources that can be used to investigate a place and to identify it characteristics.			

	Use 8 points of a compass to describe positions of landmarks e.g. School, local shops and your home Use ordnance survey maps to find out what features there are in the local area Use four figure grid references to pinpoint specific landmarks in our local area. Use symbols and keys to build knowledge of the UK Use fieldwork skills to observe, measure and record features of the local area.		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use a selection of mapping resources to locate countries and describe features. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Some awareness of the terms that can be used to describe geographical patterns.			
History				The Roman Empire and its impact on Britain including: Julius Caesar's invasion, the Roman Empire by 42AD and the power of its army, Claudius invasion and conquest, British resistance (Boudicca), Romanisation of British sites. <u>Chronology</u> Recognise that the past can be divided into different periods of time – look over time		Britain's settlement by Anglo-Saxons and Scots Chronological Understanding Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts

				periods already known about. Introduce 'Roman era' as a new time period within this. Place the periods studied on a timeline – place the dates of the Romans on the timeline within books. Later in unit, mark when the invasion of Britain took place within this time period. Place events from periods studied on time line – build up a timeline of any events in Roman history as the unit goes on. Have timeline of the roman era in the book and plot events as they come up during study. <u>Continuity and Change</u> Describe and make links between different events, changes and situations within a period/society – explore the impact of the invasion of Britain by the Romans. What happened when Boudicca led the rebellion? <u>Historical Enquiry</u> Find out about the past from a range of sources – what happened and when? – Use of primary and secondary sources to find information. Begin to select a range of sources to find out about a period – select which sources support you in finding out information about an event/person.		Range and depth of historical knowledge Find out about the everyday lives of people in the period of study Compare these lives with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Interpretations of history Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. Historical enquiry Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research

				<u>Significance</u> Describe the contribution of people, events and developments – explore legacy left in the UK by the Romans <u>Cause and Consequence</u> Identify reasons for and results of peoples' actions and what happened as a result. Begin to understand motive – identify the motives of the Romans when invading Britain. Give reasons for and results of main events and changes studied and why people in the past acted as they did – explore why the Romans wanted to invade Britain <u>Interpretation</u> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons, etc. – Exploring interpretations of Boudicca		
Art/Design and Technology	Drawing – Growing Artists Textiles – Cross Stitch	Structures – constructing a castle	Painting and mixed media: Prehistoric painting Electrical systems - poster	Sculpture and 3D: Abstract shape and space Mechanical systems	Digital world	Craft and design: Ancient Egyptian scrolls Food

Computing	Coding Online safety	Spreadsheets Touch Typing	Email (including email safety)	Branching Databases Simulations	Simulations Graphing	Presenting (with Microsoft PowerPoint or Google Slides)
PSHE	Being me in my world	Healthy Mind	Dreams and Goals	Celebrating Differences	Relationships	Changing Me
PE	Multi- Skills	African Dance	Groovy Gymnastics	Cool Core (Pliates)	Skip to the Beat	Gymfit Circuits
	Boot Camp	Fitness Frenzy	Mighty Movers (Running)	Brilliant Ball Skills	Throwing and Catching	Active Athletics
Music	Ballads	Developing singing technique (Theme: the Vikings)	Creating compositions in response to an animation (Theme: Mountains)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Spanish	Core Vocabulary & Phonetics *	I'm Learning Spanish	Animals	Musical Instruments	Little Red Riding Hood	I Can…