

Pinner Wood Year 3 Curriculum Map 2019-20

	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Topic/Question	<i>Solid as a Rock-</i> How Different are we to Cavemen?	<i>Life on our Island-</i> What is life like in the UK today?	<i>Pinner Past and Present-</i> Has the past shaped the present? Railways	<i>Mountains and Myths-</i> Where are they and what is life like there?	<i>Remarkable Romans-</i> Why did this great empire come to an end?	<i>Mapping our Lives-</i> How does Pinner fit in with other places, near and far?
Stunning Start	Rock and fossil workshop	Virtual journey around the UK using google expeditions, matching landmarks to the class map.	Matching pictures of Pinner in the Past to Pinner now.	Watch the Snowland Film	Current Year 4's to put on a Testudo performance and 1 'soldier' to hot seat and allow groups of year 3s to ask questions about who/what/why they are	Treasure hunt style trip into Pinner to look at our local area

Trips/ Experiences- cultural capital	<i>Could range from a parent with subject specific knowledge talking to the class to a full day trip (2 big trips and 1 local area)? Could link to overall topic or enhance a stand-alone one? (a range of experiences over the year)</i>					
	Rock and fossil workshop	Virtual Journey	Railway study (possible trip to Pinner Train station) WED	Snowland Film	British Museum- virtual visit Roman Verulamium	Trip in to Pinner
Show stopper	<i>Which subject skills are brought together? What is the end product? Group work? Individual? 2D? 3D? Written? Drawn? ICT? Drama? (at least 1X ICT, 1X art/dt 1X drama/music based project over year)</i>					
	<i>Rock song with painted rocks</i>	<i>Film of virtual train journey using ICT and catwalk of passport holders</i>	Comparison poster of Pinner Past and Present (Railways)	DT- mountain ranges	Roman day- testudo, food, clocks	Sandwich evaluation with SeeSaw
Shared outcome	<i>Within class/year group/key stage? SLT? Parents invited in? links to community? Dress up day linked?</i>					
	<i>Performing rock song with painted rocks in KS1 assembly</i>	<i>ICT- train film around UK- played in assembly</i>	Exhibition for Year 4 of our posters	Display of mountain ranges in the hall	Testudo performance for parents (flashmob)	Picnic in the park with sandwiches made

<p>English Fiction</p>	<p>Defeating the monster tale – Jack and the Beanstalk</p>	<p>Narnia Setting description</p>	<p>Characterisation (Hansel and Gretel)</p>	<p>Fables The boy who cried wolf</p>	<p>Recount of roman trip</p>	<p>Action and suspense tale – Kidnapped</p>
<p>English Non-Fiction</p>	<p>Explanation text Fossilisation Rock cycle</p>	<p><i>Persuasive writing – letter linking points persuasive, vocabulary (FILM)</i></p>	<p>Information texts Pinner past and present</p>	<p>POETRY (POET STUDY)</p>	<p>Instructions How to be a roman in 10 easy stages</p>	<p>POETRY (POET STUDY)</p>
<p>Maths <i>Use topic context for problem solving and reasoning work whenever possible</i></p>	<p>Measures- perimeter, CM, M <i>(design own stone age farm?)</i> Timelines- <i>(explicit link to history work on timelines)</i></p>	<p>Money <i>(teaching resources from The Royal Mint Website- cross curricular links)</i> Shape <i>(folding and cutting)</i> Measures- MM and CM <i>these maths skills can be applied in wallet/purse making</i></p>	<p>Measures: ML, L. G. KG- scales- <i>(link to science- plan and cook a balanced meal?)</i></p>	<p>Tables, pictograms, bar charts <i>(link data gathering to English advert project?)</i> 3D models <i>(link to mountain work in art)</i></p>	<p>Horizontal/vertical Perpendicular /parallel Roman Numerals</p>	<p>Time/calendar Money (ML, L Pictogram, bar chart</p>

Geography		United Kingdom		Mountains		Local Area
History	Stone Age to Iron Age		Short Local Study – Railways/pinner past and present -influential people		Romans	
Art and DT <i>First week of school year: all classes to do self portraits</i>	Stone Age- Slate paintings Additional: Cave Paintings <i>Big Art (one cave per class)</i>	Textiles - Designing a passport holder	Structures: Shell structures – time capsule Cuboid - Plan/design - Make - Fill - Evaluate Architects/	Mountains- Nepal Mountain scene sketch - Shading - Photocopy and colour - Identify complimentary	Romans Printing – create printing blocks with cardboard and making a mosaic Picasso	Food tech- making a sandwich <i>(incorporate a trip to shops to buy ingredients-creating own maps?)</i> Wenzels Subway <i>Packaging design?</i>

			Designers from history	colours/warm and cold	Alberto Giacometti	
Science	Rocks (test out rocks) (fossils)	Forces and Magnets	Human Body	Light	Plants	Plants and Seasons
ICT <i>Can the skills taught each half term be applied in the final project/presentation day?</i>	Programming Turtle Logo and Scratch	Drawing and Desktop Publishing	Word Processing	Presentation	Internet Research and Communication	Applying Skills
Music <i>Can any music outcomes be linked to the topic? Songs? Using skills in final project or presentation day?</i>	Percussion	Percussion	Three Little Birds	Easter show focus	Bringing us together - Disco	Reflect, rewind, replay
French	Bonjour	En classe	Mon corps	Les animaux	Ma famille	Bon anniversaire
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

PE	<p>GYMNASTICS</p> <p>REAL PE Skill – Coordination: Footwork</p> <ul style="list-style-type: none"> ● I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ● I know where I am with my learning and I have begun to challenge myself ● I try several times if at first I don't succeed and I ask for help when appropriate 	<p>DANCE</p> <p>REAL PE Skill – Dynamic Balance to Agility: Jumping and Landing</p> <ul style="list-style-type: none"> ● I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ● I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas 	<p>GYMNASTICS</p> <p>REAL PE Skill – Dynamic Balance: On a Line</p> <ul style="list-style-type: none"> ● I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ● I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement ● I can begin to order instructions, movements and skills. With help I 	<p>DANCE</p> <p>REAL PE Skill – Coordination: Sending and Receiving</p> <ul style="list-style-type: none"> ● I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ● I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression ● I can begin to compare my movements and skills with those of others. I 	<p>GYMNASTICS</p> <p>REAL PE Skill – Agility: Reaction/Response</p> <ul style="list-style-type: none"> ● I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ● I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency 	<p>DANCE</p> <p>REAL PE Skill – Agility: Ball Chasing</p> <ul style="list-style-type: none"> ● I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ● I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down ● I can say how my body feels before, during and after

		<ul style="list-style-type: none"> I can help praise and encourage others in their learning s 	can recognise similarities and differences in performance and I can explain why someone is working or performing well	can select and link movements together to fit a theme s	<ul style="list-style-type: none"> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed s 	exercise. I use equipment appropriately and move and land safely
RE	Hinduism	Christianity	Christianity	Christianity	Sikhism	Sikhism