



Turnstones Year 3 Curriculum St. Peter's C. of E. Primary School

"I have come in order that you might have life – life in all its fullness" John 10:10



2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Responsibility	Joy	Love	Forgiveness	Truth	Courage
Theme	There's No Place Like Home	Healthy Humans	Rock and Roll	The Iron Man	What the Roman's Did for Us	How Does Your Garden Grow?
Focus Text(s)	A Bear Called Paddington by Michael Bond Range of non-fiction texts on the theme of London	Fables Poetry	Stig Of The Dump by Clive King	The Iron Man by Ted Hughes	Playtime by Julia Donaldson Various non-fiction books linked to the Romans	A Child's Garden of Verses by Robert Louis Stevenson The Enchanted Wood by Enid Blyton
Predictable Interest	Harvest	Bonfire night Christmas Remembrance day	Valentine's Day New Year	Easter Mother's Day	Sports day	Father's Day Summer fair
Topic	<p style="text-align: center;">Subjects and Coverage</p>					
	<p>Geography:</p> <ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Label maps with titles to show their purpose. Create maps of small areas with features in the correct place. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. Relate measurement on large scale maps to measurements outside. 	<p>Science:</p> <ul style="list-style-type: none"> 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. An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices). <p>Design & Technology: Product Focus – Food To create a simple, nutritious product for a stated purpose and user.</p> <p>To design packaging suitable for food.</p> <p>Art: Explore the work of artists, craftspeople and designers</p>	<p>Science:</p> <ul style="list-style-type: none"> 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. Recognise that soils are made from rocks and organic matter. Rocks and soils can feel and look different. <p>Rocks and soils can be different in different places/environments</p> <p>History: Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Making <i>some</i> links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (<i>between hunter-gatherers and early farmers</i>). <p>What was Britain like after the dinosaurs became extinct but before modern man lived?</p>	<p>Design & Technology: Mechanical Systems: Levers and Linkages – Design and make a pop-up picture book to re-tell the story of The Iron Man to a KS1 child.</p> <p>Science: Forces – Non Contact Forces</p> <ul style="list-style-type: none"> Compare how some 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 materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles (<i>like and unlike poles</i>). Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>History: To understand <i>some</i> of the ways in which the Roman's shaped our nation.</p> <p>To understand what life in Britain was like before the Romans invaded and settled?</p> <p>To know who Boudicca was and what she did.</p> <p>Children will investigate this through a study of the Romans.</p> <p>Geography: The children will study key aspects of human and physical geography in the Lake District.</p> <p>They will consider geographical similarities and differences between the Lake District and other regions of the world or the UK, including their own locality.</p> <p>Art and Design: The children will develop their learning in history by exploring the role of artists in Roman times. By studying the frescoed wall in the House of Livia and mosaic designs for floors, children will investigate how the Romans decorated their</p>	<p>Science: Plants - Functions of Parts of a Plant</p> <ul style="list-style-type: none"> Identify, locate 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. 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. Know that: <ul style="list-style-type: none"> Roots grow downwards and anchor the plant. Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit. Nutrients (not food) are taken in through the roots. Stems provide support and enable the plant to grow towards the light.



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	<p>Fieldwork</p> <ul style="list-style-type: none"> Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. <p>History:</p> <ul style="list-style-type: none"> What did our local area look like in the past at different times? <p>What can we find out about our local area by examining a selection of maps?</p>	<p>from different times and cultures for differences and similarities.</p> <ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their work. <p>3-D</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. <p>Music:</p> <ul style="list-style-type: none"> Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Play tuned and untuned instruments with control and rhythmic accuracy. <p>Practise, rehearse and present performances with an awareness of the audience</p>	<p>What was life like after the ice age?</p> <p>What did our first farming settlements look like?</p> <p>When and how was Stonehenge built?</p> <p>Geography:</p> <ul style="list-style-type: none"> Locate the world's countries. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography including volcanoes and earthquakes. human geography including types of settlement and land use. <p>Re-visit mapping Skills</p> <p>Art and Design:</p> <p>Children can explore the work of printmakers such as Eric Gill, and Japanese printmakers using different printmaking methods such as woodcut. Children can make a number of print runs and hand tint once dry with other media such as pastels or pencils. Prints can be incorporated into drawings, paintings or collages. Children</p>	<p>Music: Performing</p> <ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. <p>Creating</p> <p>Improvise and develop rhythmic and melodic material when performing.</p> <p>Explore, choose, combine and organise musical ideas within musical structures.</p>	<p>villas and understand what was important to people in the past.</p> <p>PE: The Gladiator Games</p> <p>A combination of Ancient Roman ball games with athletic type activities. Dance will also be performed using the Roman games as a stimulus.</p>	<ul style="list-style-type: none"> Plants make their own food in the leaves using energy from the sun. Flowers attract insects to aid pollination. Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind. Seeds are formed after the flowers are pollinated. Many flowers produce fruits which protect the seed and/or aid seed dispersal. Seed dispersal, by a variety of methods, helps ensure that new plants survive. Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil). <p>Design & Technology:</p> <p>To design a planter for growing plants.</p>
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				can investigate the drawings of fossils made by palaeontologists such as Robert Hooke in the 1700s.			
Outcomes	To make a display from the maps and detail the links and differences across them.	Create a simple picnic/sandwich for another year group. Design and produce a package suitable for holding food items. Create a selection of foods made from clay.	To work collaboratively create a 3-D model of a Roundhouse.	To create a pop-up book of the Iron Man.	Create individual/group or class mosaic.	To design and make a planter.	
	Enrichment	Observational walk around the local area looking at human and physical aspects of their surroundings.	Pantomime trip to The Dukes	Professor Tuesday	To read their pop-up books to a group of EYFS/year 1 children	Trip to the Roman museum in Ribchester	Woodland walk around Heysham Barrows
PE	Invasion Games "Three Touch Ball" Progression 1-6, Netball Focus Dance Skill	Gymnastics Core Task, progression 1-5 Invasion Games "Three Touch Ball" progression: Rugby Focus	Gymnastics Core Task, progression 6-10 Swimming	Striking / fielding. Y3/4 Run the Loop Dance – Performance Swimming	Net / Wall Y3/4 Unit. Core Task 1 progression 1-6 Core Task, Progression 1-4, rounders focus Swimming Gladiator Games	Striking/fielding. Run the Loop Core Task, progression 1-4, cricket focus Athletics Y3/4 Cycle A, progression 1-6	
RE	Unit 3.1 – Called by God (Christianity)	Unit 3.2 – Christmas, God with Us (Christianity)	Unit 3.3 – Jesus the Man Who Changed Lives (Christianity)	Unit 3.4 – Exploring the Sadness and Joy of Easter (Christianity)	Unit 3.5 – Which Rules Should We Follow? (Non-Christian Faith Unit) Does everybody follow the same rules? Why? Why not? Judaism.	Unit 3.6 - Harvest (Non-Christian Faith Unit) The Jewish Festival of Sukkot	
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	
PHSE	Jigsaw Unit 1 Being Me	Jigsaw Unit 2 Celebrating Differences	Jigsaw Unit 3 Dreams and Goals	Jigsaw Unit 4 Healthy Me	Jigsaw Unit 5 Relationships	Jigsaw Unit 6 Changing Me	
Computing	Networks and the Internet	Programming: Scratch	Emailing	Journey Inside a Computer	Video Trailers	Comparison Cards Databases	



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MFL	A new start 1a Getting to know you 1b Numbers 1c Colours	The calendar and celebrations 2a Bonfire night colours 2b Commands colours numbers 2c Calendar time 2d Christmas starry night	Animals I like and don't like 1a Epiphany celebrations 1b Animals around us	Carnival and playground games 2a Carnival & playground games 2b Easter celebrations	Breakfast, fruit nouns, hungry giant 1 The Hungry Giant	Going on a picnic 2a Map Explorers Gingerbread people 2b Going on a Picnic
Maths	See Maths Planning					
English	See English Planning					