

Cleveland Road Primary School Curriculum Map – Year 3, Autumn Term 2024

	AUTUMN 1	AUTUMN 2
TOPIC	Changes	
KEY TEXTS	<i>The Bear and the Piano</i> by David Litchfield <i>What We'll Build</i> by Oliver Jeffers <i>Phileas's Fortune</i> by Agnes de Lestrade	<i>Greta and the Giants</i> by Zoe Tucker <i>The Last Tree</i> by Emily Haworth-Booth <i>The Book of Trees</i> <i>Ordinary Mary's Extraordinary Deed</i> by Emily Pearson
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 4, 12, 13, 14, 24, 27, 28, 29, 31, 32, 36</i>	<u>THE BEAR AND THE PIANO</u> <i>Philosophical thinking: What is success? How is it measured? Is success achievable? What is family? What is important to you? How do you measure importance? What does 'home' mean? How do you classify a home? What makes a home? What are your hopes, dreams and goals for the future? Who/what helps us to succeed? What is loneliness? When do we feel lonely? How does loneliness make you feel? Can we have everything we want? What is essential to us?</i> The children will begin their learning journey by joining in an adventure with <i>The Bear and the Piano</i>, as the bear decides to leave his home in the forest to pursue fame and fortune in the Big City. Through exploring the bear's thoughts and feelings via monologues, dialogue writing and narratives, the children will then consider the causes behind his change of heart, as they discover what he realises is important to him and why he finally longs to return home.	<u>GRETA AND THE GIANTS</u> <i>Philosophical thinking: How does our environment affect us? Who is responsible for bringing about a change? Can one person change the world? Can one person change the world around them/change their life? Is change possible? How can nature impact our lives? How do your feelings about yourself affect your success in life? What type of world do we want to build? Does age matter in bringing about change? Is progress a good thing? What is humanity? How can you make a difference? What is responsibility? Am I responsible for my environment? What is the limit of my responsibilities? What is courage?</i> The children will begin their learning journey by meeting a young, brave and fearless character in the story. They will then learn about important issues regarding climate change and deforestation. The children will also learn about the impact of these choices on animals, humans, plants, and the natural world. After taking a walk in our local area, the children will think about how they can improve Ilford and will write a persuasive letter to the local MP to improve our community. We will end our learning journey by making our community aware of the issues surrounding climate change by giving out information leaflets to the residents of Ilford.
MATHS <i>CRC Articles 28, 29</i>	<u>PLACE VALUE, OPERATIONS AND MEASUREMENT</u> The children will develop their skills from Year 2 and will continue to develop mathematical skills with a focus on addition, subtraction multiplication and division. They will consolidate and develop their understanding of fractions, using diagrams to show equivalent fractions with small denominators They will measure, compare, add and subtract length (m/cm/mm) and continue to work on money and time as part of our measurement unit. Whilst developing this knowledge, they will solve multi-step problems in contexts, deciding which operations and methods to use and use estimation to check answers to calculations using the inverse operation. There will also be the continuous focus on consolidating times tables and arithmetic skills.	

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SCIENCE <i>CRC Articles</i> 24, 28, 29	<u>Animals, including humans</u> The children will build on their prior knowledge of <i>Animals, including Humans</i> . They will learn that animals, including humans, need the right type and amount of nutrition and that they cannot make their own food, but get nutrition from what they eat. They will also learn that humans, as well as other animals, have skeletons and muscles for support, protection and movement.	
COMPUTING <i>CRC Articles</i> 16, 17	<u>COMPUTER SCIENCE – CREATING A STORY</u> The children will be able to explain what an input and output is using the Scratch program. They will create programs that meet specific aims. The children will be able to make the code bug scroll text, make an animation and create a story.	<u>COMMUNICATION – TYPING SKILLS AND PUBLISHER</u> The children will develop their typing skills as well as their understanding of how the suite of programs work. They will produce a typed creative piece of work using the Microsoft Publisher program, which will be linked to their key text.
HISTORY <i>CRC Articles</i> 17, 28, 29	<u>STONE, BRONZE AND IRON AGE</u> The children will explore the era of the Bronze, Stone and Iron ages, looking at what life would have been like during each of those times, finding out how tools were made from each age and how these were used in daily life.	
GEOGRAPHY <i>CRC Articles</i> 24, 28, 29		<u>ILFORD – A LOCAL AREA STUDY</u> The children will look at how Ilford has changed over time by looking at different maps and make comparisons between Ilford now and how Ilford used to be. They will explore the differences between rural and urban areas (physical geography) and how this affects the people who live there (human geography). This will also link with our English text as the children will think of ways to improve Ilford.
DT <i>CRC Articles</i> 28, 29, 31	<u>MECHANICAL SYSTEMS: PNEUMATIC SYSTEMS</u> The children will design and make a moving forest animal using a pneumatic system inspired by the characters from the book, <i>The Bear and the Piano</i> .	
ART <i>CRC Articles</i> 28, 29, 31		<u>NATURE (Greta and the Giants)</u> The children will create a collage using overlapping colour and tissue paper layering. Their inspiration will come from artwork introduced at the start of the topic by the artists, Laura Carlin and Henri Rousseau.
MUSIC <i>CRC Articles</i> 28, 29, 31	This term, the children will be developing their musical notation skills. They will be exploring songs in different scales, such as G Major and F Major and they will be learning how to recognise them and how to tell if a song is in a specific scale. They will learn about Sharps and Flats 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.	

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PE <i>CRC Articles 28, 29, 31</i>	<u>OUTDOOR PE – MULTI-SKILLS</u> The children will be developing effective coordination skills by throwing and catching balls. They will learn the basics of attacking and defending and building up their teamwork skills. <u>INDOOR PE - GYMNASTICS</u> The children will be practising rolling and balancing in a sequence of movements, which will further refine their coordination skills. They will present their final sequence to the rest of the class.	<u>OUTDOOR PE - ATHLETICS</u> The children will be practising sprinting and changing batons during class races. They will also learn how to do a Long and Triple Jump, Speed Bounce and use a Javelin. <u>INDOOR PE – DANCES INSPIRED BY OUR BOOK, GRETA AND THE GIANTS</u> The children will develop different dance movements working in a team. They will then present their final performances in groups to the rest of the class.
RE <i>CRC Articles 2, 14</i>	<u>WHAT DO RELIGIONS TEACH ABOUT THE NATURAL WORLD AND WHY SHOULD WE CARE ABOUT IT?</u> The children will reflect on the importance of the world around them, what is worth celebrating and the differences between various religious outlooks about the natural world.	<u>WHAT DOES IT MEAN TO BE HINDU?</u> The children will consider their own ideas about God and will describe what they learnt from the story of Diwali. They will describe the various Hindu gods and goddesses displayed on pictures and murtis. They will then make links between the stories about the gods and what key messages these stories teach Hindus.
PSHE <i>CRC Articles 3, 4, 5, 12, 13, 19</i>	<u>Being Me in My World</u> • I recognise my worth and can identify positive things about myself and my achievements. • I can set personal goals • I value myself and know how to make someone else feel welcome and valued • I can face new challenges positively, make responsible choices and ask for help when I need it • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I understand why rules are needed and how they relate to rights and responsibilities • I know how to make others feel valued • I understand that my actions affect myself and others and I care about other people's feelings • I understand that my behaviour brings rewards / consequences • I can make responsible choices and take action	<u>Celebrating Differences</u> • I understand that everybody's family is different and important to them • I appreciate my family/the people who care for me • I understand that differences and conflicts sometimes happen among family members • I know how to calm myself down and can use the 'Solve it together' technique • I know what it means to be a witness to bullying • I know some ways of helping to make someone who is bullied feel better • I know that witnesses can make the situation better or worse by what they do • I can problem-solve a bullying situation with others • I recognise that some words are used in hurtful ways • I try hard not to use hurtful words • I can tell you about a time when my words affected someone's feelings and what the consequences were

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SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>I am learning Spanish</u> In this unit, the children will revise how to introduce themselves, say how they feel and have a wider appreciation for the countries where Spanish is spoken. They will find Spain and South American countries on a map and learn how to ask for and give personal information	<u>The Classroom</u> By the end of this unit, the children will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and school bag, in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.
Safeguarding 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17, 19, 23, 24, 27, 28, 29, 30, 31, 32, 36, 39, 42	Safeguarding issues are addressed in all subjects throughout our learning. Some of the important questions we will be asking the children are; • How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if are concerned about something? • 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? • 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? • Why is it good to be unique? What are our strengths? What can you do if someone is being bullied? • How has climate change contributed to more environmental disasters? What can we do to reduce the impact of climate change?	