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|  | **Curriculum Map**  **Class - Topaz Year – 3** | | | **Year:**  **2019/20** |
| **Autumn** | **Spring** | **Summer** | |
| **Topic:**  Question:  Launch:  REAL outcome: | **Flora and Fauna** | **Stone Age to Romans** | **Cornwall** | |
| Spirit of Adventure – | What did they leave behind? | Sun, sea and sand – is that all there is to Cornwall? | |
| Eden Project Visit | Roman Feast | Trip to Mousehole | |
| Exhibition of Lesser Spotted Animals? | Roman Market? | Topaz Feast Day? Mousehole? | |
| Trips/Visits/Outdoors: | * The Eden Project | * Cornwall museum * Chysauster Village | * Geevor Tin Mine * Mousehole * Local beach (KS2 Beach Walk) – beach clean * Bakery – pasties etc. | |
| Interactive Displays/Roleplay | * Plant zone/leaf reading area | * Stonehenge? * Cave/hut | * Pasty Shop * Tin Mine | |
| Whole School Special Days/Festivals | * Christingle * Christmas Performance * Bonfire Night – paint blowing |  | * Feast Day * Sports Day * Beach Walk | |
| **RE:** | * The Bible – the Christian way of life | * Christianity – linked to Romans | Cornwall as a place of Christianity   * + How Christianity came to Cornwall   + The Celtic Church and why Celtic Christian spirituality has become so important for some in Cornwall in the 21st Century. * Judaism | |
| **PSHCE/TIS:** | * New Beginnings – target setting for the short term   + Self-portraits in the style of James Rizzi   + Dream salt jars – targets for future self * Anti-bullying Week - making and mending friendships * Knowing and managing feelings * Valuing others for similarities and differences | * Know how I’m doing and where to go next * Staying strong when I meet challenges – link to Romans * Speaking for myself and listening to others | * RSE/Drugs Awareness – adventure learning week – talk, share and making decisions with others * Know my priorities and stay on track * Create ideas and solutions | |
| **BRITISH VALUES:**   * Democracy – voting for school council - understanding of how citizens can influence decision-making through the democratic process * Mutual respect - further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures | **BRITISH VALUES:**   * The Rule of Law – link to Roman empire - appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; | **BRITISH VALUES**   * Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. | |
| **English:**  Focus books (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting  **Non-fiction**: Instructions, factual reports, explanations, discussion, persuasive adverts and posters | | | |
| * Recount – my school holidays – WAGOLL from Ms V * The Tin Forest * Lesser Spotted Animals – draw and design your own creature – non-chronological report (use page from ‘You Choose’) (Who are you calling Weird?) * Journey to the Centre of my Brain – Poetry – animal poems (shape) * T4W – Why Bats Sleep in the Day * Tinga Tinga Tales * Illumanatomy – * I am the seed that grew the tree – poetry   **ERIC:**  **James and Giant Peach**  **Mr Gum!** | * The Pebble in my Pocket – rock formation – explanation text of the rock cycle * Meet the Ancient Romans (James Davies) * Romulus and Remus – narrative * Roman Cooking – instruction writing * Biography – Boudicca   **ERIC:**  **The Abominables** | * Ocean meet Sky * The Mousehole Cat – narrative * The Water Cycle – Explanation text * Information leaflets about Mousehole - persuasion * Cornish Cooking – pasties/biscuits – instruction writing * T4W – The Story of Light and Dark * T4W – The River * Poetry   **ERIC:**  **Stig of the Dump**  **Baby Aliens Got My Teacher**  **Cornish Folk Tales** | |
| **Maths:** | Number and place value, calculating, fractions, decimals and percentages, statistics, geometry, measure | | | |
| * Place Value * Addition and Subtraction * Multiplication and Division | * Roman Numerals – clocks/time/calendar * Multiplication and Division cont. * Measurement – Money * Statistics * Measurement – Length and Perimeter * Fractions | * Geometry – Art Link – Robert Delauney * Fractions * Measurement – time * Geometry – properties of shape * Measurement – mass and capacity | |
| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions | | | |
| **Plants:**   * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal * *dissect flowers* * *conditions for growth – variables + fair testing* * *water transportation – dying carnations*   <https://www.edenproject.com/learn/for-everyone/plant-profiles>  **Animals including humans:**   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement * *data and graphing – exercise* * *diets – design for humans/animals* * *look at food packaging* * *compare animals with and without skeletons* * *penguins huddling/insulation* | **Rocks:**   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter * *create plaster of paris fossils* * *tests in rocks – scratch/leave in water* * *Roger Rock to Simon Soil* | **Light:**   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change * *shadow measurements- record and graph over the course of a day* * *how do shadows change in length as the light source moves*   **Forces including magnets:**   * compare how things move on different surfaces * notice that some forces need contact between 2 objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having 2 poles * predict whether 2 magnets will attract or repel each other, depending on which poles are facing | |
| **History:** | * Note contrasts, connections and trends over time * Develop appropriate use of historical terms * Devise questions about change, cause, similarity and difference * Begin to understand that our knowledge of the past comes from a range of sources – how do we know? | Pupils should be taught about:  ♣ changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture  ♣ the Roman Empire and its impact on Britain Examples (non-statutory) This could include: ♣ Julius Caesar’s attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall ♣ British resistance, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity   * *Pupils have knowledge and understanding of some of the main events, people and changes from the past* * *Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain simple concepts such as Cause and effect.* * *Pupils can identify some of the different ways in which the past is represented.* | Local History study:   * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Geevor Tine Mine. * Trace how national history are reflected in the locality | |
| **Geography:** | * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – locate countries linked to plants seen at Eden * Use fieldwork to observe, measure record and present the human and physical features in the local area – identify the physical features of local area – plants and animals habitats * Describe the physical aspects of vegetation belts * Understand how humans impact the physical evidence * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere – link to plants seen at Eden | * Atlas use – locate, draw and label Italy – home of the Romans * Locate European countries – route from Italy to England | * Maps and map symbols – maps of Cornwall – design on symbols. Create map based on St Day/Mousehole * Physical features of Cornwall * The Water Cycle – links to sea * Birds Eye View maps – local area * human geography, including: types of settlement and land use, economic activity * key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time – mining and tourism * *Pupils can describe what gives the local area character and simply describe what other places are like beyond this area.* * *Pupils observe and describe physical and human features of the local area and other places.* * *Pupils begin to compare these features to another place beyond the local area.* * *Pupils begin to understand how people effect the environment.* | |
| **Art and Design:** | * The work of Jon Tremaine * The work of Giacometti – human body sculptures * Leaf shapes and patterns – sketching * The work of Georgia O’Keeffe – large group paintings of flowers – colour mixing * Vincent Van Gogh – sunflowers – draw and sketch vase of flowers | * Roman Mosaics (physically construct – cubes) * Celtic knots collage – sculpture/metal work * Portraits of Roman emperors | * The work of Cornish Bird in the Sticks * The work of John Dyer * The work of Laurie McCall * Tin Mine Silhouettes | |
| **Design Technology:**  Including Cooking and Nutrition | * Design a food packet – 3D nets * Pneumatic system to create moving parts on a model animal e.g. giraffe neck * Food tasting and evaluating – sandwiches? * Make and construct a mini greenhouse | * Roman clay vases * Construct a Roman Road * Design a Roman shield – investigate best material to use | * Light Up Signs – LED boxes * Sewing? Stitching? | |
| **Cooking:**   * Make a balanced smoothie – add protein/carbs etc. | **Cooking:**   * Make nettle tea * Make soup * Make Cato’s bread * Make Roman cheesecake * Taste a range of Roman foods | **Cooking:**   * Pasties (visit from Prima?) * Fairings | |
| **Music/Drama:** | * improvise and compose music for a range of purposes using the inter-related dimensions of music – animal sounds using a range of instruments | * The story of Romulus and Remus | * Traditional music from Cornwall and around the UK – music used for celebration | |
| **Computing:** | **Internet Safety:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact | | | |
| * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | |
| **Languages- French:** | * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary | | | |
| **PE:** | * Real P.E. - 2 hours a week   + Personal unit   + Social unit * Daily Mile | * Real P.E. - 2 hours a week.   + Cognitive unit   + Creative unit * Daily Mile | * Real P.E. - 2 hours a week.   + Physical unit   + Health and Fitness unit- link to adventure learning week * Daily Mile | |