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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.
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| Interactive Displays/Roleplay | * Plant zone/leaf reading area
 | * Stonehenge?
* Cave/hut
 | * Pasty Shop
* Tin Mine
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| Whole School Special Days/Festivals | * Christingle
* Christmas Performance
* Bonfire Night – paint blowing
 |  | * Feast Day
* Sports Day
* Beach Walk
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| **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
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| **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
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| **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.
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| **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
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| **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
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| **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.*
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| **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
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| **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
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| **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
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| **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
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