

## Curriculum Matrix 2018-19

Year group: Y3

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (8)
<b>Topic theme</b>	Literacy led	Literacy led	Animal rights Or Ethics??	<b>History</b> - Roman Empire	History - Stone age to Iron age	World War II
<b>Key Question</b>	<b>Are there really monsters in the drains?</b>	<b>Should the family of the cats stay in the house and what reasons they should consider leaving?</b>	<b>How can we protect the world?</b>	<b>What have the Romans ever done for us?</b>	<b>When did the world begin?</b>	<b>Why did Britain go to war with Germany?</b>
<b>Text/focus</b>	Krindlekrax – Philip Ridley	Varjak Paw - SF Said and Dave McKean	Dear Greenpeace – by Simon James  Enchanted horse – Magdalen Nabb	Escape from Pompeii	There is a pebble in my pocket: A history of our Earth – Meredith Hooper Stone Age boy- Satoshi Kitamura  Ug : Boy Genius Of The Stone Age And His Search For Soft Trousers – Raymond Briggs  <b>Stig of the Dump</b>	Artefacts  Secondary sources
<b>Focus Subject</b>	DT / Literacy	Literacy	PSHCE	History	Science / history / geography	History
<b>Sci</b>	<b>Animals including Humans (Skeleton and Muscles)</b>  identify that humans and some other animals have skeletons and muscles for support, protection and movement <b>-link to finding monster bones?</b>  -seed dispersal (need to go outside and find different seeds-	<b>Animals including Humans (nutrition)</b> 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.	<b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. -room to grow link to rainforests seed dispersal (life of plants) animal scat giving nutrients.  *make sure you don't stray into Y5 living things objectives*	<b>Forces and Magnets</b> Compare how things move on different surfaces. (friction-good link to romans/roads/wheel)  Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. – (make a metal detector to find roman artifacts/roman treasures found!) 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.	<b>Rocks and soils</b> 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	<b>Light and Shadow</b> 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 an opaque object. Find patterns in the way that the size of shadows change over time.  Pollination-children see bees, butterflies pollinating flowers. Could get a beekeeper in 9links to animals making their own food).
<b>Hi</b>				<b>The Roman Empire and its impact on Britain</b> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's	<b>Changes in Britain from the Stone Age to the Iron Age</b> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge	The effect of the Blitz on Sheffield.

				<p>Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	
Geog	<p><b>Volcanoes and mountains</b></p> <p><a href="#">Locating volcanoes using longitude and latitude</a></p> <p>A colourful activity that can be completed in 3D or on an A4 sheet of paper.</p> <p><a href="#">Mountain ranges around the world</a></p> <p>An information sheet that summarises the different mountain ranges on each content.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p><b>Locational knowledge</b></p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>			
RE	<p><b>The journey of life and death.</b></p> <p>Why do some people think life is like a journey?</p> <p>Describe and make connections between different features of the religions and world views they study, discovering more about worship, celebrations, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p>	<p><b>What can we learn from visiting sacred places?</b></p> <p>Mosque, Synagogue and Church.</p> <p>Leaders to come in and give talks.</p>	<p><b>What can we learn from visiting sacred places?</b></p> <p>Mosque, Synagogue, Church, Gurdwara and Mandir.</p> <p>Focused approach exploring questions, looking at artefacts and special places in one's own life.</p>	<p><b>The journey of life and death.</b></p> <p><b>What do people think about life after death?</b></p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p><b>How do religious families and communities live out faith?</b></p> <p><b>How and why do Muslims and Jews pray?</b></p> <p>Learn about the forms, symbols and artefacts of different Jewish prayers. Think about the words Jewish people use in prayer.</p> <p>Pupils learn about the practice of prayer as a pillar of Islam and think about the strength it might give people.</p>	<p><b>How do people's beliefs about God, the world and others impact on their lives?</b></p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>
Music	<p>Kindlekrax story.</p> <p>What sound effects can we make to create a mood?</p> <p>Sing and play musically with increasing confidence and control.</p>	<p>Use and understand staff and other musical notations</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>We will rock you! (Stone Age song).</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Develop an understanding of the history of music.</p>
Art	Monster drawings			Roman masks	Stone age paintings	Make medals from clay
PE	Striking and Fielding	Movement and Dance	Multi sports Gymnastics	Rounders	Net/ wall games Swimming	Athletics Swimming
PSHCE	New beginnings	Getting on and Falling out Anti-Bullying	Going for goals	Good to be me	Relationships	Changes
DT	Moving models / monsters Syringes to inflate			<p><a href="#">Making catapults</a></p> <p>Design and create a working model of a Roman catapult.</p>	Volcanoes	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

						Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. SCIENCE LINK
<b>Computing</b>						
<b>French</b>	Y3 ilanguages lessons 16- 23  Opinions Numbers 1-10 Age I would like...	Y3 ilanguages lessons 23- 29  Days of the week Numbers 1-15	Y3 ilanguages 30-Y4 lesson 5  Learn about Paris Revise animals and classroom instructions Body parts	Y4 ilanguages lesson 6- 10  Colours Big/small Food	Y4 ilanguages lesson 11- 15  Opinions about food Revision of previous learning	Consolidate years learning  Revise years learning
<b>Trips &amp; Visits</b>	Western park museum	<b>Leaders come in to give talks?</b>	<b>Guide dog visit?</b>	<b>Theatre company?</b>		