



Willow Lane Primary School Curriculum map 2019-20

YEAR 3	Autumn Term 1 Oh the places you'll go (Aspirations)	Autumn Term 2 Healthy Humans	Spring Term 1 Iron Man	Spring Term 2 Rock and Roll	Summer Term 1 The Romans	Summer Term 2 Let it Shine!
English	<ul style="list-style-type: none"> Folk Tales Recount: Biography 	<ul style="list-style-type: none"> Fables Poems with a Structure Persuasion: Letters 	<ul style="list-style-type: none"> Novel as a Theme Recount: Diaries 	<ul style="list-style-type: none"> Story as a Theme Poems on a Theme Discussion 	<ul style="list-style-type: none"> Playscripts Non-chronological Reports 	<ul style="list-style-type: none"> Classic Poetry Mystery / Adventure / Fantasy Stories Explanations
Maths	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem
Science	<p><u>Plants - Functions of Parts of a Plant</u></p> <ul style="list-style-type: none"> Identify, locate 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 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> 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. An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>Forces – Non Contact Forces</u></p> <ul style="list-style-type: none"> Compare how some things move on different surfaces. Notice that some forces need contact between two 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. 	<p><u>Material Properties - Rocks</u></p> <ul style="list-style-type: none"> 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. Rocks and soils can feel and look different. Rocks and soils can be different in different places/environments. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help 	<p><u>Light and Astronomy – Light, Reflections and Shadows</u></p> <ul style="list-style-type: none"> 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 a solid object. Find patterns in the way that the size of shadows can change.

	<p>pollination, seed formation and seed dispersal.</p> <ul style="list-style-type: none"> ▪ Know that: ▪ Roots grow downwards and anchor the plant. ▪ Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit. ▪ Nutrients (not food) are taken in through the roots. ▪ Stems provide support and enable the plant to grow towards the light. ▪ Plants make their own food in the leaves using energy from the sun. ▪ Flowers attract insects to aid pollination. ▪ Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind. ▪ Seeds are formed after the flowers are pollinated. ▪ Many flowers produce fruits which protect the seed and/or aid seed dispersal. ▪ Seed dispersal, by a variety of methods, helps ensure that new plants survive. ▪ Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil). 		<ul style="list-style-type: none"> ▪ Describe magnets as having two poles (<i>like and unlike poles</i>). ▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<p>in answering questions</p> <ul style="list-style-type: none"> ▪ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ Identifying differences, similarities or changes related to simple scientific ideas and processes ▪ Using straightforward scientific evidence to answer questions or to support their findings. 	
<p>Geography</p>	<p><u>Careers and jobs in our region and within travelling distance.</u></p> <p><u>Location and Place</u></p>			<p><u>Location and Place Knowledge</u></p> <ul style="list-style-type: none"> ▪ Locate the world's countries. 		

	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom. ▪ A region of the United Kingdom. <p><u>Mapping</u></p> <ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Label maps with titles to show their purpose. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Relate measurement on large scale maps to measurements outside. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range 			<ul style="list-style-type: none"> ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. <p><u>Mapping</u></p> <ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps at more than one scale. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Link features on maps to photos and aerial views. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography including volcanoes and earthquakes. – human geography including types of settlement and land use. 		
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	<p>of methods including sketch maps, cameras and other digital devices.</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. 					
<p>History</p>				<p>Chronology Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Making <i>some</i> links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (<i>e.g. between hunter-gatherers and early farmers</i>). Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (<i>such as placing the construction of Stonehenge into chronological order</i>). <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some significant aspects of history (<i>such as the</i> 	<p>The Romans - Chronology Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Making <i>some</i> links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (<i>e.g. between Roman Britain and other periods they have studied</i>). Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>Roman Britain, settlement</i>, and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	

			<p><i>complexity of building Stonehenge).</i></p> <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (<i>e.g. comparing the Pyramids of Ancient Egypt with Stonehenge).</i> 	<p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the impact of Roman roads and foods).</i> Understand some of the methods of historical enquiry and how these can be used to make historical claims (<i>e.g. about Roman place names).</i> Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources).</i>
Forest School <i>Science</i>	Mouse nest game Hungry birds and woolly worms	Growth hunt Investigate waterproof materials Minibeast hunt and experiment Scavenger hunt	Scavenger hunt Photo walk Minibeast activities	
<i>Maths</i>	What's in the box	Hazelnut hide and seek Photographic memory Woodland mapping	Woodland mapping Making tracks	
<i>English</i>	The whispering message leaf	Journey stick Story pictures	Story book pictures Journey stick Poetry please	
<i>Create</i>	Egg tower Threaded mobile The god's eye weave Create an obstacle course Make a tiny bow and arrow Celtic circle Make staffs	Make a skewer Sawing (one to one) Natural art Stick art Natural mobiles Magic wands Mud/clay faces Spring headdress	Baking bread The god's eye weave Threaded mobiles Bow and arrow Withy sculptures Tiny elf bow and arrow Den building Stick art	

			Woodland jewellery Den building Mini shelters	Cookie necklace Natural collage Nature sculptures
Design Technology	<p>Strand: Structures Product: A planter / raised bed</p> <p>Design</p> <ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p>	<p>Project Focus: Food (A Product, for a Stated Purpose and a Stated User)</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Mechanical systems (Levers and linkages) Product: A moving picture book</p> <p>Design</p> <ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	

	<ul style="list-style-type: none"> ▪ To investigate and analyse a range of existing products ▪ To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ To understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ To apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>To apply their understanding of computing to program, monitor and control their products.</p>		<p>Evaluate</p> <ul style="list-style-type: none"> ▪ To investigate and analyse a range of existing products ▪ To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ To understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ To apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ To apply their understanding of computing to program, monitor and control their products. 			
Design	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p>					

	<p>Start to understand whether products can be recycled or reused. Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics.</p>					
Make	<p>Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Start to understand that mechanical and electrical systems have an input, process and output. Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Know how simple electrical circuits and components can be used to create functional products. Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Start to measure, tape or pin, cut and join fabric with some accuracy.</p>					
Evaluate	<p>Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> Begin to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.</p>					
Food and Nutrition	<p>Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</p>					
Computing	<p>E-Safety</p> <ul style="list-style-type: none"> 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Espresso Coding</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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 	<p>Book Creator</p> <ul style="list-style-type: none"> 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 			
Art and Design	<p>Oh the Places you'll go! Sculpture- 3d clay or tactile.</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of 	<p>Healthy Humans Observational drawing of foods developed into print</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, 	<p>Rock and Roll Observational drawings of fossils leading to printmaking.</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture 	<p>What the Romans did for us Painting on plaster-making a mosaic</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture 		

	<p>materials (pencil, charcoal, paint, clay)</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. <p>Artists - Claes Oldenburg - American Sculptor</p>	<p>painting and sculpture with a range of materials (pencil, charcoal, paint, clay)</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. <p>Wassily Kandinsky – Circles painting.</p>		<p>with a range of materials (pencil, charcoal, paint, clay)</p>	<p>with a range of materials (pencil, charcoal, paint, clay)</p>	
<p>Ongoing throughout the year within creative curriculum opportunities. To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay) To learn about great artists, architects and designers in history. <p>Artists - Claes Oldenburg - American Sculptor Wassily Kandinsky – Circles, Let it Shine Antony Gormley – Iron sculptures i.e. ‘another place’</p>						
Music		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 			

		<p>and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music 	<p>and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music. 			
P.E	<p>INVASION GAMES Three Touch Ball Key Learning: -</p> <ul style="list-style-type: none"> To send and receive a ball To send a ball and move into space to receive a pass To send and receive a ball in a simple game To use simple tactics in a game To send and receive a ball in an invasion game To revise simple tactics in an invasion game To evaluate their own and others success To play “Three Touch Ball” 	<p>DANCE Myths and Legends Key Learning: -</p> <ul style="list-style-type: none"> Create movement using a stimulus Using mime effectively to communicate an idea Understanding gestures and developing transitions Creating gestures and developing work Working creatively with a stimulus Performing in a whole class performance (assessed and recorded) and responding to own work. 	<p>GYMNASTICS Balancing Act Key Learning: -</p> <ul style="list-style-type: none"> To develop ways of travelling on hands and feet To develop balance on small body parts To create a sequence of travelling and balancing actions To develop ways of rolling To develop the skills of jumping, shape and landing To create a sequence of gymnastic actions To evaluate and recognise their own success To create a sequence to meet the core task “Balancing Act” To perform gymnastic actions using apparatus 	<p>NET/WALL GAMES Key Learning: -</p> <ul style="list-style-type: none"> Explore different throwing actions To consolidate throwing actions and practise catching. Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play Strike the ball using their hand or small bat. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net / wall type 	<p>ATHLETICS Key Learning: -</p> <ul style="list-style-type: none"> To perform the pull throwing action To explore different running techniques To perform the sling throw To develop jumping actions Select an appropriate running technique for distance To perform a push throw To perform a start in a sprint type race To throw for distance using three different throws To perform a hop, step and jump To pass a baton successfully in a race To perform 5 different jumps To perform in athletic type competitive events (run, jump and throw) 	<p>STRIKING/FIELDING GAMES Cricket Key Learning: -</p> <ul style="list-style-type: none"> To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game
	<p>SWIMMING</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 					
R.E		<p>Christianity: God</p> <ul style="list-style-type: none"> Show awareness of similarities in religion (B&V LRT) Identify how religion is expressed in different ways e.g. dress, prayer, celebrations (LRT) 		<p>Christianity: Jesus</p> <ul style="list-style-type: none"> Know what is meant by discipleship Know about the people who became disciples of Jesus and suggest why they wanted to follow him 		<p>Who should we follow? Sikhism SHE Story Festival Place of worship Artefact / object</p>

		<p>*Use a developing religious vocabulary to describe some key features of religious traditions recognising some similarities and differences (B&V, LRT) *Identify what influences them, making links between aspects of their own and other's values (SHE)</p> <p>*In relation to matters of right and wrong, recognise their own and other's values (SPM)</p> <p>*Ask important questions about religion and beliefs and find out answers (SHE B&V)</p>		<p>*Identify beliefs and values within religious teachings (B&V)</p> <p>*Describe how and why Christians might try to follow the example of Jesus through mission and charity work</p> <p>*Describe the work of one Christian organisation that helps people and how this work is an expression of their beliefs (LRT)</p> <p>*Talk about what it means to have charisma, describe what makes a good leader and why people might want to follow him/her</p> <p>*Discuss what motivates people to want to make a difference (SHE)</p> <p>*Reflect on their own leadership abilities</p> <p>*Discuss their own desires to make a difference in the world / their communities (SPM)</p>		<p>SPM</p>
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