

Cleveland Road Primary School Curriculum Map – Year 3, Spring Term 2025

	SPRING 1	SPRING 2
TOPIC	<i>You Are Who You Choose to Be</i>	
KEY TEXTS	<i>The Iron Man</i> by Ted Hughes <i>Iron Giants</i> poem by Will Read <i>The Iron Woman</i> by Ted Hughes <i>War and Peas</i> by Michael Foreman <i>The Journey</i> by Francesca Sanna <i>Why?</i> by Nicolai Popov	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 9,11,37,20,22</i>	The Iron Man <u>Philosophical thinking:</u> What is belonging? How can we help someone to feel like they belong? Why is it important for us to feel like we belong? Why do we have relationships? How do good relationships make us feel? Where does strength and confidence come from? What makes us human? What makes us similar/different? Why is empathy important? Whilst reading the text, <i>The Iron Man</i> by Ted Hughes, the children will explore the key themes of acceptance, belonging, betrayal, friendship, sacrifice and humanity. Through the journey of the book, they will write a speech from the perspective of Hogarth speaking to the farmers to persuade them to reach a peaceful conclusion with the Iron Man. After this, the children will write a section of the story, when the Iron Man goes on a journey with Hogarth and the relationship between the pair changes. Finally, the children will have opportunities to write as news reporters, at the end of the story, as a celebration of the world being saved by the heroic Iron Man.	
MATHS <i>CRC Articles 28, 29</i>	Place Value, Operations, Fractions, Geometry and Statistics The children will continue to develop their mathematical skills, with a focus on the place value of numbers to 1000, and they will further learn strategies to solve addition, subtraction, multiplication and division calculations, using written methods. The children will further develop their understanding of fractions, through adding and subtracting them to solve a range of problems. They will then identify angles in different 2D and 3D shapes. Year 3 will finally learn to solve statistics related word problems using scaled bar charts, pictograms and tables, interpreting data in different contexts.	
SCIENCE <i>CRC Articles 24, 28, 29</i>	Rocks The children will find out about what is under their feet. They will explore the fascinating world of rocks by describing them and comparing their properties through carrying out exciting investigative activities. They will then discover how soil is formed from rocks and will investigate this further by conducting practical experiments. They will also learn to ask factual questions and work scientifically.	Forces and Magnets The children will have the opportunity to carry out simple scientific investigations to compare how objects move on different surfaces. They will also learn how some forces need contact between two objects, but that magnetic forces can act at a distance. The children will continue to build on their scientific enquiry skills during this unit.

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COMPUTING CRC Articles 16, 17	Online Safety The children will discuss online safety, looking at <i>Cyberpass</i> and privacy settings on online devices and apps when playing and downloading games. Communication The children will continue to learn how input and output devices work, researching how a computer program processes and digitises the input information and sends the information to the screen. They will use this information to navigate the I-Motion app/program to the code bug scroll text and make a stop frame animation.	
HISTORY CRC Articles 13, 17, 28, 29	Ancient Egypt Year 3 will be learning about the achievements of Ancient Egyptians this term. The children will analyse primary and secondary sources and the work of archaeologists who discovered hidden Egyptian tombs. As historians, they will also identify what has been learnt from the discovery of these tombs and why artefacts such as these still benefit our knowledge today.	
GEOGRAPHY CRC Articles 24, 28, 29		Earthquakes and Volcanoes The children will look at natural disasters which include volcanoes, earthquakes and floods. They will also explore how they are caused and the environmental impact they have. The children will also learn about the natural disasters that have occurred during their lifetime and how this has impacted people, places and nature.
ART CRC Articles 28, 29, 31	Sculptures (<i>The Iron Man</i>) Using different recycled materials, the children will design and create a sculpture of <i>The Iron Man</i> - the main character in the text they will be reading during their English lessons. They will look at the work of the artist Michelle Reader for further inspiration to help them to create their own sculpture.	
DT CRC Articles 28, 29, 31		Shell Structures (including Computer Aided Design) The children will investigate, design and create a shell structure for a packed lunch, with different joining, cutting and finishing techniques using paper and card. They will refer to their knowledge of 2-D and 3-D shapes, and the physical properties of everyday uses of materials, to create their containers and to ensure that their use is effective.

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MUSIC CRC Articles 28, 29, 31	Developing Notation Skills (continued) This term, the children will continue to develop their musical notation skills. They will be exploring songs in different scales, such as G Major and F Major, learning how to recognise them and how to tell if a song is in a specific scale. They will also learn about <i>Sharps</i> and <i>Flats</i> and different time signatures, such as 3/3. They will continue to deepen their rhythmic knowledge and be able to create their own rhythms and simple songs, using musical notation.	Composition During Spring 2, Year 3 will focus on Composition. They will create their own class piece inspired by their topic.
PE CRC Articles 28, 29, 31	Outdoor PE - Handball The children will continue to develop effective coordination skills by passing the ball and moving into spaces. They will learn the basics of effective catching and shooting and will continue to build up their teamwork skills. Indoor PE - Gymnastics The children will be practising frozen balance and fluid movement. They will explore these movements further working in groups.	Outdoor PE - Football The children will be practising passing and dribbling the ball, ball control and effective shooting. They will continue to work effectively and cooperatively within a team. Indoor PE - Dance The children will make dance sequences associated with robots and machines. They will work as teams to analyse their performances.
RE CRC Articles 2, 14	Why is Jesus Important to Christians? This term, Year 3 will identify the qualities they admire in their heroes/role models, explain why they admire them and discuss how this may influence their own lives. They will use religion to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians.	Why do Religious People Celebrate? The children will reflect on which events are worth celebrating, and the differences between religious festivals and other types of celebrations. They will then make comparisons between the two and will identify the reasons behind a religious and a non-religious celebration.
PSHE CRC Articles 3, 4, 5, 12, 13, 19	Dreams and Goals The children will learn about overcoming challenges to achieve their dreams and goals. They will learn how to recognise obstacles that may hinder them and understand the steps they can take to overcome these obstacles.	Healthy Me This term, the children in Year 3 will learn how exercise and diet affects their bodies, and what it feels like to make a healthy choice. They will also learn that medicines can make them feel better if they are poorly and how to use them safely. They will learn strategies for keeping themselves safe, who to go to for help and how to call the emergency services.

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SPANISH CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	The Date Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, the children will have the knowledge and skills to say the date and when their birthday is, in Spanish.	I Know In these sequential lessons, the children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the lessons is accompanied by a song that the children will be encouraged to actively participate in.
Safeguarding CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17, 19, 23, 24, 27, 28, 29, 30, 31, 32, 36, 39, 42	<u>English:</u> <i>What is belonging? How can we help someone to feel like they belong? Why is it important for us to feel like we belong? How do good relationships make us feel? Where does strength and confidence come from? What makes us human? What makes us similar/different? Why is empathy important?</i> <u>Science:</u> <i>Why is it important to look after our body? How can magnets be used safely?</i> <u>Computing:</u> <i>How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if we are concerned about something?</i> <u>History:</u> <i>How has modernisation benefitted us? How are we safer now?</i> <u>Geography:</u> <i>How can we stay safe in an urban environment?</i> <u>Art:</u> <i>How can we help the environment by using recycled materials?</i> <u>DT:</u> <i>Why is it important to create safe products for others to use?</i> <u>Music:</u> <i>Why is music found to relax the mind? Why is it good to be creative? What does it enable us to feel? What does music mean to you?</i> <u>PE:</u> <i>Why is exercise important? Why is it good for your health? How does it affect your body? How do we keep safe during PE? Why is it important to have spatial awareness/awareness of others?</i> <u>RE:</u> <i>Why is it important to have respect for all faiths, views and religions? How should we expect others to react to our views, faith and religion? Why is diversity important? What do we learn from living in a population of different cultures, faiths and religions? Why is it important to learn about other people's cultures, faiths and religions?</i> <u>PSHE:</u> <i>Why is it important to have dreams and goals? How can we manage obstacles? Why is it important to stay healthy? Why is it important to look after yourself?</i>	