



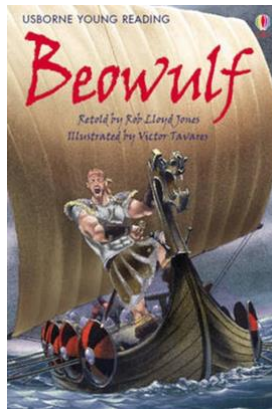
## Lees Primary School Curriculum Map Year 3

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Theme</b>	<b>Invaders - Picts, Scots and Anglo-Saxons</b>	<b>Invaders - Vikings</b>	<b>Rivers and Mountains</b>	<b>Mayans</b>	<b>Roots and Shoots</b>	<b>Keeping Healthy</b>
<b>Key Questions</b>	<p>Who were the Brits, Picts and Scots?</p> <p>Who were the Anglo Saxons?</p> <p>Where did they live? What did they do?</p> <p>What did they achieve? How do we know about them today?</p>	<p>Why did the Vikings invade and what clues tell us where?</p> <p>What can we learn about the raids from primary and secondary sources?</p> <p>How did the Vikings live?</p> <p>What can we learn from Viking beliefs, traditions, laws and practices?</p> <p>Why is 1066 a significant date in history?</p>	<ul style="list-style-type: none"> <li>What is a river? How does it form?</li> <li>What is a mountain? How does it form?</li> <li>Why did people tend to settle near rivers? Why not mountains so much?</li> <li>Where are the main rivers and mountains in the UK?</li> <li>Where are the main rivers and mountains in other parts of the world?</li> </ul>	<p>Who were the ancient Mayans and where does this civilisation fit in with the world history?</p> <p>How did the ancient Maya live?</p> <p>What did they grow and eat?</p> <p>What did the Mayans believe and how does this contrast to today's religions?</p> <p>Who was Frederick Catherwood and what did he find out about the Maya?</p>	<p>What are the functions of the different parts of a plant?</p> <p>How do different plants grow and what conditions do they need?</p> <p>What is the life cycle of a plant?</p>	<p>How can we keep our bodies healthy?</p> <p>Why do animals and humans need the right amount of nutrition?</p> <p>Why is our skeleton important and why do we have muscles?</p> <p>How can we protect ourselves from illness and injuries?</p>



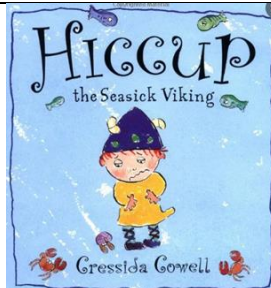
## Lees Primary School Curriculum Map Year 3

### English Texts (see LTP)

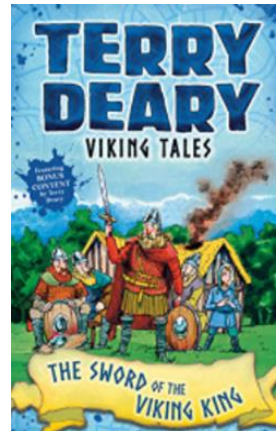


Beowulf  
Usborne books

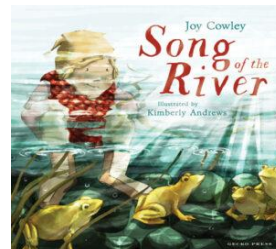
Anglo saxon boy



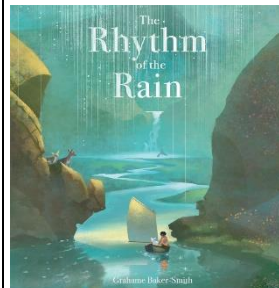
Hiccup  
Cressida Cowell



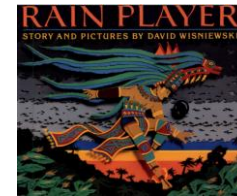
Viking tales  
Terry Deary



Song of the River  
Joe Cowley

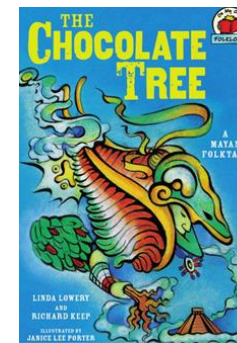


Rhythm of the rain  
Grahame Baker-Smith



Rain Player

The Rain Player  
David Winniewski

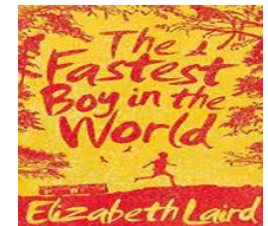


The Chocolate tree  
Linda Lowery

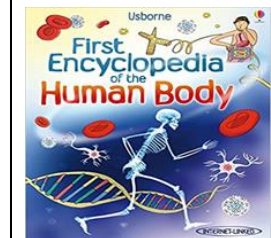


The Boy who grew  
dragons

Andy Shepherd



The fastest boy in  
the world  
Elizabeth Laird





## Lees Primary School Curriculum Map Year 3

Maths ( See WRM SOL)	WRM Year SOL	WRM Year SOL	WRM Year SOL	WRM Year SOL	WRM Year SOL	WRM Year SOL
Science	<b>Rocks</b> Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock  Sc3/3.1c recognise that soils are made from rocks and organic matter.	<b>Forces</b> Sc3/4.2a compare how things move on different surfaces (friction) Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others  Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and	<b>Light</b>  Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light  Sc3/4.1b notice that light is reflected from surfaces  Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes  Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object	<b>Plants</b> Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Sc3/2.1b 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  Sc3/2.1c investigate the way in which water is transported within plants  Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<b>Animals Including Humans</b> Sc3/2.2a 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  Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement  Revision of units covered in Year 3	



## Lees Primary School Curriculum Map Year 3



		<p>identify some magnetic materials</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>			
--	--	--	--	--	--





## Lees Primary School Curriculum Map Year 3

<p><b>History &amp; Geography</b></p>	<p><b>History Hi2/1.3 Anglo-Saxons &amp; Scots</b> Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p>- A broad overview of life in Britain after the Romans: Identifying the 7 Anglo-Saxon Kingdoms.</p> <p>-Order the invasions on a timeline using dates (and map of the 7 kingdoms). Anglo Saxon life: a broad overview of life in Britain to describe the social, ethical, cultural, religious and ethical diversity of the past. Ideas and beliefs</p> <p>-Make a map of a settlement</p>	<p><b>Hi2/1.4 Anglo-Saxons &amp; Vikings</b> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The legacy of the Vikings: suggest causes and consequences of the Vikings on England.</p> <p>-Look at different accounts of a historical event: invasion on Lindisfarne monastery</p> <p>-Use maps and atlases to locate and name Countries of Europe: Where the Vikings came from and travelled to. Investigate their physical features</p>	<p><b><u>Rivers and Mountains</u></b></p> <p><b><u>Geography Skills</u></b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify the four countries and main rivers of the United Kingdom and its surrounding seas</p> <p>To use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><b>Hi2/2.3 Ancient Civilizations</b> Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared</p> <p><b>Hi2/2.5 Non-European Study</b> Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>-Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives. To discover facts about the Maya Civilisation.</p> <p>-To consider similarities and differences between ancient religions and different religions today.</p>	<p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including mountains.</p>	<p><b>Ge2/1.4 Geographical Skills and Fieldwork (local area)</b></p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
---------------------------------------	--	---	---	---	--	--



## Lees Primary School Curriculum Map Year 3

			<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>-Study the Maya number system.</p> <p>-To find out what Maya people grew and ate.</p>		
<p><b>Art and DT</b></p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><b>Textiles</b></p> <p>Develop simple weaving techniques such as how to make a pattern - Anglo-Saxon piece of cloth</p> <p>Design and make a piece of Anglo-Saxon brooch</p> <p>DT2/1.1 Design DT2/1.2 Make DT2/1.3 Evaluate</p>	<p><b>Sculpture</b></p> <p>Produce drawings / designs of a dragon's head and then sculpt it in clay using pinch/ slab/ coil techniques.</p> <p>Produce work in clay using pinch/ slab/ coil techniques.</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Drawing // Collage</b></p> <p>Art - to produce a landscape drawing based on Hockney</p> <p>To make a collage based on the work of Picasso</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Still life</b></p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Children draw</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>DT2/1.1 Design DT2/1.2 Make</p>	<p><b>Painting</b></p> <p>Artist study - Clementine Hunter</p> <p>Make various still-life studies of flowers and compose a final piece using painting skills. - choosing and mixing different colours, blocking, stippling, texture. Continue with light and dark. Mixing tones with increasing confidence</p>	<p><b>Model 3D flowers</b></p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>



## Lees Primary School Curriculum Map Year 3

Ar2/1.3 about great artists, architects and designers in history.		Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Ar2/1.3 about great artists, architects and designers in history.	DT2/1.3 Evaluate Printing - Design a flower motif t shirt onto fabric	Ar2/1.3 about great artists, architects and designers in history	
	DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet <b>Toast</b> DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine	DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet <b>Viking Bread / Porridge</b>  *Develop a sensory vocabulary, using smell, taste texture and feel	DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet <b>Eggy bread</b>  *Develop a sensory vocabulary, using smell, taste texture and feel	DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] <b>Breakfast muffins</b> *Measure ingredients with support - grams/cups/ follow a recipe/follow instruction	DT2/2.1a understand and apply the principles of a healthy and varied diet  DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients DT2/2.1a understand and apply the principles of a healthy and varied diet  <b>Smoothies</b> *Measure ingredients with support - grams/cups/ follow a recipe/follow instruction *Assemble and cook ingredients - know how to mix, mould and begin



## Lees Primary School Curriculum Map Year 3

	ingredients; adapting and using their own recipes]			*Assemble and cook ingredients - know how to mix, mould and begin		
<b>Music</b>	Samba Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Samba Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  (Viking Saga songs / sea shanties)	Samba Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Samba Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Samba Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Samba Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
<b>P.E</b>	<b>Football</b> <b>Bench ball</b> <b>Dodge ball</b> PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	<b>Rugby</b> <b>Yoga</b>  PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c develop flexibility, strength, technique, control and balance	<b>Gymnastics / Dance</b>  PE2/1.1c develop flexibility, strength, technique, control and balance  PE2/1.1d perform dances using a range of movement patterns  E2/1.1f compare their performances with previous ones and demonstrate	<b>Hockey/Tennis</b>  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	<b>Cricket / Rounders</b>  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	<b>Athletics</b>  PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team





## Lees Primary School Curriculum Map Year 3

			improvement to achieve their personal best.			
<b>Computing</b>	<p>Computer systems</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Creating Media</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Programming</p>	<p>E-safety</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Programming</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Data Information</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Skills and E-safety</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>



## Lees Primary School Curriculum Map Year 3

R.E  See agreed Kirklees Syllabus (Believing and Belonging)	How do Jews remember Abraham and Moses?	How do people express spirituality?  Christmas	What do Christians believe about a good life?	What do creation stories tell us about our world?  Easter Unit - Joy and Sadness	Who can inspire us?	
French (KS2) see progression scheme	Introduction to languages	Greetings My name is	Numbers 0-12	Days/Months	Colours	Countries in Europe
PSHE  See Trust PSHE/RSE document linked with SCARF SOW	Relationships  <u>Family- How are families different?</u>  Family structures - <a href="#">SCARF Family and Friends and Relationship tree</a> How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help/advice. - <a href="#">SCARF Secret or Surprise, Dan's Dare, Safe or Unsafe? And Helping each other stay safe</a>  <u>What is stereotyping?</u>	Citizenship  <u>Respect- Which people should we respect?</u>  Looking at respecting everybody in and outside of school including authority. <a href="#">SCARF Respect and Challenge and Our Friends and our Neighbours</a>  In school and wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in	Risk  <u>Online Safety</u> How we use the internet? For most it is an integral part of life with many benefits. Evolve Reinforce rules and principles for keeping safe online, how to recognise risks and harmful content. - <a href="#">SCARF Super Searcher, As a rule and Zeb</a> The concept of privacy and the implications for children and adults (it might not always be right to keep secrets if it relates to safety). -	Economics  <u>Money- Is money important?</u> The role of money in people lives. <a href="#">SCARF Can Harold Afford it? and Earning money</a>  <u>Enterprising- What enterprises do we know about?</u> Recognise my worth and positive things about myself and my achievements. <a href="#">SCARF Top Talents and I am fantastic</a>  <u>Attributes- Trustworthiness</u>	Health  <u>Mental Health- How does my lifestyle affect my mental health?</u> The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activities on mental well-being and happiness. Two-way relationship of good health and wellbeing and the benefits of exercise and time spent outdoors. The importance of building regular exercise into daily and weekly routines and how to achieve this e.g. walking/cycling to school, daily active mile or other forms of regular, vigorous exercise. - <a href="#">SEE GOOGLE DRIVE</a>	Identity  <u>Changes- How will I change when I grow up?</u> Comparing to people in the family who are older. Basic appearance, mental and physical differences. (Timeline of growth) Possible changes e.g. mood changes, sweating Each person's body belongs to them. Introduce that there is a difference between appropriate and inappropriate contact. <a href="#">SCARF Body space and None of your business</a>  Concepts of Basic First Aid e.g. dealing with



## Lees Primary School Curriculum Map Year 3

	<p>To understand that their actions affect themselves and others.</p> <p><u>SCARF Looking after our special people, Tangram Team Challenge and Let's celebrate our differences</u></p>	<p>positions of authority - SCARF <u>Respect and Challenge</u> and <u>Thunks</u></p> <p>Reinforce permission seeking.</p> <p>SCARF- <u>None of your business</u></p>	<p>SCARF <u>Secret or Surprise</u></p> <p>Everyday Risk- How to recognise and report feelings of being unsafe or feeling bad about any adult. <u>Who do we ask for help if we do not feel safe? - SCARF Relationship tree, Zeb, Body Space, None of your business and Safe or unsafe?</u></p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and or other sources.</p> <p>Safety in the environment (safe places to play and road safety) - <u>SCARF Danger or Risk?</u></p>		<p><u>SCARF- For or against?</u></p> <p><u>Exercise- How does exercise help me physically and mentally?</u></p> <p>Risks associated with an inactive lifestyle (including obesity). <u>SEE GOOGLE DRIVE</u></p> <p><u>Health and Prevention</u></p> <p>About safe and unsafe exposure to the sun. <u>SEE GOOGLE DRIVE</u></p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health</p>	<p>common injuries such as head injuries.</p> <p>Tell an adult, who are First Aiders, what to do, but not to administer First Aid.</p> <p><u>SCARF Basic First Aid</u></p>
Trips	<p>Into the woods</p> <p>Haworth church</p>	<p>Viking visitor</p> <p>Dane Law</p> <p>Y3 to Hall Green</p>			<p>Linking schools visit</p> <p>Harlow carr plants trip</p>	<p>Synagogue visit</p>