



GREENVALE PRIMARY SCHOOL – CURRICULUM MAP

Yearly Curriculum Map 2023-24		Year 3					
		Autumn Terms 1&2 PEOPLE POWER		Spring Terms 3&4 ROCK OF AGES		Summer Terms 5&6 EARTHLY PARADISE	
English (following 'Pathways to Write')	Text	Coming to England by Floella Benjamin	Winter's Child by Graham Baker-Smith	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davis	Amazing Rivers by Julia Vosburgh Agnone	Zeraffa Giraffa by Diane Hofmeyr
	Genre Type	Recount: write a letter in role recounting events of the story	Fiction: write a fantasy story based on a fable	Fiction: write a historical narrative set in the Stone Age	Persuasion: write an informative article persuading for the protection of the blue whale	Persuasion: write an information board to persuade people to take care of rivers	Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris
Maths (White Rose)	Focus	Place Value  Addition and Subtraction  Multiplication and Division		Multiplication and Division  Money Statistics Length Fractions		Fractions  Time Shape Mass and Capacity	
Science	Prog. Of Study	Amazing Bodies	Power of Forces	Rock Detectives	Can You See Me?	How Does Your Garden Grow?	Our Changing World
	Focus/Skill	Grouping: Classifying: 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 animals have skeletons and muscles for support, protection and movement	Comparative tests: Exploration: Observe how magnets attract or repel each other and attract some materials and not others; describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing	Grouping: Classifying: fair testing: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Grouping: Classifying: Patterns: Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object and that they need light in order to see things and that dark is the absence of light	Grouping: Classifying: fair testing: Sources: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Patterns: Observations over time: 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
History	Prog. Of Study			Ancient Britons	Bronze Age	Iron Age	
	Focus/Skill			Changes in Britain from the Stone Age to the Iron Age Chronology of the Stone Age	The importance of artefacts Why stone circle monuments were built	Understand why the Iron Age was a violent time Votive offerings	
Geography	Prog. Of Study	North America	Earthquakes				Mega Cities
	Focus/Skill	Identify and describe location and features Compare and contrast climates Mapping skills	Identify and describe causes and features Explain why volcanoes happen				Settlements and their hierarchy Key features of settlements and landuse that make them megacities



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<b>Computing</b>	<b>Prog. Of Study</b>	Drawing and Desktop publishing	Internet Research and Communication	Presentation skills	Programming Turtle and Logo	Online Safety	Word Processing
	<b>Focus/Skill</b>	Draw order and group objects Insert and arrange text boxes	Safe searching – bookmarking - cross reference using tabs	Hyperlink slides – transitions – organise slides	Create and debug algorithms – draw shapes with spaces – alter pen settings	Recognise cyberbullying – privacy settings - passwords	Edit text by selecting – cut, copy and paste – font format
	<b>Online Safety</b>	<b>THEME:</b> Online reputation	<b>THEME:</b> Online bullying	<b>THEME:</b> Online relationships	<b>THEME:</b> Managing online information	<b>THEME:</b> Copyright and ownership	<b>THEME:</b> Health wellbeing and lifestyle
<b>R.E.</b>	<b>Prog. Of Study</b>	Divali The Amrit ceremony and the Khalsa	Christmas	Jesus Miracles	Easter and Forgiveness	Hindu Beliefs Sharing and Community	Pilgrimage to the Ganges Prayer and Worship
	<b>Focus/Skill</b>	Hinduism Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu? Sikhism Does joining the Khalsa make a better Sikh?	Has Christmas lost its true meaning? Concept: Incarnation	Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation	What is 'good' about Good Friday? Concept: Salvation	Hinduism Would visiting the river Ganges feel special to a non-Hindu? Sikhism Do Sikhs think it is important to share?	Hinduism How can Brahman be everywhere and in everything? Sikhism What is the best way for a Sikh to show commitment to God?
<b>Music</b>	<b>Prog. Of Study</b>	Human Body Communication	Poetry Singing French	In the Past Ancient Worlds	China Sounds	Environment Food and Drink	Building Time
	<b>Focus/Skill</b>	Structure Composition	Performance Pitch	Pitch Structure	Pitch Exploring Sounds	Composition Performance	Beat
<b>P.E.</b>	<b>Prog. Of Study</b>	Badminton	Gymnastics	Dance	Netball	Football	Rounders
	<b>Focus/Skill</b>	Play competitive games, modified where appropriate	Develop flexibility, strength, technique, control and balance	Perform dances using a range of movement patterns.	running, jumping, throwing and catching in isolation and in combination.	competitive games; attacking and defending.	Take part in outdoor and adventurous activity challenges both individually and within a team.
<b>PSHE</b>	<b>Prog. Of Study</b>	Respect	Readiness	Resourcefulness	Responsibility	Resilience	Reflectiveness
	<b>Focus/Skill</b>	Establishing positive relationships and boundaries for the school year ahead. To establish respect for one another, we need to feel good about ourselves, know we are unique and valuable and that others are valuable too, believe we are capable and can achieve, listen to others and treat each other well.	Children to see themselves as a learner and be ready to try their best on our learning journey, with their class adults and peers. The ability to be motivated, curious and believe you can achieve.	Focusing on being flexible and applying what we already know. Being creative.	Know your strengths, ask for help when you need it, show consideration towards others and be able to work alongside all peers.	The ability to manage your feelings and keep going with learning, no matter what.	Looking back to evaluate achievements and keep improving on your learning.



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Art	Prog. Of Study			Seurat and Pointillism		William Morris	Famous Buildings
	Focus/Skill			Sketchbook, ideas and planning: painting: Learn about artists: in history		Drawing: Learn about artists: designers in history	Sketchbook, ideas and planning: drawing: painting: sculpture: Learn about architects in history
D.T.	Prog. Of Study	British Inventors	Storybooks		Light Up Signs		
	Focus/Skill	Develop design criteria: Generate ideas: understand other designs: strengthening	Develop design criteria: Generate ideas: select tools: select materials: investigate existing products: evaluate: mechanisms		Develop design criteria: Generate ideas: select tools: select materials: investigate existing products: evaluate: strengthening: electrical systems: computing programs		
Visits	Cross-Curricular link						