

Newbridge Junior School Long Term Curriculum Map Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Transition Sports day
TOPIC (lead subject)	WELCOME TO PORTSMOUTH	TRIBAL TALES	SCRUMDIDDLYUM PTIOUS	I AM WARRIOR	TREMORS	PREDATOR
English	Descriptive setting Non-chronological report A Tale of Two Cities	Portal story Letter writing Stone Age Boy	Instructions Persuasive leaflet Charlie and the Chocolate Factory	Playscript Recount (historical narrative) Ruthless Romans	Newspaper report Diary Escape from Pompeii	Dilemma story Non-chronological report The Sheep-pig
Science	Light	Rocks	Animals including humans - Nutrition/teeth	Forces/magnets	Plants	Animals including humans – Skeletons Y4 – Animals including humans - Food chains
History		Looking at the Stone Age, Bronze Age and Iron Age and positioning these on a timeline. Looking at key artefacts. Understanding the concept of AD and BC.		Looking at when and how the Romans invaded Britain. Key roman figures at the time, as well as what the Romans gave Britain and the world.		
Geography	Where in the world Portsmouth is located. Fieldwork study identifying human and physical features. Using map skills to support understanding. Looking at geographical changes over time.				Volcanoes and Earthquakes. Where in the world they are located. How a volcano is formed. The impacts on the area if it erupts. A case study on a volcano.	
Computing	Early programming	Search + how to use the internet	EC Code	Communication and collaboration	ECC Video	ECC Photo
RE	Messages	Angels Angels	Belonging	Symbol	Identity	Symbol Stones as a symbol

	Jesus teaching and message		Amrit and belonging in the Sikh religion	The Cross as a Christian Symbol	Baisakhi -Sikh New Year and the Founding of the Sikh community	
PSHE	New Beginnings Global Goals Mental Health and Emotional Well –being Right and wrong.	Say No to Bullying Dog's Trust	Rules and Law Choices First Aid	Good to be Me Communities	Rights, Respect and Responsibilities Road Safety Sex Education	Communication Transition work
PE	Invasion Games	Social Skills	Gymnastics	Fitness and Coordination	Striking and Fielding	Athletics
French	Greetings and French culture, classroom instructions, animals, numbers, plurals, simple sentences		Gender, Je m'appelle, colours, opinions, word order of adjectives		Numbers, saying age (including j'ai) definite and indefinite articles, days of the week	
DT			<u>Focus: Make</u> Children should research existing pizza products and think carefully about what toppings would make their pizza healthy. Children will design, make and evaluate their creation.	<u>Focus: Design</u> In pairs, children will need to research, design, make and evaluate a simple roman purse to hold coins.	<u>Focus: Evaluate</u> Research buildings which were designed to withstand earthquakes. Working in groups they should design an earthquake proof tower using newspaper, card and wood. Test and evaluate the structure in a fair way.	
Art	<u>Sketching:</u> Sketching Buildings using a mixture of both pencil and pen to allow children to explore which they like the best. A discussion about architects may be useful in this unit of work.	<u>Clay:</u> Cave markings represented using individual flat tiles of clay to then be made into a joint class cave marking to be displayed in the classroom.				<u>Painting:</u> Children should use their understanding of camouflage to create an image of a creature which has been camouflaged into a similar background using watercolour or acrylic paints. To

						inspire them children should look at images created by Cecelia Paredes.
Music	'Portsmouth' and Sea Shanties		Rhythms and Rounds		Programme Music (Telling a story through music)	