

Cleveland Road Primary School Curriculum Map – Year 3, Autumn Term 2023

	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>The Promise</i> by Nicola Davies <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>CRC Articles</i> 4, 12, 13, 14, 24, 27, 28, 29, 31, 32, 36	<u>Philosophical thinking:</u> 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? 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? Can we have everything we want? What is essential to us? 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>Philosophical thinking:</u> How does our environment affect us? Who is responsible for bringing about a change? Can one person change the world? 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? If a person has had a bad start to life, will it always be that way? What can help us get through difficulties? Children will begin their learning journey looking at the effects of living in an urban environment. We will also look at how our environment affects our wellbeing. They will compare this to how we feel when we are surrounded by nature. Children will then make these comparisons to the city they live in, in order to relate to the changes experienced by the main character.
MATHS <i>CRC Articles</i> 28, 29	<u>Place Value, Operations and Measurement</u> The children will continue to build upon their skills from Year 2 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 <i>money</i> and <i>time</i> as part of our measurement unit. Whilst developing this knowledge, they will solve multi-step problems in context, deciding which operations and methods to use, and they will use estimation to check answers to calculations using inverse operations. There will also be the continuous focus on consolidating times tables and arithmetic skills	
SCIENCE <i>CRC Articles</i> 24, 28, 29	<u>Rocks</u> 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 also discover how soil is formed from rocks and will investigate this further by conducting practical experiments. They will learn to ask factual questions and work scientifically.	<u>Light</u> Children will understand that they need light in order to see and that dark is the absence of light. They will investigate and observe that light is reflected from surfaces. Children will investigate how shadows are formed when light from a light source is blocked by an opaque object, and will find patterns from the sizes of the shadows. They will also learn that light from the Sun can be dangerous and how they can protect their eyes, as well as how light can pollute the world in which they live.

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COMPUTING <i>CRC Articles</i> 16, 17	<u>Computer Science – Creating a Story</u> Children will be able to explain what an input and output is using the <i>Scratch</i> program. They will create programs that meet specific aims. 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> 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 Ages</u> 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>Earthquakes and Volcanoes</u> 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.
ART <i>CRC Articles</i> 28, 29, 31		<u>Nature - The Promise</u> Children will create a collage using overlapping colour and tissue paper layering. Their inspiration will come from the artwork of artists, Laura Carlin and Henri Rousseau.
DESIGN TECHNOLOGY <i>CRC Articles</i> 28, 29, 31	<u>Mechanical Systems – Pneumatic Systems</u> Children will design and make a moving forest animal using a pneumatic system inspired by the characters from the book, <i>The Bear and Piano</i> .	
MUSIC <i>CRC Articles</i> 28, 29, 31	This term, children will be developing their musical notation skills. They will be exploring songs in different scales, such as <i>G Major</i> and <i>F Major</i> , and they will be learning how to recognise them and tell if a song is in a specific scale. They will 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.	
PE <i>CRC Articles</i> 28, 29, 31	<u>Outdoor PE – Multi-Skills</u>	<u>Outdoor PE – Athletics</u>

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	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> 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.	Children will be practising sprinting and changing batons during class races. They will also learn how to do a <i>Long Jump</i>, <i>Triple Jump</i> and <i>Speed Bounce</i>, as well as use a <i>Javelin</i>. <u>Indoor PE – Dance</u> 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> 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> 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. Children 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 • I can work cooperatively in a group	<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 I can give and receive compliments and know how this feels

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MFL 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, pupils will revise how to introduce themselves, say how they feel and have a wider appreciation for the countries where Spanish is spoken: - Find Spain and South American countries on a map - Ask for and give personal information - Numbers from 1-10 - Colours with correct spellings	<u>The Classroom</u> By the end of this unit, pupils 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 or school bags, 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	English: If we are going through difficulties, what can help us to get through them/to cope? Science: <i>How can we protect our eyes from sunlight?</i> Computing: 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? History: How has modernisation benefitted us? How are we safer now? Art: Why is it important to wear an apron when we paint? Why is art found to relax the mind? Music: Why is music found to relax the mind? Why is it good to be creative? PE: Why is exercise important? Why is it good for your health? How does it affect your body? How do we keep safe during PE? RE: 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? PSHE: Why is it good to be unique?	English: What is loneliness? When do we feel lonely? How does loneliness make you feel? Science: How do we handle rocks safely? Computing: 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? Geography: How has climate change contributed to more environmental disasters? What can we do to reduce the impact of climate change? DT: How can we use tools safely? How do we carry and pass tools safely to others? Music: Why is music found to relax the mind? Why is it good to be creative? PE: Why is exercise important? Why is it good for your health? How do we keep safe during PE? RE: 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? PSHE: What are our strengths? What can you do if someone is being bullied?