

Cleveland Road Primary School Curriculum Map – Year 3, Autumn Term 2022

	AUTUMN 1	AUTUMN 2
TOPIC	<i>A Heart Can Change</i>	
KEY TEXTS	<i>The Promise</i> by Nicola Davies <i>The Last Tree</i> by Emily Haworth-Booth <i>The Book of Trees</i> The Book of Trees <i>Ordinary Mary's Extraordinary Deed</i> by Emily Pearson	<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
ENGLISH <i>CRC Articles</i> 4, 12, 13, 14, 24, 27, 28, 29, 31, 32, 36	THE PROMISE <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? If a person has had a bad start to life, will it always be that way? If we are going through difficulties, what can help us to get through them/to cope?</i> <i>Children will begin their learning journey looking at the effects of working life on society since the Industrial Revolution. 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.</i>	THE BEAR AND THE PIANO <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> 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.
MATHS <i>CRC Articles</i> 28, 29	PLACE VALUE, OPERATIONS AND MEASUREMENT 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 they will 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 24, 28, 29</i>	LIGHT 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 size of the shadows. They will also learn that light from the sun can be dangerous and how they can protect their eyes .	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 by carrying out exciting investigative activities. They will also discover how soil is formed from rocks and will investigate this further by conducting practical experiments. Hence, they will spend time during this topic asking factual questions and working scientifically.
COMPUTING <i>CRC Articles 16, 17</i>	COMPUTER SCIENCE – CREATING A STORY Children will be able to explain what an input and output is using the Scratch program. They will create programs that meet specific aims. Children will be able to make the code bug scroll text, make an animations and create a story.	COMMUNICATION – TYPING SKILLS AND PUBLISHER 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 17, 28, 29</i>	STONE, BRONZE AND IRON AGE 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.	History will be taught in Autumn 1.
GEOGRAPHY <i>CRC Articles 24, 28, 29</i>	Geography will be taught in Autumn 2.	EARTHQUAKES AND VOLCANOES 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.

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ART <i>CRC Articles</i> 28, 29, 31	NATURE (THE PROMISE) 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 Artists, Laura Carlin and Henri Rousseau.	Art will be taught in Autumn 2.
DT <i>CRC Articles</i> 28, 29, 31	DT will be taught in Autumn 2.	MECHANICAL SYSTEMS: PNEUMATIC SYSTEMS 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	DEVELOPING NOTATION SKILLS <i>How Does Music Bring Us Closer Together?</i> Children will be taught how to recognise, identify and describe different musical notes before creating their own musical sequence and rhythms, working together. They will be learning how to play the Glockenspiel. They will be exploring different key signatures.	ENJOYING IMPROVISATION <i>How do Stories of Music Tell Us About the Past?</i> Children will continue to explore their musical creativity by improvising their own musical pieces, based on previous music that they will hear from the past. They will continue to learn how to play the Glockenspiel. They will continue to build on their exciting knowledge about music reading, rhythm and other aspects of Music Theory.
PE <i>CRC Articles</i> 28, 29, 31	OUTDOOR PE – MULTI-SKILLS 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. INDOOR PE - GYMNASTICS 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.	OUTDOOR PE - ATHLETICS 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. INDOOR PE – AFRICAN DANCE 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.

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RE <i>CRC Articles 2, 14</i>	WHAT DO RELIGIONS TEACH ABOUT THE NATURAL WORLD AND WHY SHOULD WE CARE ABOUT IT? 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.	WHAT DOES IT MEAN TO BE HINDU? 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>	Being Me in My World • 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 • I understand my actions affect others and try to see things from their points of view • I am choosing to follow the Learning Charter	Celebrating Differences • 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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SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	INTRODUCING MYSELF <i>In this module children will be able to introduce themselves both orally and in written language. Pupils will be:</i> - Revising greetings and introducing themselves with the greeting, "Nice to meet you" - Understanding the difference between masculine and feminine (introducing the concept of adjectival agreement) - Asking and describing how they are feeling with a variety of adjectives (For example, <i>Estoy cansado/a, estoy aburrido/a, estoy contento/a, estoy triste</i>) - Talking about other people's names (<i>Se llama...</i>) - Saying and writing numbers from 1-20 completing a variety of sums - Talking about other European countries in Spanish (<i>Alemania, Francia, Holanda, Grecia, Rumanía, Bulgaria, Polonia</i>) using the verb "vivir" in the first person - Asking and talking about other people's age using the third person plural "tienen" - Revising the months of the year and the days of the week, learning how to write them	MY SCHOOL <i>In this module, children will talk and write about their school by using full sentences containing verbs and adjectives, naming and writing about objects in the classroom using "un/una". Pupils will also be:</i> - Reinforcing the concept of agreement between an adjective and a noun - Revising colours by creating a rap - Talking and writing about objects in the classroom using full sentences: For example, "<i>Hay una goma blanca</i>" - Learning how to say and write about school subjects in Spanish - Describing the timetable: For example, <i>El lunes tengo matemáticas</i> - Ordering food in the canteen during role play

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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 <i>If we are going through difficulties, what can help us to get through them/to cope?</i>	English <i>What is loneliness? When do we feel lonely? How does loneliness make you feel?</i>
	Science <i>How can we protect our eyes from sunlight?</i>	Science <i>How do we handle rocks safely?</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?	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?	Geography How has climate change contributed to more environmental disasters? What can we do to reduce the impact of climate change?
	Art Why is it important to wear an apron when we paint? What do we need to do to our sleeves? How do we use paint/ink without splashing it on others? Why is art found to relax the mind? Why is it good to be creative? What does it enable us to feel? Do? Why is it good to be unique? Different? What does art mean to you?	DT How can 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? What does it enable us to feel? What does music mean to you?	Music 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?
	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? Why is it important to have spatial awareness/awareness of others?	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? Why is it important to have spatial awareness/awareness of others?

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	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? Why is it important to learn about other people's cultures, faiths and religions? PSHE Why is it good to be unique?	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? Why is it important to learn about other people's cultures, faiths and religions? PSHE What are our strengths? What can you do if someone is being bullied?