



# LACEBY STANFORD SCHOOL

## YEAR 3 Curriculum Map 2021/2022



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p><b><u>The Egyptian Cinderella</u></b> Narrative Debates</p> <p><b><u>The Egyptian Echo</u></b> <b><u>The Egyptian News</u></b> (non-fiction) Advertisements</p> <p><b><u>The Secrets of a Sun King</u></b> Newspaper Reports Persuasive letters Diary Entries Poetry</p>		<p><b><u>The Stone Age Boy</u></b> Diary Entries Instructions</p> <p><b><u>POR - The Pebble in my Pocket</u></b> Descriptive writing including poetry Story writing including factual information</p> <p><b><u>POR: Ug: Boy Genius of the Stone Age</u></b> Narrative Explanation Texts</p>		<p><b><u>Escape from Pompeii</u></b> Performance poetry Newspaper Reports Narrative</p> <p><b><u>The Firework -maker's Daughter</u></b> Narrative Character development &amp; analysis Setting Descriptions</p>	
<b>Maths</b>	<p><b><u>Number</u></b> Place Value Addition &amp; Subtraction Multiplication &amp; Division</p>		<p><b><u>Number</u></b> Multiplication &amp; Division, Fractions <b><u>Measurement</u></b> money, length &amp; perimeter <b><u>Statistics</u></b></p>		<p><b><u>Number</u></b> Fractions <b><u>Measurement</u></b> time, mass &amp; capacity <b><u>Geometry</u></b> Properties of shape</p>	
<b>Science</b>	Forces and Magnets	Light	Rocks and soil	Plants Functions of different parts of flowering parts Outdoor Learning	Animals Including Humans	



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Computing	Unit 3.1 Coding Number of Weeks – 6	Unit 3.2 Online Safety Weeks – 3 Unit 3.3	Unit 3.5 Email (including email safety) Weeks – 6 Unit 3.6 Branching Databases Weeks – 4	Unit 3.7 Simulations Weeks – 3	Unit 3.4 Touch- Typing Weeks – 4	Unit 3.8 Graphing Weeks – 3 Spreadsheets Weeks – 3
Geography	<p><b>Locational Knowledge</b> Identifying the continents and which continent Egypt belongs to - Which seas and countries surround Egypt?</p> <p><b>Place Knowledge</b> Understand geographical similarities &amp; differences through the study of human &amp; physical geography</p> <p><b>Geographical skills</b> Use maps, atlases &amp; globes to locate countries &amp; describe features studied</p>	<p><b>Humans and Physical</b> What is Egypt like? - Finding out facts about climate, population, location Investigating the geographical features - Uses of the Nile in ancient Egypt and today</p>	<p><b>Locational Knowledge</b> Name and locate counties and capital cities of the UK and their identifying human &amp; physical characteristics. Identify longest river, largest deserts, highest mountains and compare to the UK. Identify the position and significance of the Equator, N &amp; S hemisphere</p> <p><b>Human and Physical</b> Types of settlements in Early Britain – why did people choose to build settlements in different locations The water cycle</p> <p><b>Geographical skills</b> Use maps, atlases &amp; globes to locate countries &amp; describe features studied</p>	<p><b>Geographical Skills and Fieldwork</b> <b>Place Knowledge</b> Investigating our Local Area – use fieldwork to observe, measure, record &amp; present the human &amp; physical features of the local area using a range of methods including sketch maps, plans &amp; graphs &amp; digital technologies.</p> <p><b>Map skills –</b> basic map symbols, use of 8 compass points and 2 &amp; 4 figure grid references to build their knowledge of the UK and wider world</p>	<p><b>Locational Knowledge</b> Locate the main countries of Europe &amp; name their capital cities.</p> <p><b>Human &amp; Physical Geography</b> Geographical features: size; population; Volcanoes – causes and effects</p> <p><b>Geographical skills</b> Use maps, atlases &amp; globes to locate countries &amp; describe features studied</p>	<p><b>Place Knowledge</b> Understand geographical similarities &amp; differences between Italy &amp; UK through the study of human &amp; physical geography</p> <p><b>Human &amp; Physical</b> Trade links in the Pre-roman &amp; Roman era</p>
History	<p><b>The achievements of the early civilisations.</b> Ancient Egypt</p>	<p><b>The achievements of the early civilisations.</b> Ancient Egypt</p>	<p><b>Pre-historic Britain</b> Stone Age – Iron Age</p>	<p><b>Pre-historic Britain</b> Stone Age – Iron Age</p>	<p><b>The Roman Empire and its Impact on Britain</b></p>	<p><b>The Roman Empire and its Impact on Britain</b></p>
Art/Design	<p><b>Materials</b> <b>Texture, Pattern and Experimenting</b></p>	<p><b>To improve their mastery of art and design</b></p>	<p><b>Drawing/Painting</b></p>	<p><b>Artists.</b> <b>Architectures</b></p>	<p><b>Materials</b> <b>Texture, Pattern and Experimenting</b></p>	<p><b>Artists.</b> <b>Architectures and designers In History</b></p>



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	<p><b>Drawing/Painting</b> Using clay to make a replica of a cartouche Designing and making a replica of a papyrus Egyptian Hieroglyphics Painting.</p>	<p><b>techniques, including sculpture with a range of materials</b> Canopic jars (linked with DT)  Enterprise scheme</p>	<p>portraits of Iron Age/Bronze age characters &amp; scenery</p>	<p><b>and designers In History</b>  Plant Art by different artists through different periods of time</p>	<p><b>Collage</b>  Creating a Roman Mosaic Investigating the work of other artists who have portrayed Roman myths in their work</p>	<p>Roman architecture &amp; sculpture  Creating relief sculpture</p>
Design /Technology	<p><b>Design. Make and Evaluate</b> Creating a canopic jar with a sculptured lid</p>	<p><b>Cooking and Nutrition</b> Following a recipe to make Egyptian bread - Investigating ways of adding ingredients to a basic recipe</p>	<p><b>Design. Make and Evaluate</b> Iron age House Creating a cart linked to Bronze Age/Iron Age</p>	<p><b>Technical Knowledge Mechanical Systems</b> Applying how to stiffen &amp; reinforce structures Using cams</p>	<p><b>Design and Evaluate Technical Knowledge</b> Textiles- Roman purse</p>	<p><b>Cooking &amp; Nutrition</b> Understanding seasonality and how ingredients are grown Creating a Roman Banquet Bread &amp; Pottage</p>
RE	<p><b>God (Hinduism)</b> How are deities and figures described in Hindu sacred texts? What might Hindus understand about the Divine through these stories?</p>	<p><b>God (Islam)</b> What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</p>	<p><b>God (Christianity)</b> How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus's baptism reveal about the nature of God? What visual symbols can be seen in a church? How might language with worship express Christian beliefs?</p>		<p><b>Big Questions (Christianity and other world views)</b> What does it mean to live a good life?</p>	
French	Getting to know you	Time	All About Me	Family & Friends	Food Glorious Food	School Life



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<b>Music</b>	<b>Let your spirit fly Djembe</b>		<b>Glockenspiel Stage 1</b>		<b>Three little Birds</b>		<b>The Dragon Song</b>		<b>Bringing us together</b>		<b>Reflect, Rewind and Replay</b>	
<b>PE</b>	<b>Invasion Games Football &amp; handball</b>		<b>Invasion Games Basketball &amp; hockey</b>		<b>Dance Exploring Characters</b>		<b>Gymnastics Turning &amp; Sequencing</b>		<b>Athletics Measuring &amp; Recording</b>		<b>Scatterball &amp; Kickball</b>	
<b>PSHE</b>	<b>Health and Wellbeing</b>  Healthy Lifestyles	<b>Health and Wellbeing</b>  Growing and Changing	<b>Health and Wellbeing</b>  Keeping Safe	<b>Relationships</b>  Feelings and Emotions	<b>Relationships</b>  Healthy Relationships	<b>Relationships</b>  Valuing Difference	<b>Living in the Wider World</b>  Rights and Responsibilities	<b>Living in the Wider World</b>  Environment	<b>Living in the Wider World</b>  Money			

SMSC & British Values on next page



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SMSC & British Values Curriculum				
	Social	Moral	Spiritual	Cultural
<b>What is it?</b>	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with British Values of democracy, the rule of law, liberty, respect and tolerance	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect	Appreciate cultural influences; appreciate role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
<b>Opportunities to ensure coverage across the curriculum</b>	<p>Opportunities to be responsible for their own learning journey</p> <p>Learning environment promotes co-operative work, peer work, making relationships and resolving conflicts</p> <p>Comprehensive PSHE scheme - personal identities, relationships, diversity and healthy living</p> <p>High expectations from children – communicating ideas, peer work, group work</p> <p>Promoting socialising with unfamiliar peers – collaborative learning, lunchtime seating plans, mixed year group Pupil Voice</p> <p>Targeted social skills/confidence building nurture support</p> <p>Transition dates with new staff</p> <p>Learning shares to celebrate achievements</p>	<p>Consistent Behaviour Policy, focused on regulate, relate, reason.</p> <p>School rules and expectations displayed in classrooms and around school</p> <p>Classroom charters discussed with class and displayed</p> <p>Discussions and debates, including HOQ are prominent within the curriculum</p> <p>PSHE Association and Big Talk schemes</p> <p>Practitioners expect high standards and lead by example</p> <p>School policies discussed with staff and governors</p> <p>Moral stories – assembly focus</p> <p>Acceptance and celebration of similarities and differences – e.g. SEN, cultures, faiths, inclusive ethos around school</p>	<p>Creative curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners</p> <p>Learning environment provides opportunities for children to show curiosity and ask questions about the world around them, higher order questioning</p> <p>Reflective practices: yoga, mindfulness, growth mindset, questions/thoughts e.g. I wonder...</p> <p>Celebrations of faiths and cultures</p> <p>Promotion of and respect of own cultures and beliefs or non-beliefs</p> <p>Remembrance Day</p> <p>Faith stories with key messages – assembly focal points</p> <p>Opportunities provided for reflection about learning</p>	<p>Sharing experiences of own and other cultures</p> <p>Visit places of worship</p> <p>Promoting acceptance and sensitivity to other cultures and beliefs</p> <p>BLM – understanding and awareness of how historical issues have long term effect for us all, including internationally</p> <p>Awareness of leadership – home, school, country</p> <p>Celebrate important events e.g. Olympics, Founders Day, Remembrance Day, D-Day etc</p> <p>Awareness of national and global issues that will impact on children's lives – e.g. plastic pollution</p> <p>Charity events in schools – Children in Need, Sports Aid, NSPCC</p> <p>Curriculum and learning environment offers drama, range of literature and</p>



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	<p>Year 6 end of year celebrations – performance, leavers assembly</p> <p>Parent workshops</p> <p>Community Events – e.g. Founder’s Day, Stanfest, Sports Days, St Margaret’s Church</p> <p>British Values focus in assemblies, whole school displays</p> <p>Age appropriate displays in classrooms regarding British Values</p>	<p>Tolerance and acceptance of others views and beliefs – Pupil Voice, RE lessons, PSHE lessons</p> <p>Participation in democratic elections of Head Boy and Head Girl</p> <p>KS2 focus – discussions with local MPs regarding democracy, Parliament and local Councils</p>		<p>arts to enrich the children’s cultural experiences</p>
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