



Year 3 Creative Curriculum Map		Shadows & Stones	Autumn Term
Driver Subject	Science Light & Shadow Rocks, Fossils & Soils	<ul style="list-style-type: none"> • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • using straightforward scientific evidence to answer questions or to support their findings • 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 • 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 	
Cross Curricular Subjects	History Prehistoric Britain	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 	
	Art Printing	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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] 	
	DT Structures	<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	
Other Subjects	RE	Who is Jesus?/Fame & Christianity/Advent & Epiphany	
	Computing	Programming Animation/Bug Fixer Scratch Project/E-safety	
	PSHE	Jigsaw Scheme Being Me in My World/ Celebrating Difference	
	Music	Charanga Scheme Three Little Birds/ Ho, Ho, Ho	
	PE	Swimming	
	MFL (Spanish)	La Jolie Ronde Scheme Numbers & Greetings/ Classroom Instructions/Christmas	



Year 3 Creative Curriculum Map		The Rainforest	Spring Term
Driver Subject	Geography Locate & Explore Rainforests	<ul style="list-style-type: none"> 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 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) describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Cross Curricular Subjects	Science Rainforest Plants & Animals Health & Movement	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment construct and interpret a variety of food chains, identifying producers, predators and prey identifying differences, similarities or changes related to simple scientific ideas and processes 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 	
	Art Collage	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 	
Other Subjects	RE	Hindu Beliefs & Symbols/Jesus's Commandments/Easter People	
	Computing	Videoing Performance/Vlogging/E-safety	
	PSHE	Jigsaw Scheme Dreams and Goals/Healthy Me	
	Music	Charanga Scheme Glockenspiel Stage 2/ Benjamin Britten – There Was a Monkey	
	PE	Swimming/Gymnastics	
	MFL (Spanish)	La Jolie Ronde Scheme Colours/Spring/Easter	



Year 3 Creative Curriculum Map		Ancient Egypt	Summer Term
Driver Subject	History Ancient Egypt	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	
Cross Curricular Subjects	Geography Egypt & The Nile	<ul style="list-style-type: none"> 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 describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
	Science Forces & Magnets	<ul style="list-style-type: none"> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables using straightforward scientific evidence to answer questions or to support their findings 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 	
	Art/DT Textiles	<ul style="list-style-type: none"> 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] select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 	
Other Subjects	RE	Miracles of Jesus/Being a Muslim	
	Computing	Communicating/Collecting & Analysing Data/E- safety	
	PSHE	Jigsaw Scheme Relationships/Changing Me	
	Music	Charanga Scheme Let Your Spirit Fly/ Reflect, Rewind and Replay	
	PE	Dance/Athletics	
	MFL (Spanish)	La Jolie Ronde Scheme Fruit/Letter Sounds/Days and Months	