



All Saints' CE Primary School, Newmarket **Year 3 Curriculum Map – Long Term Plan**



At All Saints' we are children of God, we wear our crowns with pride. Together we are **Included, Involved** and **Inspired**.

Our BIG IDEAS covered throughout the curriculum

																	
LANGUAGE			BRITAIN			PEOPLE			FAITH			MIGRATION			CREATIVITY		
	Autumn Term					Spring Term					Summer Term						
Title & Key Question	FOSSIL HUNTERS How did Britain change during the Stone Age? How have rivers & rocks influenced the landscape of Britain?					BRITAIN'S GREATEST JOURNEYS When did the train station come to Newmarket and how did it change the way people travelled? What impact did the railways have on the local area?					THE WORLD OF CHOCOLATE Who were the Ancient Mayans and why was chocolate so important? Where does chocolate come from and what trade links are involved from the bean to bar?						
English Taught in line with Primary National Curriculum	Narrative	Non Narrative		Poetry		Narrative	Non Narrative		Poetry		Narrative	Non Narrative		Poetry			
Key Texts	Stories with a familiar setting	Info text linked to History Diary		Poetry – free verse.		Adventure stories	Non chronological report Letter writing		Poetry classic poetry		Myths & Legends – Mayan traditional stories - narrative	Explanation text		Senses poetry			
Others texts to support	Esio Trot – Roald Dahl					The train to impossible places -P.G Bell					The chocolate tree						



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	Pebble in my Pocket Stone Age boy The secrets of Stonehenge – Mick Manning Stone Age beasts- Ben Lerwill 24 hours in the StoneAge- Usborne StoneAge Non fiction books		From a railway carriage – Robert Louis Stevenson Boy who biked the world-Alistair Humphreys The highland Falcon Thief – MG Leonard Epic Adventures- Sam Segman The story of the London Underground – David Long		Charlie and the chocolate factory- Roald Dahl Chocolate – Michael Rosen Daisy and the trouble with chocolate – Kes Grey How does chocolate taste on Everest?- Leisa Stuart Sharp What was it like to be an ancient maya – David long A Question of History: Why were Mayan games so deadly? And other questions about the Maya – Tim Cooke	
Maths Taught in line with Primary National Curriculum at age-appropriate level	Place Value Addition & Subtraction	Addition & Subtraction Multiplication & Division	Multiplication & Division Length & Perimeter	Fractions Mass & Capacity	Fractions Money Time	Shape Statistics Consolidation
Science	Rocks Can you use the identification key to find out the name of each of the rocks/fossils in your collection? Who is Mary Anning and what did she discover?	Revisit Plants How do plants grow in coastal areas? What do plants need to grow in coastal areas?	Forces & Magnets How are magnets used on trains? Which forces effect the way in which trains move and stop?	Light Which material is best for reflecting light? Which materials would be useful for high visibility on the railways?	Plants The rainforest contains the widest range of plants of any other habitat in the world. How do plants in different climates compare? How do flowers in a vase change over time?	Animals Inc. humans (skeletons) Do male humans have larger skulls that female humans?
History	Changes in Britain from Stone age to Iron Age		A Local History Study Birth of British railways to the modern day. The significance of the first railway line which came to Newmarket in 1848 during the Victorian period.		The Ancient Mayans A non-European society that provides contrasts with British history.	



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Geography	Locational knowledge - Linked to Skara Brae & Jurassic Coast.: Name and locate counties and cities of the United Kingdom. Identify key human and physical characteristics within the United Kingdom. Identify key topographical features (including hills, mountains, coasts and rivers).	Locational Knowledge: Name and locate counties and cities of the United Kingdom Jurassic Coast, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts <u>rivers</u>), and land-use patterns; and understand how some of these aspects have changed over time. Human & Physical Geography: I can describe and understand key aspects of physical geography of rivers and the water cycle. Biome – Aquatic (fresh water and marine)	Locational Knowledge: Name and locate counties and cities of the United Kingdom (Suffolk & Cambridgeshire). Identify geographical regions within the United Kingdom. Identify and explain land-use patterns in the United Kingdom and explain how these characteristics may have changed over time.	Place Knowledge Understand the geographical similarities and differences between through the study of human and physical geography of a region in the UK (Suffolk/Cambridgeshire & London). Biome – temperate grassland	Locational knowledge: Locate Central America and Central American countries (Mexico, Belize, Guatemala, Honduras). Identify and discuss the key physical and human characteristics of South America (Focussing on rainforests). Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics etc. Biome – Tropical Rainforest	Place Knowledge: Understand the geographical similarities and differences between through the study of human and physical geography of a region in South America. Human & Physical Geography: Human geography, including types of settlements and land use, economic activity and trade links, and the distribution of natural resources of, food – bean to bar chocolate project.
Christian Values	Visions	Love	Patience	Faithfulness	Kindness	Joy
RE	<i>Do beliefs make any difference to someone's life?</i> CHRISTIANITY RECONCILIATION	<i>Do beliefs make any difference to someone's life?</i> ISLAM SUBMISSION & OBEDIENCE	<i>What beliefs drive people to make a difference in the world?</i> HINDUISM GOOD KARMA	<i>What beliefs drive people to make a difference in the world?</i> CHRISTIANITY KINGDOM OF GOD	<i>What beliefs drive people to make a difference in the world?</i> HUMAMISM GOLDEN RULE	<i>What beliefs drive people to make a difference in the world?</i> CHRISTIANITY SACRIFICE



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Computing	Computer Systems & Networks	Creating Media Animation	Creating Media Desktop publishing	Branching databases	Programming A	Programming B
Art	Collage Linked to cave paintings	Painting Linked to cave painting	Printing Linked to railway patterns	Drawing	Textiles Amazon textiles	3D Linked to geography
DT	Textiles Anglo Saxon arrow pouch		Structures Bridges		Food The chocolate project	
PE	Gymnastics Canon and unison	Dance weather	Coordination skills Stacking cups	Dance Wild animals	Gymnastics Symmetry and asymmetry	Athletics Multi sports
	Competitive games and ball skills (Golf)	Competitive games and ball skills (catching & throwing)	Outdoor Adventurous Activities	Competitive games and ball skills (tag-rugby)	Competitive games and ball skills (Tennis)	Competitive games and ball skills (Cricket/ rounders)
PSHE & British Values	Health and Wellbeing		Relationships		Living in the Wider World including Britain & British Values	
MFL	French – Des animaux au zoo		French – Le pic-nique		French – Moi et mes animaux	
Music (Y3) Charanga	Reggae Music	Christmas Theme	Glockenspiels	Music for a story	R & B	Reflect, rewind and replay
Trips	Panto		Train journey		Zoo visit	
Inspiration through enrichment MAT PASSPORT	Eucharist Service Learn basic first aid	Visit to All Saints Church – Christmas service Children in Need dress-up day & raising money for charity Pantomime Theatre Visit	Travel on a train World Book Day	Visit to All Saints Church – Easter service Y3 & Y4 Easter Performance Science Week		Visit to All Saints Church – End of term service Enterprise Project – chocolate project



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