St Margaret's Curriculum Map 2024-2025

Year 3

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder theme…	**How are things different from the past?**	**Where would you choose to settle?**	**Would you prefer to live in the Stone Age, Bronze Age or Ice Age?**	**What's hidden within? (The rainforest)**	**Why did the Romans invade Britain?**	**What can we learn from the world beneath our feet? (Volcanoes)**
English Texts	The Battle of Bubble and Squeak	The Lion, the Witch and the Wardrobe	Stone Age Tales – The Great Storm – linked to History topic – 'Would you prefer to live in the Stone Age, Bronze Age or Ice Age?' Stone Age Boy	Running Wild (linked to Geography topic – 'Why are rainforests important to us?'	Romans on the Rampage – linked to History topic - 'Why did the Romans settle in Britain?'	When the Giant stirred: Legend of a Volcanic Island – Celia Godkin – linked to Geography topic – 'Why do people live near volcanoes?'
Science	Energy: Light and shadows	Animals: Movement and nutrition	Making connections: Does hand span affect grip strength?	Plants: Plant reproduction	Materials: Rocks and soil (Linked with Roman Roads)	Forces and space: Forces and magnets
Science Objectives	Pupils who are **secure** will be able to: • Recall examples of light sources, objects that do not give out light and that darkness is the absence of light. • Describe ways to protect eyes from harm. • Describe what happens when light reflects,	Pupils who are **secure** will be able to: • Recall the three key functions of the skeleton (movement, support and protection). • Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and use this information to group animals.	Pupils who are **secure** will be able to: • Recall key knowledge from previous units. • Apply knowledge in new contexts. • When working scientifically, pupils who are **secure** will be able to:	Pupils who are **secure** will be able to: • Identify what plants need to grow healthily. • Describe the structure and function of the parts of flowering plants. • Investigate how plants transport water.	Pupils who are **secure** will be able to: • Define the term 'rock'. • Describe the appearance of different rocks; identifying both crystals and grains. • Group rocks by their absorbency, hardness and	Pupils who are **secure** will be able to: • Identify examples of pushes, pulls and twists. • Define a force, including describing, naming and classifying contact and non-contact forces.

	give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. • Describe how shadows form and identify patterns between groups of materials and the shadows produced. • Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow • Describe the pattern of changing shadows throughout the day. • Describe how the light source's distance affects	• Identify and name the skull, spine, ribs and pelvis on a diagram. • Recall that muscles cause movements in the body, some of which we can control consciously. • Describe that muscles can cause a movement by shortening and pulling on a bone. • Recall that animals, including humans, need to eat food to survive. • Describe some examples of how energy is used by the body and make comparisons about the energy demands between people. • List some of the seven nutrient groups. • Name foods that are good sources of nutrient groups and describe what they are needed for in the body.	• Carry out a full scientific enquiry.	• Describe the life cycle of a flowering plant. • Explain seed dispersal methods. • When working scientifically, pupils who are **secure** will be able to: • Pose relevant questions. • Design and record in results tables. • Plan a simple enquiry. • Complete, read and interpret data in a bar chart. • Identify and suggest changes to an enquiry. • Use results to draw conclusions.	reaction to acid rain (vinegar). • List the different factors that break down rocks. • Describe fossil formation and identify fossils in rocks. • Describe the work of a palaeontologist. • Name, describe and compare some different categories of soil. • List some of the benefits of earthworms to the soil. • Identify and describe the comparative size and weight of the layers in a sedimentation jar. • When working scientifically, pupils who are **secure** will be able to: • Use a magnifying glass correctly	• Describe the relationship between friction and the roughness of a surface. • Identify examples of friction being useful or not. • Predict attraction and repulsion between like and opposite poles. • Identify examples of magnetic and non-magnetic materials. • Name some examples of types of magnets and compare their strengths. • Describe some examples of the uses of magnets. • When working scientifically, pupils who are **secure** will be able to: • Use arrows and scientific

	the shadow's size. • Explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it. • When working scientifically, pupils who are **secure** will be able to: • Recall what information needs recording to decide the number of columns in a results table and suggest suitable headings for the results table. • Record information in the correct columns. • Identify if a question is testable, explain why and plan ways to answer a testable question.	• Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions. • When working scientifically, pupils who are **secure** will be able to: • Record measurements of different bones and use the data to sort them into size order. • Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm. • Find relevant data on food packaging and make numerical comparisons.			to observe the appearance of a rock in detail. • Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and to predict how a rock will be affected by the weather. • Research and present information on fossil formation using a single source. • Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.	vocabulary to show the direction of a contact force. • Use evidence to support conclusions. • Identify the variables to change, measure and control. • Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic. • Label the axes of a bar chart. • Draw bars on a chart accurately. • Identify key information from a source. • Use more than one source to research a question.

	• Identify and explain why something is an advantage or disadvantage of a method and suggest an improvement to the experiment. • I can describe patterns in data and quote values as evidence of patterns in data. • I can identify odd results that do not fit the pattern. • I can use patterns to make predictions for missing data.				• Draw and label the bars on a bar chart. • Accurately draw and label the layers of sediment in a sedimentation jar.	
Science Vocabulary	• cast a shadow • dangerous • light source • luminous • non-luminous • opaque • protect • reflect • reflection • reflective (shiny) • shadow • shadow puppet • translucent • transparent	• balanced diet • bone • carbohydrate • endoskeleton • exoskeleton • fat • fibre • invertebrate • joint • mineral • movement • muscle • nutrient • protection	• bar chart • bone • carbohydrate • conclusion • evaluate • fat • flower • fruit • friction • grip strength • joint • light source • material • muscle	• absorb • air • animal dispersal • carrying • conclude • disperse • dropping • eating • evaluate • female • flower • fruit • germination	• absorbency • acid rain • bone • clay • clay soil • crystal • earthworm • era • fossil • fossil record • grain • hard • hardness • impermeable	• attract • contact force • electromagnet • force • friction • magnet • magnetic material • magnetism • non-contact force • non-magnetic material • north pole

		• protein • skeleton • support • vertebrate • vitamin • water	• nutrition • opaque • predict • property • protein • seed • shadow • trustworthy • variable	• improve • leaves • male • nutrients • petal • pollen • pollination • roots • soil • seed • seed formation • shaking • space • stem/trunk • sunlight • support • testable • transport • water • water dispersal • wind dispersal	• igneous rock • imprint • lava • loam soil • magma • metamorphic rock • mineral • molten rock • organic matter • paelantologist • peaty soil • permeable • rate • rock • sandy • sandy soil • sediment • sedimentary • sedimentation • silt • soft • soil	• repel • south pole
History / Geography	How have children's lives changed?	Are all settlements the same?	Would you prefer to live in the Stone Age, Bronze Age or Ice Age?	Why are rainforests important to us?	Why did the Romans settle in Britain?	Why do people live near volcanoes?
History / Geography Objectives	Pupils who are **secure** will be able to: • Make observations and deductions from sources.	Pupils who are **secure** will be able to: • Locate some cities in the UK. • Describe the difference between villages, towns and cities.	Pupils who are **secure** will be able to: • Understand that prehistory was a long time ago.	Pupils who are **secure** will be able to: • Describe a biome and give an example. • State the location and	Pupils who are **secure** will be able to: • Explain the meaning of empire and invasion.	Pupils who are **secure** will be able to: • Name all four layers of the Earth in the correct order, stating one fact

	• Suggest how children's lives have changed. • Explain why children needed to work. • Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases from the past and discuss how effective the treatments were.	• Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of New Delhi. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area.	• Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why	some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a	• Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering	about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences

			coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.	negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area.	legacies by their significance.	of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data.

History / Geography Vocabulary	• childhood • continuity • change • chronological order • inference • observation • apprentice • chaffing wheat • hot seat • master • oath • primary source • secondary source • trapper • hurrier/hurrying • gin • textile mills • bird scarer • domestic servant • working conditions • historically significant • Factory Acts • Parliament • government • ragged schools • poverty • bill • reform • leisure time • compare	• agricultural land • capital city • commercial land • compare • country border • county • dispersed • facilities • land use • legend • linear • local • memorial • metro • monument • nucleated • place of worship • recreational land • region • residential land • settlement • transportation	• Stone Age • BC • AD • prehistory • Ancient Egypt • Ancient Greece • Romans • Anglo-Saxons • Vikings • Tudors • Victorians • period • Palaeolithic • Mesolithic • Neolithic • Skara Brae • settlement • archaeological evidence • evidence • limitations • Amesbury Archer • Stonehenge • artefacts • deduction • flint • duration • similarities • differences • bronze • copper • tin • trade	• analyse • biome • buttress roots • canopy layer • community • data • deforestation • drought • emergent layer • enquiry • Equator • forest floor • global warming • greenhouse gas • indigenous peoples • interpret • lianas • lines of latitude • logging • method • mining • present • questionnaire • quote • risk • route • summarise • Tropic of Capricorn • Tropic of Cancer • understorey layer	• Boudicca • empire • inference • invasion • legacy • Romans • settlers	• active volcano • climate change • composite volcano • crust • dormant volcano • earthquake • epicentre • extinct volcano • fault line • fault-block mountain • fertile soil • fold mountain • geothermal energy • igneous rock • index • inner core • outer core • magma • magma chamber • man-made rock • mantle • metamorphic rock • natural rock • negative effects • plate boundary • positive effects • pyroclastic flow

	• plague • smallpox • flu • cholera • treatments • vaccination		• import • export • goods • barter • change • continuity • tribes • king/chief • reconstruction	• vegetation • vegetation belts		• sedimentary rock • seismic waves • shield volcano • tectonic plate • tsunami • vent • volcanic mountain • volcanic springs
Art / DT	Textiles: Cross-stitch and appliqué (linked to school uniform)	Drawing – Growing Artists (Botanical inspired – linked to physical images in Geography)	Painting – pre-historic painting (Year 3)	Mechanical systems: Pneumatic toys (rainforest creature)	Sculpture and 3D: Abstract shape and space (linked to Roman vases)	Cooking and nutrition: Eating seasonally
Art / Dt Objectives	Pupils who are **secure** will be able to: • Use a cross-stitch to join two pieces of fabric together. • Design and cut the template for a cushion. • Use cross-stitch and appliqué to decorate a cushion face. • Make a cushion that includes appliqué and cross-stitch.	Pupils who are **secure** will be able to: • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules.	Pupils who are **secure** will be able to: • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch.	Pupils who are **secure** will be able to: • Draw accurate diagrams with correct labels, arrows and explanations. • Correctly identify definitions for key terms. • Identify five appropriate design criteria. • Communicate two ideas using thumbnail sketches. • Communicate and develop	Pupils who are **secure** will be able to: • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference	Pupils who are **secure** will be able to: • Explain that fruits and vegetables grow in different countries based on their climates. • Understand that seasonal fruits and vegetables grow in a given season. • Understand that eating seasonal fruit and vegetables

		• Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.	• Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours.	one idea using an exploded diagram. • Select appropriate equipment and materials to build a working pneumatic system. • Assemble their pneumatic system within the housing to create the desired motion. • Create a finished pneumatic toy that fulfils the design brief.	between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment.	positively affects the environment. • Design a tart recipe using seasonal ingredients.

					• Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.	
Art / DT Vocabulary	• appliqué • cross-stitch • design • equipment • fabric • patch • running stitch • thread	• abstract • arrangement • blend • botanical • botanist • composition • cut • dark	• charcoal • composition • negative image • pigment • positive image • prehistoric • proportion • scaled up	• mechanism • lever • pivot • linkage system • pneumatic system • input • output	• abstract • found objects • negative space • positive space • sculptor • sculpture • structure	• appearance • arid • climate • complementary • country • cut • design • evaluate

	• seam • texture • knot	• even • expressive • form • frame • frottage • geometric • gestural • grip • light • line • magnified • organic • object • pressure • rubbing • scale • scientific • shading • shape • smooth • surface • tear • texture • tone • tool • viewfinder	• sketch • smudging • texture • tone	• component • thumbnail sketch • research • adapt • properties • reinforce • motion	• three-dimensional	• export • fruit • grate • import • ingredients • Mediterranean • mock-up • mountain • peel • polar • seasonal • seasons • snip • taste • temperate • texture • tropical • vegetable • weather
Music		Creating compositions in response to an animation (Theme: Mountains)	Traditional instruments and improvisation (Theme: India)		Adapting and transposing -Romans (Year 4)	
Music Objectives		Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to: • Verbalise feelings about music and		Pupils who are **secure** will be able to: • Learn a new song, singing in time and in tune while	

		• Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying.	identify likes and dislikes. • Read musical notation and play the correct notes of the rag. • Improvise along to a drone and tal. • Play a rag and a tal accurately alongside a drone. • Sing accurately from musical notation and lyrics. • Sing and play in time with others with some degree of accuracy and awareness of each other's parts.		following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm. • Combine different versions of a musical motif and perform as a group using musical notation.	
Music Vocabulary		• influence • listen • dynamics • timbre • pitch • repeated rhythm • pattern • notation	• Bollywood • drone • dynamics • notation • rag • sitar • tabla • tanpura		• backing track • bass line • beat • call and response • compose • crotchet • dotted minim	

		• ensemble • compose	• tala • tempo		• flats • graphic notation • in-time • in-tune • key • key signature • loop • lyrics • minim • motif • notation • ostinato • pitch • quavers • repeating patterns • repetition • rhythm • rhythmic notation • riff • semibreve • sharps • tempo • transpose • tuned instrument • vocal warm-ups	
Computing	Online safety (3 safety rules)		Creating media: Video trailers (linked to class text)	Data handling: Comparison cards databases (linked to rainforest and planning a visit there)		Programming: Scratch

Computing Objectives	Pupils who are **secure** will be able to: • Differentiate between fact, opinion and belief online. • Explain how to deal with upsetting online content. • Recognise that digital devices communicate with each other to share personal information. • Explain what social media platforms are used for. • Recognise why social media platforms are age-restricted.		Pupils who are **secure** will be able to: • Describe the purpose of a trailer. • Create a storyboard for a book trailer. • Consider camera angles when taking photos or videos. • Import videos and photos into film editing software. • Record sounds and add these to a video. • Add text to a video. • Incorporate transitions between images. • Evaluate their own and others' trailers.	Pupils who are **secure** will be able to: • Explain what is meant by 'field,' 'record,' and 'data.' • Compare paper and computerised databases. • Put values into a spreadsheet. • Sort, filter and interpret data in a spreadsheet. • Create a graph. • Explain the purpose of visual representations of data.		Pupils who are **secure** will be able to: • Explain what some of the blocks do in Scratch. • Explain what a loop is and include one in their program. • Suggest possible additions to an existing program by remixing code. • Recognise where something on screen is controlled by code. • Use a systematic approach to find bugs. • Understand the definitions of decomposition and algorithm and how they are used to create accurate code.

Computing Vocabulary	Contact Conduct Content Safe Report • accurate • age restrictions • autocomplete • belief • charity • content • digital device • fact • fake news • hoax • internet • internet of things • opinion • online emotions • organisation • permission • privacy settings • reliable • search • search engine • share • smart devices • social media platforms		• Application • Camera angle • Clip • Cross blur • Cross fade • Cross zoom • Desktop • Digital device • Dip to black • Directional wipe • Edit • Film • Film editing software • Graphics • Import • Key events • Laptop • Music • Photo • Plan • Recording • Sound effects • Storyboard • Time code • Trailer • Transition • Video • Voiceover	• Categorise • Category • Chart • Data • Database • Excel • Fields • Filter • Graph • Information • Interpret • PDF • Questionnaire • Record • Representation • Sort • Spreadsheet		• algorithm • animation • application • code • code block • debug • decompose • game • interface • loop • predict • program • remixing code • repetition code • review • Scratch • sprite • tinker
MfL - French		French greetings with puppets	French adjectives of colour, size and shape		French playground games - numbers and age	In a French Classroom

MfL - French		Pupils who are secure will be able to: • Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. • Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form. • Link actions or pictures to the new language, both in spoken and written form. • Imitate the pronunciation of sounds. • Take turns to speak and use appropriate intonation.	Pupils who are secure will be able to: • Listen carefully to build correct sequences of three to four blocks. • Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. • Recognise cognates. • Use please and thank you. • Listen carefully to instructions. • Describe some of the shapes in their work using language of		Pupils who are secure will be able to: • Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds (‘un’, ‘eu‘, ‘oi‘ and ‘in‘). • Join in with a song using actions. • Respond to numbers by showing fingers or ticking on whiteboards. • Ask and answer a question about their age. • Change their answers and recognise number words. • Listen carefully and relate sounds to a written phoneme. • Recall numbers one to 12 with	Pupils who are secure will be able to: • Show their understanding of key vocabulary with a physical response. • Attempt to imitate the pronunciation of vocabulary accurately. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.

			• colour, size or shape. • Listen and then select the correct decoration according to its colour.		increasingly accurate pronunciation.	• Attempt to build their own sentences using labels as a model. • Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to engage the audience.
PSHE - Jigsaw	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PE – Complete PE	Hockey	Symmetry and Asymmetry	Swimming	Swimming	Wild Animals	Rounders