

Year 3 Themed Curriculum matrix 2017-18

		AUTUMN		SPRING		SUMMER	
		1.1	1.2	2.1	2.2	3.1	3.2
Theme		Invaders & Settlers	Light & Shadows	Plants & Animals	I am an explorer	Magnets & Forces	
Subjects taught through Theme topic	Science		<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 change. ~ look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. 	<ul style="list-style-type: none"> ~ 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. ~ compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; ~ discover how seeds are formed by observing the different stages of plant life cycles over a period of time; ~ look for patterns in the structure of fruits that relate to how the seeds are dispersed. ~ observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how 	<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. ~ observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time ~ use a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. ~ research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. ~ explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or 	<ul style="list-style-type: none"> ~ compare how 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 ~ describe magnets as having two poles ~ predict whether two magnets will attract or repel each other, depending on which poles are facing ~ compare how different things move and group them. ~ raise questions and carry out tests to find out how far things move on different surfaces and gather and record data to find answers their questions. 	

			<p>water travels up the stem to the flowers.</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 ~ identify that humans and some other animals have skeletons and muscles for support, protection and movement. ~ identify and group animals with and without skeletons and observing and comparing their movement; ~ explore ideas about what would happen if humans did not have skeletons. ~ compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. ~ research different food groups and how they keep us healthy and design meals based on what they find out. 	<p>what changes occur when they are in water.</p> <ul style="list-style-type: none"> ~ raise and answer questions about the way soils are formed. 	<ul style="list-style-type: none"> ~ explore the strengths of different magnets and find a fair way to compare them. ~ sort materials into those that are magnetic and those that are not. ~ look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. ~ identify how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.
History	<p>The Roman Empire and its impact on Britain 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</p>			<ul style="list-style-type: none"> ~ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Look at Sir Walter Raleigh and Sir Francis Drake as British explorers and focus on what they did for Britain – bring the potato and tobacco to the UK as well as leading to the opening up of the trade routes/spice routes. 	

British resistance, for example, Boudica
'Romanisation' of Britain: the impact of technology, culture and beliefs, including early Christianity
Britain's settlement by Anglo-Saxons and Scots
Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
Scots invasions from Ireland to north Britain (now Scotland)
Anglo-Saxon invasions, settlements and kingdoms: place names and village life
Anglo-Saxon art and culture
Christian conversion – Canterbury, Iona and Lindisfarne
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England
further Viking invasions and Danegeld
Anglo-Saxon laws and justice

	Edward the Confessor and his death in 1066					
Geography		<p>~ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			<p>~ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>~ identify the position and significance of northern hemisphere, southern hemisphere,</p> <p>~ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ~ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>~ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>~ describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,</p>	

<p>Art</p>	<p>~ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] for the replication of Anglo-Saxon jewellery and Roman Mosaics</p> <p>~ learn about great artists, architects and designers in history through the study of Roman art and architecture.</p>	<p>~ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>~ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>~ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>~ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>~ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>~ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>~ learn about great artists in history (Last of England – Ford Maddox Brown).</p>	
<p>DI</p>			<p>Design</p> <p>~ 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.</p> <p>~ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern</p>		<p>Design</p> <p>~ 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. (A magnetic game for young children).</p>

				<p>pieces and computer-aided design (Design a small world set, involving moving mechanisms (e.g. gears, pulleys, cams, levers and linkages), in which to record a short animation)</p> <p>Make</p> <p>~ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>~ 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> <p>Evaluate</p> <p>~ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge</p> <p>~ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>~ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>~ apply their understanding of computing to program, monitor and control their products.</p>		<p>~ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>~ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>~ 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> <p>Evaluate</p> <p>~ investigate and analyse a range of existing products</p> <p>~ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
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