



Year Group Topic Curriculum Map 2023 - 24 **Year 3**

**Autumn Term 1**

<b>TOPIC</b>	Extreme Earth – Volcanoes and Earthquakes		Geography
<b>Values (s)</b>	Resilience, Responsibility, Compassion		
<b>Learning Links</b>	<p><b>Past</b> – How have volcanoes and earthquakes affected countries?</p> <p><b>Present</b> – What active volcanoes are there now? How do people prepare for natural disasters?</p> <p><b>Future</b> - How can we prevent or prepare for natural disasters in the future? Will climate change influence the amount of natural disasters and what can we do?</p>	<b>Global Themes</b>	<b>Equality, diversity and Inclusion (EDI)</b>
			Citizenship Environment
<b>Opening Wow /Immersive classroom</b>	Extreme Earth WOW day – creating Volcano collage (ART)	<b>End of topic showcase</b>	Double page spread – Extreme Earth Volcano collage
<b>Trips/Visitors</b>	N/A		
<b>What do the children want to learn?</b>	<p>How long does an earthquake go on for?</p> <p>How are earthquakes made?</p> <p>How strong are earthquakes?</p> <p>Do volcanoes disappear?</p> <p>What countries have volcanoes?</p> <p>Has there been a volcano in England?</p> <p>How is a volcano made?</p> <p>What can cause an earthquake?</p> <p>What causes volcanoes to erupt?</p>		

English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing/PE)	Science	RE/PSHE/RSE	French
<p><b>Tom and the Island of Dinosaurs – Voyage and Return Story</b></p>	<p><b>History N/A</b></p> <p><b>Geography</b></p> <p><b>Knowledge:</b> I can locate and name some of the world's most famous volcanoes. I know why people may choose to live in one place rather than another in relation to volcanoes. I know about and can describe the key aspects of earthquakes. I know about and can describe the key aspects of volcanoes. I know how earthquakes occur I know how volcanoes occur I know what tectonic plates are and how they move.</p> <p><b>Skills:</b> Begin to describe features of locations of volcanoes and earthquakes when using maps, atlases, globes and digital/computer mapping</p>	<p><b>Art: N/A</b></p> <p><b>DT: 3D Models</b></p> <p><b>Knowledge:</b> I can explain how particular parts of my products work. I know why it's important to test ideas before making. I can learn to use a range of tools and equipment safely, appropriately and mostly accurately. I can consider my design criteria as I make progress and am willing to alter my plans if this helps to improve the product. I understand that materials have both functional properties and aesthetic qualities. I can begin to explain how mechanical systems such as levers and linkages create movement.</p> <p><b>Skills:</b> I can begin to develop and follow simple design criteria. When designing, I can generate more than one initial ideas before coming up with a final design. When planning, I can start to explain my choice of materials and components. I can select from a range of materials and components according to their aesthetic qualities. With support, I can measure and mark out to the nearest cm and mm. I can cut, shape and score materials with some degree of accuracy. I can assemble, join and combine material and components with some degree of accuracy. I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose. I can begin to evaluate key events, including technological developments, and designs of individuals that have helped shape the world. I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more sturdy products. I can begin to use mechanical systems in my products.</p> <p><b>Music: CHARANGA – Three little birds – Reggae – Reggae and animals</b></p> <p><b>Computing – 3.3 Spreadsheets and 3.8 Graphing</b></p> <p><b>Skills:</b> collect data and input it into software. (3.3, 3.6, 3.8)</p>	<p><b>Rocks:</b></p> <p><b>Knowledge:</b> Examine and describe different specimens of rock (see skill for classifying) Name some of the most common rocks describe in simple terms how igneous, sedimentary and metamorphic rocks are formed. Describe how fossils are formed. Explain how the fossil record helps us learn about life millions of years ago.</p> <p><b>Skills:</b> Classify rocks according to their own criteria. Investigate the properties of igneous and sedimentary rocks carry out simple tests on rocks, recording results and drawing conclusions Investigate the composition of soil use the investigation to come up with a model of how soil is formed (NC: recognise that soils are made from rocks and organic matter)</p> <p>Use fossil pictures to draw conclusions about dinosaurs</p>	<p><b>RE SACRE – Could Jesus heal people? Were these miracles or is there some other explanation? (Christianity)</b></p> <p><b>Knowledge:</b> Understand what is meant by the term 'miracle'. Know and retell Bible stories which refer to when miracles have happened. Blind Man Paralysed Man</p> <p><b>Skills:</b> Identify some questions people may ask about Jesus performing miracles. Form own questions about whether Jesus really did perform miracles using knowledge and understanding of Christian belief. Give own opinions about whether Jesus performed miracles. Reflect on ways in which Christians may interpret one of Jesus's miracles.</p> <p><b>PSHE: Citizenships</b></p> <p><b>Knowledge:</b> (Working Together) What am I good at and what are others good at? What new skills would I like to develop? How well can I listen to other people? How do I ask open questions? How can I share my views and opinions effectively? How can different people contribute to a group task? How can I persevere and overcome obstacles to my learning? How can I work well in a group? What is a useful evaluation? How do I give constructive feedback and receive it from others?</p>	<p><b>French – Core Unit 3</b></p> <p><b>Skills:</b></p> <p><b>Listening:</b> I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes, which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'. I can recognise some basic French adjectives.</p> <p><b>Reading:</b> I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written words accurately, using my knowledge of French phonics. I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. I can recognise and understand some individual</p>



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		<p>create purposeful content and attach this to emails.(3.3, 3.5, 3.6, 3.7, 3.8, 3.9)  present data and information using different software such as 2Question or 2Graph . (3.3, 3.6, 3.8,3.9)</p> <p><u>PE – Handball</u></p> <p><u>Knowledge:</u>  I know how to implement some handball rules in games  I can use individual strengths to my advantage</p> <p><u>Skills:</u>  Can attempt 3 step rule with some confidence  Show correct catching ready position  Send the ball using different techniques  Attempt to intercept the ball from an opponent’s throw  Receive the ball with some consistency  Help team to create chances to score  Show support, encouragement and good sportsmanship</p>		<p><u>Skills:</u></p> <p>I can identify what I am good at and contribute these attributes to a group task.  I can define and demonstrate cooperation and collaboration.  I can use different strategies to overcome obstacles to my learning.  I can evaluate my and other peoples work using constructive feedback.</p> <p><u>RSE N/A</u></p>	<p>written words, and match them to pictures.  I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.  I can read a simple rhyme or poem, in chorus.  I can recognise whether nouns are singular or plural</p> <p><u>Speaking:</u></p> <p>I can repeat simple words and phrases.  I can join in with simple songs and rhymes.  I can answer questions to give basic information using simple words and phrases.  I can say that I don’t understand, or ask for a question to be repeated.  I can ask for help using polite language.  I can ask and answer simple questions using short sentences.  I can repeat some simple sentences from memory.  I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.  I can prepare and recite a few familiar sentences to my teacher.  I can give a spoken response to a simple written question.  I can introduce myself, giving my name and age, using short, simple sentences.  I can use some numbers, colours and simple describing words in spoken sentences.  I can pronounce ‘le’/‘la’ and ‘un’/‘une’ clearly and accurately.</p>
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