

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

	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 Lost Thing</i> by Shaun Tan <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>CRC Articles</i> 9,11,37,20,22	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? While reading the text, <i>The Iron Man</i>, by Ted Hughes, children will explore the key themes of acceptance, belonging, betrayal, friendship, sacrifice and humanity. Through the journey of the book, pupils will write internal monologues from the perspective of Hogarth. They will also have opportunities to write as news reporters, filming a live report from the scene/setting from within the book and interviewing characters from the story. Finally, children will write an alternative ending to the one described in the book, using oral re-telling and drama to retell the story in the same style as the author, Ted Hughes. Pupils will also study poetry about Iron Giants by Will Read.	
MATHS <i>CRC Articles</i> 28, 29	Place Value, Operations, Fractions, Geometry and Statistics Children will continue to develop 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. 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</i> 24, 28, 29	Animals, including humans Children 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.	Forces and Magnets 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. Children will continue to build their scientific enquiry skills during this topic.

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COMPUTING <i>CRC Articles</i> 16, 17	Online Safety 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 <i>CRC Articles</i> 13, 17, 28, 29	Ancient Egypt Children will be learning about the achievements of Ancient Egyptians. They will analyse primary and secondary sources and the work of archaeologists who discovered hidden Egyptian tombs. As historians, children 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 <i>CRC Articles</i> 24, 28, 29		Rural Vs Urban Children will begin their learning by visiting a rural area to identify the differences between a rural area and their own area (Ilford). They will look at the differences between the number of people, transport, sounds/noises and buildings. They will then make comparisons, looking at the similarities and differences between rural and urban areas and discussing the advantages and disadvantages for each. Children will end their learning by creating fact files to persuade residents to live in one of their preferred areas.
ART <i>CRC Articles</i> 28, 29, 31	Sculptures (<i>The Iron Man</i>) Children will use different recycled materials to 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 <i>CRC Articles</i> 28, 29, 31		Shell Structures (including Computer Aided Design) 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 <i>CRC Articles</i> 28, 29, 31	Developing Notation Skills (continued) This term, 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. Pupils 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 <i>CRC Articles</i> 28, 29, 31	Outdoor PE - Handball 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 Children will be practising frozen balance and fluid movement. They will explore these movements further working in groups.	Outdoor PE - Football 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 - Gymnastics Children will develop different movements associated with robots and machines, working in teams and analysing their performances working in groups.
RE <i>CRC Articles</i> 2, 14	Why is Jesus Important to Christians? Children will identify the qualities they admire in their heroes/role models, explain why they admire them and 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? Children will reflect on what 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 <i>CRC Articles</i> 3, 4, 5, 12, 13, 19	Dreams and Goals 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 Children 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 <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	My Family and Me <i>In this module, children will be introduced to speaking about their family, both orally and in written language:</i> - Revising members of the family and introducing new ones (<i>abuelo, abuela</i>) - Learning adjectives to speak about members of the family (<i>divertido, aburrido, estricto, amable</i>) - Giving opinions and reasons about family members (<i>Me gusta mi madre porque es simpática</i>) - Giving opinions about pets (<i>Me gusta mi perro porque es bueno</i>) - Creating sentences using “es”: <i>Mi perro es negro</i> - Revising colours using “claro” and “oscuro”: <i>Azul oscuro, verde claro.</i> - Describing monsters using full sentences: <i>“Tiene dos ojos y una nariz. No tiene orejas”</i>	
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	<u>English</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? <u>Science</u>: Why is it important to look after our body? <u>Computing</u>: 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? <u>History</u>: How has modernisation benefitted us? How are we safer now? <u>Art</u>: How can we help the environment by using recycled materials? <u>Music</u>: 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? <u>PE</u>: 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? <u>RE</u>: 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? <u>PSHE</u>: Why is it important to have dreams and goals? How can we manage obstacles?	<u>English</u>: 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? <u>Science</u>: How can magnets be used safely? <u>Computing</u>: 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? <u>Geography</u>: How can we stay safe in both rural and urban environments? <u>DT</u>: Why is it important to create safe products for others to use? <u>Music</u>: 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? <u>PE</u>: 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? <u>RE</u>: 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? <u>PSHE</u>: Why is it important to stay healthy? Why is it important to look after yourself?