

Cleveland Road Primary School Curriculum Map – Year 3, Autumn 2021

	AUTUMN 1
TOPIC	<i>What We'll Build</i>
KEY TEXTS	<i>What We'll Build by Oliver Jefferies</i> <i>The Wonder by Faye Hanson</i> <i>The Promise by Nicola Davies</i> <i>Leon and the Place Between by Angela McAllister/Grahame Baker-Smith</i>
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles 7, 9, 20</i>	The Wonder by Fay Hanson Reading <i>The Wonder</i>, the children will explore the key themes of acceptance, belonging, imagination and acceptance. Using the images as visual aids the children will create a number of written pieces including a setting description of a wonderland. A recount and/ or diary entry using figurative language on what the boy saw and imagined. The children will focus on using expanded noun phrases and prepositions and time connectives.
MATHS <i>CRC Articles 28, 29</i>	This term the children will extend their written learning strategies of addition, subtraction, multiplication, and division. See separate Curriculum Map for full details of the Year 3 Maths Curriculum
SCIENCE <i>CRC Articles 28, 29</i>	Light and Shadow The children will explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They will also look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.
COMPUTING <i>CRC Articles 17, 28, 29</i>	Online Safety Children will explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. They will also learn about their digital footprint and why this is important. Computer Science 2 –Expresso Coding Children will learn that code can be made to execute in a particular order. They will create a simple program in which objects perform actions in a sequence.

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HISTORY	
GEOGRAPHY <i>CRC Articles</i> 13, 28, 29	What Makes The Earth Angry? The children will look at natural disasters including volcanoes, earthquakes and floods and how they are caused and the environmental impact they have. The children will learn about the Earth's core, will label the parts of a volcano and consider the things we will need to do to protect ourselves in the event of a natural disaster.
ART <i>CRC Articles</i> 13, 28, 29	Collage inspired by Matisse Children will take inspiration from the story of the 'The Wonder' to create a collage of their day dream. They will explore complementary colours, colour and tone, warm and cold; collages, overlapping and layering. The children will be taking inspiration from the work of Henri Matisse and use some of his techniques to create their final piece.
DT <i>CRC Articles</i> <i>Insert Numbers</i>	
MUSIC <i>CRC Articles</i> 17, 28, 29	Glockenspiel 1 This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel they will learn to play a range of notes and music.
PE <i>CRC Articles</i> 5, 6, 15, 24, 31	Indoor PE – Gymnastics Children will be performing a variety of balances, jumps and ways to travel with a focus on performing a side gallop and combining these movements in isolation and sequence. Outdoor PE- Multi-skills Children will be developing their coordination skills and learning the basics of teamwork, attacking and defending in throwing and catching games.

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RE <i>CRC Articles</i> <i>12, 13, 14, 28, 29</i>	What do religions teach about the natural world and why we should care about it? The children will learn about their role and responsibilities in the world, find out how some religions believe the world began.
PSHE <i>CRC Articles</i> <i>2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, , 38</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
Safeguarding <i>2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	As part of computing, we will be looking at online digital safety and digital footprints. In science, we will be looking at using electrical devices safely and showing awareness of the impact of looking at sunlight directly. As part of our text 'What We'll Build' children will discuss the importance of a safe environment and whom they can turn to if they are worried.