**Curriculum Map** – This document sets out what we will focus on over the next term. It covers the key knowledge, skills and understanding that we will cover through our topic based, creative curriculum. Where possible, we aim for our curriculum to be brought to life through visits, visitors and other educational experiences that make learning memorable. Some subjects lend themselves to topic work whereas others require a more discreet approach and will be taught separately.

Our Learning Principles, & Values
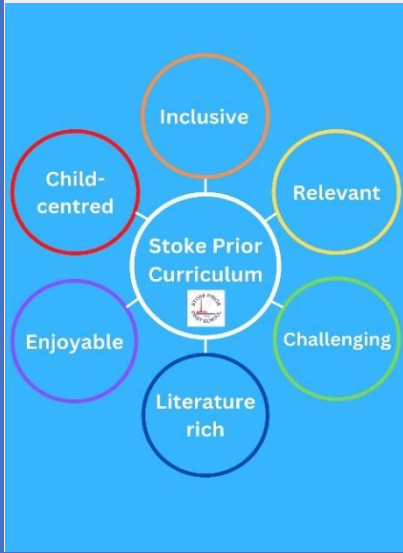
- Child-centred –excites, informs and inspires children to learn, know and remember.

- Inclusive – ensures equal opportunities for all

- Relevant – reflects the world in which we live and promotes sustainability

- Challenging – ensures children achieve their best

- Literature rich – placing reading at the heart of everything

- Enjoyable – provides opportunities for children to be active, inquisitive, creative learners

Responsibility – Respect – Teamwork - Reflection

Inclusive / Child-centred / Relevant / Stoke Prior Curriculum / Enjoyable / Challenging / Literature rich

What did the Ancient Egyptians believe?

Who lives in Antarctica?

Words/language to discuss with your child:

pharaoh	climate
sphinx	equator
Nile	latitude
tomb	longitude
desert	hemisphere
hieroglyphics	polar
pyramid	Arctic
BC/AD	continent
mummification	

Things you can do at home to help with this topic.

- Do your own tomb painting using hieroglyphics
- Use toilet roll to mummify a teddy
- Research Tutankhamun and the different gods and goddesses
- Look up where Egypt and Antarctica are on a map.
- Draw or paint some Arctic landscapes
- Research Shackleton's journey

Year 3 Curriculum Map –Autumn Term 2023

English   Reading
- check that the text makes sense.
- discuss and understand the meaning of a text in context.
- begin to read by sight some of the words from the Y3/Y4 spelling list.
- read out loud with confidence showing an understanding of a range of punctuation.

English   Writing
- select words which make the reader want to read on
- organise paragraphs around a theme
- use headings and subheadings
- use topic words to inform the reader

English Grammar
- conjunctions to signal time and place
- prepositions
- 1st person
- past tense

Maths   Number
- secure place value of 2/3 digit numbers
- count in multiples of 2, 4, 5 & 10
- recall multiplication facts for 2, 4,5 & 10 times tables
- compare and order numbers to 1000

Maths   Calculations
- add/subtract 2-digit numbers mentally
- add 1s, 10s and 100s to 3 digit numbers
- subtract 1s, 10s and 100s from 3 digit numbers

Maths
Shape, Space & Measures
- make models of 3D shapes
- recognise & name 3D shapes
- sort &describe 3D shapes
- draw 2D shapes

Science
Develop our scientific knowledge and skills by investigating:
- 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

PSHE & C
- how friendships support wellbeing and the importance of seeking support if feeling lonely

Design Technology
- use research & criteria to develop a product
- use annotated sketches and prototypes to explain ideas
- evaluate existing products and improve own work

French
- understand the importance of language learning
- phonics
- understand and answer questions about pets
- describe pets
- describe families

Music
- use voice & instruments with increasing accuracy, control and expression
- improvise & compose music
- listen with attention to detail
- appreciate a wide range of live & recorded music

Geography
- describe the location and physical/ human features of Antarctica
- use four-figure grid references to plot Shackleton's route to Antarctica.
- Understand the position of lines of latitude

Computing
- use the internet safely and appropriately
- sending and receiving emails

History
- develop a chronologically secure knowledge and understanding of world history. (Ancient Egypt)
- learn about the earliest civilisations. (Ancient Egyptians)
- develop appropriate use of historical terms.
- ask and answer historically valid questions about period studied
- understand how our knowledge of the past is constructed from a range of sources.

PE
- use running, jumping, catching and throwing in isolation and in combination
- develop flexibility, strength, technique control and balance in gym
- perform dances using a range of movement patterns
- compare performances with previous ones

RE
- make links between the Creation story and what Christians believe about God and creation
- describe what Christians do because they believe God is Creator
- ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today

Art and Design
- create sketch books to record their observations and use them to review and revisit ideas about ancient Egyptian artefacts
- use clay for sculpting a cartouche
- to improve their mastery of painting techniques