



# KILLIGREW SCHOOL CURRICULUM MAP YEAR 3



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Display Focus	<b>Savage Stone Age</b>		<b>Revolting Romans</b>		<b>Enthralling Explorers &amp; Amazing Adventurers</b>	
English	<p style="text-align: center;"><b>(4 weeks)</b> <b>Historical Recount</b></p> <p style="text-align: center;">(2 weeks) Descriptive writing</p> <p style="text-align: center;">Poetry (2 weeks)</p>	<p style="text-align: center;"><b>Diary writing (historical perspective 3 weeks)</b></p> <p style="text-align: center;">(1 week) visual Literacy</p> <p style="text-align: center;">Non-chronological report (Monsters) (3 weeks)</p>	<p style="text-align: center;">Narrative (Pompeii) (4 weeks)</p> <p style="text-align: center;"><b>Persuasive speech (2 weeks)</b></p>	<p style="text-align: center;">Explanation letter/leaflet (3 weeks)</p> <p style="text-align: center;">Newspaper Report (3 weeks)</p>	<p style="text-align: center;">Explanation text (planets) (3 weeks)</p> <p style="text-align: center;"><b>Visual literacy (an unfamiliar place 2 weeks)</b></p>	<p style="text-align: center;"><b>Narrative (3 weeks)</b></p> <p style="text-align: center;">Persuasive leaflet (travel brochure 4 weeks)</p>
Recommended Reads	<p>Stig of the Dump Stone Age Boy (Satoshi Kitamura)</p> <p>Littlenose Maroo of the <u>Winter Caves</u></p> <p>The Stone Age News</p> <p>The Secret Cave (discovering Lascaux)</p> <p>The boy with the Bronze Axe</p>	<p>UG boy Genius of the Stone Age</p> <p>Cruel Celts Terry Deary</p> <p>Horrible Histories</p>	<p><u>Julius Zebra Escape from Pompeii</u> (Christina Balit)</p> <p>Ruthless Romans Terry Deary – Horrible Histories</p>	<p><u>The Roman Mysteries</u> Caroline Lawrence</p> <p><u>How to be a Roman Soldier-</u> Fiona MacDonald</p>	<p>Whizziwig (Malorie Blackman)</p> <p>Wanted: A New Planet! (non-fiction L&amp;L Y3)</p> <p><u>George (Lucy and Stephen Hawking)</u></p>	<p>The Kid who climbed Everest – Bear Grylls</p> <p>The Mousehole Cat</p>

<b>Mathematics</b>	Number: place value Number: multiplication and division	Number: multiplication and division Measurement Assessment Review	Number: multiplication and division Measurement Fractions	Number: fractions Time Number consolidation	Measurement: fractions Geometry: properties of shape	Measurement Statistics Assessment and Review
<b>Science</b>	<p><u>Rocks</u></p> <p><b>Why did the wise man build his house upon the rocks?</b></p> <p>Compare rocks according to their properties Discover how different rocks are formed Find out what rocks are made from Use of rocks and materials within the historical period</p>	<p><u>Plants</u></p> <p><b>How does your garden grow?</b></p> <p>What does a flowering plant need? How does water travel to plants? Pollination</p>	<p><u>Animals including humans</u></p> <p><b>Why are our bodies special?</b></p> <p>Classify foods into groups</p> <p>Nutrition</p> <p>Function of the skeleton (Roman burial grounds)</p> <p><b>Extended Investigation work</b> – focus on SC1 skills</p>	<p><u>Light</u></p> <p><b>Why can we see in the dark?</b></p> <p>Light is needed for sight How light travels to the eye How a shadow is formed Light and shadow around the world Historical discoveries Shadow puppets</p>	<p><u>Forces</u></p> <p><b>Do all forces involve contact?</b></p> <p>How different things move on different surfaces Magnets Non- contact forces (space)</p>	
<b>Computing</b>	<b>E SAFETY</b>					
	Keeping Informed	Bringing Images to Life		Developing Communication		
<b>Art</b>	<b>DRAWING</b>					
	3D modelling (clay)	Textiles (money holders)	Collage (Roman shields)	Drawing	Painting	
<b>Design and</b>	Round houses	Roman Money Holders		Food (from different lands)		

<b>Technology</b>						
<b>Music</b>	Rhythmic literacy through movement. Creating and playing simple rhythms and melodies. Developing coordination and fine motor skills					
<b>Physical Education</b>	Gymnastics Balance and travelling Dance	Invasion Games: - Benchball  Football	Athletics Hockey Dance	Tennis Swimming  (Tennis – Greenwood Park with instructors) (Swimming- Westminster Lodge)		
<b>Geography</b>					Enthralling Explorers <b>School Trip – Map work in the outside environment – Wendover Woods</b>	
<b>History</b>	Savage Stone Age <b>School Trip: Chiltern Open Air Museum</b>		Revolting Romans <b>School Experience: History off the Page</b>			
<b>PSHE/SEAL</b>	<b>Advocacy and representation</b> <b><u>We're all stars</u></b> Devising a class charter Gifts and talents Exploring feelings Working co-operatively Happy playtimes Having opinions	<b><u>Be friendly, be wise</u></b> Importance of friends Falling out and making up Managing anger Anti-bullying What to do in an emergency e-safety	<b><u>Live long, live strong</u></b> Differences – male and female Personal space Family differences Feeling happy Staying healthy Overcoming barriers and reaching goals	<b><u>Daring to be different</u></b> Similarities and differences Feeling good about yourself Surprises Hopeful and disappointed Hiding or showing feelings Standing up for myself	<b><u>Dear diary</u></b> Knowing where to go for help Taking responsibility Making wise choices Managing uncomfortable feelings Dealing with worries Supporting each other	<b><u>Joining in and joining up</u></b> Jobs at home and school Representation – local council Voting and debating (speeches) Having a say Voluntary, community and pressure groups Fundraising
<b>RE</b>	What do signs and	How and why do	What do we know	Jewish	What is the Bible	Islamic Rites of

	symbols mean in religion?	Hindus celebrate Divali?	about Jesus?	Celebrations	and why is it important for Christians?	Passage <b>School Visit:</b> <b>Muslim Workshops</b>
<b>French Rising Stars</b>	All About Me Games and Songs		Celebrations Portraits		The Four Friends Growing Things	
	<a href="http://www.risingstars-uk.com/series/eurostars-new-primary-french">www.risingstars-uk.com/series/eurostars-new-primary-french</a>					
<b>UNICEF FOCUS &amp; CLASS ASSEMBLY TOPIC</b>	Article 12 <b>Listen to what I have to say</b> Children have the right to a voice	Unit <b>Listen to what I believe in</b> Children have a right to talk about their personal beliefs	Unit 19 <b>Please don't hurt me</b> Children have a right to feel safe in the world	Unit 22 <b>We have rights too</b> Children who are refugees have the same rights as other children	Unit 23 <b>I can play too</b> Children with a disability have a right to equal access to their rights	Unit 30 <b>It's okay that my friends believe in different things to me</b> Children have the right to learn and use the language and customs of their family