





Year 3 Backwell Church of England Junior School Curriculum Grid						
	 Autumn	 Spring	 Summer			
School values	Diversity across the curriculum					
	Aspiration	Challenge	Respect	Responsibility	Confidence	Self-esteem & celebration
Enrichment	Egyptian WOW day – Egyptology visitor		Stone Age WOW day (visit to Badger wood cave)		Rainforest visitor (WOW day)	
English	We will be reading: <ul style="list-style-type: none"> The Minpins by Roald Dahl Into the Forest by Anthony Browne The Iron Man by Ted Hughes We will be writing: <ul style="list-style-type: none"> Setting and character descriptions Story opening Overcoming the monster story Story ending prediction Recount (diary entry) Persuasive letters Shape poem 		We will be reading: <ul style="list-style-type: none"> The Iron Man by Ted Hughes The pebble in my pocket by Meredith Hooper How to wash a woolly mammoth by Michelle Robinson Stone Age boy by Satoshi Kitamura The miraculous journey of Edward Tulane by Kate DiCamillo We will be writing: <ul style="list-style-type: none"> Non-chronological report Recount text Free verse poem Instructions Setting and character descriptions Story ending prediction 		We will be reading: <ul style="list-style-type: none"> The miraculous journey of Edward Tulane by Kate DiCamillo Jemmy Button by Alix Barzelay Wild by Emily Hughes A River by Marc Martin The Twits We will be writing: <ul style="list-style-type: none"> Recount (diary) A lost and found story Discussion text Setting description A voyage and return story Free verse poem Explanation text Playscripts 	
Maths	Number: Place value We will be: <ul style="list-style-type: none"> Working with numbers up to 1000 including ordering, rounding and counting in multiples of 100. Addition & subtraction We will be: <ul style="list-style-type: none"> Adding and subtracting 1s, 10s and 100s. Using a formal written method to add and subtract numbers with up to 3-digits (with regrouping). Multiplication and division We will be: <ul style="list-style-type: none"> Learning and working with our 3, 4 and 8 times tables. Applying times tables to division problems. 		Number: Multiplication & division We will be: <ul style="list-style-type: none"> Applying our times tables knowledge to a formal written method for multiplying 2-digit by 1-digit numbers. Learning to divide a 2-digit and 1-digit number with remainders. Measurement: Length & perimeter We will be: <ul style="list-style-type: none"> Converting equivalent lengths (mm, cm and m) Adding and subtracting lengths Measure and calculate perimeter Mass & capacity We will be: <ul style="list-style-type: none"> Measuring mass and capacity (Kg, g, l, ml) Adding and subtracting mass and capacity Fractions We will be: <ul style="list-style-type: none"> Recognising and counting in 10ths Finding fractions of objects and amounts Recognising equivalent fractions Adding and subtracting fractions 		Number: Fractions We will be: <ul style="list-style-type: none"> Recognising and counting in 10ths Finding fractions of objects and amounts Recognising equivalent fractions Adding and subtracting fractions Measurement: Time We will be: <ul style="list-style-type: none"> Learning to tell the time to the 5 minutes Using the 24-hour clock Money We will be: <ul style="list-style-type: none"> Recognising all coins and notes. Learning how to solve money problems and calculate change. Geometry. Shape: We will be: <ul style="list-style-type: none"> Looking at different angles Exploring the properties of 2D and 3D shapes. Statistics	
Topic	Ancient Egypt		Britain in the Stone Age to the Iron Age		Rainforests	
Big idea	We will travel back to the time of the Ancient Egyptians to learn about their beliefs and creations around this life and the next!		Join us as we find out about the inventions of the Stone Age! What were the first tools and weapons? How did they survive?		Why is the Amazon rainforest known as the 'lungs of our planet'? We will explore the importance of the Earth's rainforests and creatures which inhabit them.	
Key Drivers	History		History		Science & Geography	
History	<ul style="list-style-type: none"> Why was the Nile important to the Egyptians? Who were the pharaohs? Who were the Egyptian Gods and Goddesses? What was mummification? Why and how did they build the pyramids? Who was Howard Carter? 		<ul style="list-style-type: none"> How did homes change from the Stone Age to the Iron Age? Skara Brae. Food and farming through the Ages Technology through the Ages The discovery of Iron What is Stone Henge and why is it important? How did the Bronze Age in Britain compare to life in Ancient Egypt? Animals of the Stone Age How did they use cave art to communicate and record events? 			
Geography	<ul style="list-style-type: none"> Where is Egypt? What are the continents and oceans called? Where is the Nile? Why is it so important? What is the climate like in Egypt? How does the weather compare with the UK? 		<ul style="list-style-type: none"> How do settlements change over time? How did the population change over the Stone Age? Counties and Cities Settlements and land use 		<ul style="list-style-type: none"> What is significant about the location of the planet's rainforests? Can we locate the equator and the tropics? What are the different layers of the rainforest and which creatures live in each? How have animals adapted to survive in the rainforests? What is the climate and weather like in the rainforests? Why is it called a 'rainforest'? How are humans impacting the rainforests? How is this affecting climate change? 	
Science	Animals including humans: Do all animals eat the same things? How do I know if I am eating the right diet? Why do we need bones? What can we learn from skeletons? Can you improve your muscle strength? Light and shadows: Why can't I see in the dark? What types of materials are reflective? What do I see in the mirror?		Rocks, fossils and soils Do all rocks look the same? How are rocks formed? What are fossils? Who was Mary Anning? Where does soil come from? Forces and Magnets Can I identify pushes and pulls? What is friction? How do magnets behave?		Plants Do all flowering plants look the same? What do plants need to grow well? Do plants need _____ to grow? Do plants need water? How is water transported around the plant? How do plants spread their seeds?	

	<p>How are shadows formed? Why do shadows change throughout the day?</p> <p>Religious books What different kinds of writing and story are there? Why are these important to religions and beliefs? What are the best ways of passing on information? Where do the most special kinds of writing and stories come from? How do communities show that they value special books and writings? How do religious books influence the lives of their followers?</p> <p>Christmas: Christmas in a Box (link with our local church) <u>Key Question:</u> Who are the key characters in the Christmas story? <u>Focus:</u> Mary and the Wise Men <u>Christian Message:</u> Everyone is special!</p>	<p>Are all materials magnetic? Which magnet is the strongest?</p> <p>Islam What does it mean to belong to Islam? How do members of this faith celebrate and live out their beliefs?</p> <ul style="list-style-type: none"> • Their main festivals and practices • The five pillars of Islam • Islamic artefacts • Drawing comparisons between Islam and Christianity <p>Easter: Servant and King <u>Key Question:</u> Why do Christians call the day Jesus died 'Good Friday'? <u>Focus:</u> Good Friday from Mary's point of view <u>Christian Message:</u> Resurrection of Jesus and his victory over death and sin and the celebration of Easter</p>	
RE		<p>Life and teachings of Jesus Who is Jesus and what does it mean to follow him today? What did Jesus teach us about love, sin, revenge, greed, making a difference and prayer? Why might Christmas be important to ourselves as well as other Christians? How do the teachings of Jesus help Christians to live their lives?</p> <p>Pentecost: Symbols and Celebrations <u>Key Question:</u> How do Christians represent the Holy Spirit in colours and symbols? <u>Focus:</u> The story of Pentecost. <u>Christian Message:</u> The coming of the Holy Spirit is a joyful event for Christians.</p>	
PSHME	<p>Being Me in my World Setting personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives</p> <p>Celebrating difference Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments</p>	<p>Dreams and goals Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings, Simple budgeting</p> <p>Healthy Me Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important online and off line scenarios, Respect for myself and others, Healthy and safe choices</p>	<p>Relationships Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends</p> <p>Changing Me How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition</p>
Computing	<p>E-Safety: Self-image and identity. Online relationships.</p> <ul style="list-style-type: none"> • Term 1: Creating media - Stop-frame animation • Term 2: Programming A - Sequencing sounds – Scratch! 	<p>E-Safety: Online reputation, online bullying and managing online information.</p> <ul style="list-style-type: none"> • Term 3: Data and information – Branching databases • Term 4: Connecting computers - Computing systems and networks 	<p>E-Safety: Health, wellbeing and lifestyle. Privacy and security. Copyright and ownership.</p> <ul style="list-style-type: none"> • Term 5: Creating media – Desktop publishing • Term 6: Programming B - Events and actions in programs
PE	<p>Term 1: Invasion games and Mindfulness Term 2: Net and wall games – Basketball & Dance</p>	<p>Term 3: Handball & Gymnastics Term 4: Swimming lessons & Athletics</p>	<p>Term 5: Swimming lessons & Striking and fielding - Rounders Term 6: Swimming lessons & Communication and tactics</p>
Art	<p>Illustration - Key skills: Drawing, line and painting/colour. Focus artists: Quentin Blake</p> <p>Portraits - Focus artists: Julian Opie (portrait work) Kimmy Cantrell (portrait artist – clay)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Use sketchbooks to plan and develop ideas. • Illustrate a character from the Minpins (in the style of Quentin Blake) • Portraits of classmates. • Develop line skills through shading and tone and understanding of sketching pencils. • Replicating an artist's work • Understand how to use watercolours in different ways. • Explore the use of different brushes • Imitate an artists' use of colour • Compare the work of 2 different artists (Cantrell and Opie) • Draw faces with increasing accuracy • Mix colours with increasing accuracy. • Mix colours to imitate an artist. 	<p>Textiles – Landscapes using felt</p> <p>Sculpture – Focus artist: Picasso Key skills: Colour Form (3D)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Use sketchbooks to plan and develop ideas. • Use clay to create a a sculpture inspired by Picasso's work • Develop control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, • Weave using different materials • 	<p>Key skills: Printing (rainforest prints) Texture (collage and textiles) Focus artist: Henri Matisse Angie Lewin</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Use sketchbooks to plan and develop ideas. • Artist study – Angie Lewin • Understand different printing techniques • Create a rainforest/plant inspired monoprint. • Imitate an artists' use of colour • Develop sewing skills – including simple running stitches • Develop ideas for and design a rainforest inspired headband (sewing) • Create a rainforest headband using different stitches and patterns
DT	<p>Photo frames Construction: Cutting, joining and strengthening</p> <p>Photo frames from cardboard and paper</p>	<p>Pop up cards Mechanisms: pivots, levers, flaps</p>	<p>Rainforest shelters Structures and construction</p> <p>A healthy sandwich Food technology – plan and make a healthy sandwich</p>
Music	<p>Glockenspiels:</p> <ul style="list-style-type: none"> • Exploring and developing playing skills <p>Let your spirit fly (singing unit):</p> <ul style="list-style-type: none"> • Learning the skills of singing, playing percussion instruments, improvising and composing through this song. 	<p>Three little birds (singing unit music from around the world):</p> <ul style="list-style-type: none"> • Developing singing and composition skills. 	<p>Bringing us together (disco music):</p> <ul style="list-style-type: none"> • Learning the skills of singing and improvisation. <p>Reflect, rewind and replay:</p> <ul style="list-style-type: none"> • Consolidating learning and performing to an audience (with a focus on classical music).
French	<p>I'm Learning French:</p> <ul style="list-style-type: none"> • Where is France? What is France famous for? Capital city • Greetings • How are you • My name is • The colours • Numbers 1-10 + 11- 20 • Animals 	<ul style="list-style-type: none"> • Fruits and vegetables • Transport 	<ul style="list-style-type: none"> • Je Peux (I can – verb focus) • In the jungle (link to rainforests)