



Hanwell Fields Community School
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Part of United Learning

Curriculum Map

Foundation Subjects

Year 3

	Ancient Egypt Antarctica	Stones and Bones Tudors	Canals Africa
Working Scientifically	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 		

<p style="text-align: center;">Science</p>	<p><u>Rocks:</u> Compare and group together different kinds of rocks based on their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</p>	<p><u>Forces and magnets:</u> • Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Light:</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 changes. 	<p><u>Plants:</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement.
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<p style="text-align: center;">Computing</p>	<p>Digital Literacy- Online Safety:</p> <ul style="list-style-type: none"> • Recognise acceptable/ unacceptable online behaviour. • Talk about a range of ways to report concerns about content and contact. <p>Information technology- Using a variety of software:</p> <ul style="list-style-type: none"> • Use a range of digital tools to gather information/ data. • Present data and information to a wider audience using a range of digital tools. 	<p>Computer Science- Coding:</p> <ul style="list-style-type: none"> • Write algorithms using a visual programming tool that achieve specific goals. • Debug a program created by a visual programming tool to achieve a given aim. • Solve simple problems by decomposing them into smaller parts. <p>Digital Literacy- Effective Searching and Evaluating:</p> <ul style="list-style-type: none"> • Use search engines effectively to find specific information. • Recognise when digital content or data is inaccurate or misleading. 	<p>Computer Science- Hardware Investigating:</p> <ul style="list-style-type: none"> • Identify the features of a computer that enable communication with others. • 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. <p>Digital Literacy- Communicating:</p> <ul style="list-style-type: none"> • Use a range of technologies to communicate with others. This will include emailing and blogging. • Recognise acceptable/ unacceptable online behaviour.
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History	<p>Ancient Egypt</p> <p>Where they come on a history timeline, how to order dates on a timeline</p> <p>Meaning of CE and BCE.</p> <p>Aspects of daily life; clothing, farming and food.</p> <p>Gods and their importance. Mummification.</p> <p>How to get information from old artefacts which tell us something about their owners.</p>	<p>Stone Age & Iron Age</p> <p>Similarity & difference</p> <p><i>How was life in prehistoric Britain different to life today?</i></p> <p><i>Stones and Bones</i> (Neolithic)</p> <p>Place on timeline and compare to Ancient Egypt.</p> <p>Daily life in a settlement; clothing, food, hunting, protection, entertainment.</p> <p>Major change in way of life (from nomadic to settled).</p> <p>Lack of written evidence (apart from cave paintings) and need to learn from artefacts, e.g., arrowheads.</p> <p>Appreciate differences between Neolithic life and modern life</p>	<p>Tudors.</p> <p>Place on timeline.</p> <p>Learn about Tudor succession, life of Henry VIII and his six wives.</p> <p>Recognise importance and consequences of each marriage.</p> <p>Appreciate huge difference between rich and poor by looking at Tudor artefacts (e.g., pewter and horn cups).</p> <p>Compare life of children then to life of children now, especially schooling, clothing, toys.</p> <p>Canals.</p> <p>Understand why canals were useful before railways and roads.</p> <p>Look at the kinds of cargo transported and where it went.</p> <p>Life of canal folk at the height of the Canals' importance (The Gate in the Wall novel), especially how they were viewed by others and how that led to development of Canal Art.</p> <p>Appreciate that canals are still used and compare modern use to older.</p>
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Geography	<p>Ancient Egypt - Climate zones, and rivers. Locate the world's countries. Find Egypt and bordering countries on Google and given map of Africa. Describe and understand key aspects of physical, including rivers, land use. Importance of river Nile for all aspects of living. Settlement along river. Use atlases, globes. Use index in Atlas to locate Africa and Egypt.</p>	<p>Antarctica Identify position and significance of Arctic and Antarctic circle. Find Antarctica on map, describe different ways to get there. Realise you can't land on North Pole, it's not on land. Describe and understand key aspects of physical geography - climate zones. Look at weather, webcams, stations and activities (no permanent inhabitants), wildlife, summer, winter, movement of sun.</p>	<p>Stone Age - Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of human geography - types of settlement and land use. Decide on best place for Neolithic settlement based on topography and ecology. Study rocks; flint, etc.</p>
Art & Design	<p>Sculpture – Canopic Jars</p> <ul style="list-style-type: none"> •Explore how stimuli can be used as a starting point for 3D work with focus on form, shape, pattern and texture •Develop a response through modelling •Understand how structure needs to be created to hold its shape, have volume •Identify and assemble materials to make a new form, carefully covering with papier mache •Compare own designs and pattern making with those from periods of history – Ancient Greece • 	<p>Painting – cave art</p> <ul style="list-style-type: none"> •Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g., mud, ink, cochineal, charcoal and with a range of natural materials e.g., sticks, feathers, hands •Paint symbols, form and compositions when exploring the work of other artists and cultures •Experiment with painting onto wet and dry surfaces •Explore the effect of adding glue, sawdust and use this in painting 	<p>Printing</p> <ul style="list-style-type: none"> •Produce creative work, exploring their ideas •Investigate examples of African patterns and collect in sketchbook. •Create patterns that repeat in sketchbook <p>Create polystyrene tile to make repeat pattern for border to African animal picture</p>

D&T	<p>Cooking and Nutrition- Make a salad</p> <p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> •Understand the ‘balanced plate’ model of food groups, name the groups •Look at a range of packaged salads and evaluate appearance, taste, smell, texture •Survey the most popular choice and consider reasons for choices made •How have the salads been packed and stored in the shops to preserve their life? Which materials have been used and why? What happens to food that is wrongly/badly packaged? •Discuss which sorts of foods need to be kept in the fridge <p>Focused practical task</p> <ul style="list-style-type: none"> •Practise using knife to cut and slice, grater safely and correctly. <p>Design and make, evaluate</p> <ul style="list-style-type: none"> •Create design from specified range of ingredients for agreed user •Set order for making •Evaluate against design criteria 	<p>Free Standing Structures – picture frame – Tudor Portraits</p> <p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> •Investigate free standing item – why is it important they are stable? How does this relate to their purpose? Would they work if they were not strong and stable? •Consider how photo frames stand up, look at range of examples •Consider design features relating to its purpose – how easy is it to insert a photo? How well can it be seen? Who would use it? How does this link to the style/finish of the frame? •Identify component parts and label drawings <p>Focused practical task</p> <ul style="list-style-type: none"> •Use construction kit to investigate building stable structures –chair/bridge •Make free standing photo frame shape from pipe cleaners and a sheet of card/paper <p>Design and make, evaluate</p> <ul style="list-style-type: none"> •Consider design criteria – who is the frame for? How will it stand up? How will the photo be added? What shape will it 	<p>Mechanisms and control</p> <p><i>Pneumatics (moving African Animals)</i></p> <p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> •Look at objects that use air to make them work – recorder, pump, party blower – What does the air do? How has this been used in the design of these products? •Demonstrate simple pneumatic systems with a balloon and tubing, x2 syringes <p>Focused practical task</p> <ul style="list-style-type: none"> •Explore making a pneumatic system with either balloons or syringes and tubing •Revise making hinges <p>Design and make, evaluate</p> <ul style="list-style-type: none"> •Discuss the design brief – consider what the monster needs to be able to do e.g., open its mouth, lift its head, move its wings. How big will it be? How will the movement be achieved? What materials are needed? Audience/user? •Consider the constraints – weight, stability, range of materials available, •Complete detailed and labelled drawings •Set order for making •Evaluate against design criteria
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		<p>be? Where will the weak points be? How will they be reinforced and decorated? Sketch and label design.</p> <ul style="list-style-type: none"> •Set order for making •Evaluate against design criteria 	
Music	<p>Composing – creating a soundscape (Linked to topic)</p> <p>A1. Listen with increased concentration to a variety of live and recorded music and respond by making comments about the instruments used and the timbre and/or dynamics of the music.</p> <p>IC1. Plan simple performance directions, such as changes in dynamics or tempo, when creating their own composition</p> <p>MU3. Dynamics: Plan, follow and lead simple changes in dynamics, when creating their own composition</p>	<p>Instrument – Recorders / glockenspiels</p> <p>P1. Respond to musical cues, such as introductions when playing and singing</p> <p>P2. Perform with a good sense of pulse and rhythm when singing and playing</p> <p>IC2. Compose and perform a short melodic phrase within a range of 3 notes and using a given rhythm (minims and crotchets)</p> <p>MU1. Build and perform a short rhythmic pattern of two or more 4 beat bars, using crotchets, minims, and quavers (ta, ta-a, te-te)</p>	<p>Singing – Traditional songs</p> <p>MU2. Maintain a pulse accurately when listening to a range of different styles of music.</p> <p>S1. Sing songs in tune within a limited pitch range. Sing songs with simple parts, e.g. rounds, call and response</p> <p>P1. Respond to musical cues, such as introductions when playing and singing</p> <p>P2. Perform with a good sense of pulse and rhythm when singing and playing</p>

PE	<p>Cross Country: changing pace, running in groups, sprint finish.</p> <p>Multi Skills: Agility, Balance & co-ordination using cones and tennis balls.</p> <p>Striking balls in different ways with different equipment - hockey sticks, cricket bats, tennis racquets, badminton.</p> <p>Tag rugby: the basics of running forward and passing backwards, stay behind the ball, lots of tag games.</p> <p>Netball & Basketball: developing control of the ball, passing and catching, movement, pivoting.</p>	<p>Sports Hall Athletics: focus on long jump, high stepper, speed bounce, shuttle run, target throw, javelin, chest push.</p> <p>Throwing & Catching: using lots of different types of ball. Using different throws for different situations.</p> <p>Gymnastics: using the wall bars, floor work, vaulting.</p>	<p>Basketball: ball control, travelling, shielding, passing, shooting, space hunting, communication.</p> <p>Athletics: Quad kids – 50m sprint, 400m run, Standing long jump, vortex throw.</p> <p>Cricket & rounders: bowling, fielding, catching, batting. Lots of different games getting the children used to using equipment.</p>
RE	<p><u>Islam</u></p> <ul style="list-style-type: none"> • Know each pillar of Islam and explain why Muslims believe them to be important. • Reflect on their own rules and routines set out in their lives. <p><u>Christianity</u></p> <ul style="list-style-type: none"> • Explain what the Bible is and why it is important for Christians. • Understand and explain some of the key messages or stories from the Bible. 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> • Understand that Hannukah is the key celebration for Jewish people and is the Festival of Lights. • Explain how Hannukah is celebrated and its importance. <p><u>Buddhism</u></p> <ul style="list-style-type: none"> • Understand and retell some key stories of Buddhism and how relevant they still are. • Identify key symbols. 	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> • Understand that preparing food, cooking and eating together strengthens the Sikh sense of community. • Reflect on any thing's children do that gives them a sense of community. <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • Understand the purpose of worship in Mandirs and at home and the importance of having idols of the gods and goddesses. • Know that prayers and hymns help connect with the gods.

PSHE and RSE	<p><u>Me and my relationships</u></p> <p>Consider the possible consequences of breaking the rules.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Understand that no-one has the right to force you to do a dare.</p> <p>Identify qualities of friendship and rehearse and use, now or in the future, skills for making up again.</p> <p><u>Valuing difference</u></p> <p>Recognise that there are many different types of family and understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Give examples of respectful language and how to challenge another's viewpoint, respectfully. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</p>	<p><u>Keeping myself safe</u></p> <p>Demonstrate strategies for dealing with a risky situation and suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol.</p> <p>Evaluate the validity of statements relating to online safety and recognise potential risks associated with browsing online.</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this.</p> <p><u>Rights and responsibilities</u></p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items.</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p><u>Being my best</u></p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <p>Develop skills in discussion and debating an issue and empathise with different viewpoints.</p> <p><u>Growing and changing</u></p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Recognise that babies come from the joining of an egg and sperm and explain what happens when an egg doesn't meet a sperm.</p> <p>Basic first aid.</p>
French	<p>Start to pick up strategies for language-learning.</p> <p>Exchange simple greetings.</p>	<p>Understand simple stories</p> <p>Learn basic vocabulary.</p>	<p>Grammar; start to be aware of gender.</p> <p>Learn common phonemes.</p> <p>Culture; Learn facts about French life.</p>