

### Cirencester Primary School Curriculum Map – 2023-2024 – Year 3

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Books chosen as the driver for learning	The Last Wolf by Mini Grey Tidy by Emily Gravett The Last Tree by Emily Haworth-Booth The Four Seasons by Cecil Francis-Alexander The Wild Robot by Peter Brown	Owen and the Soldier by Lisa Thompson Archie’s War Scrapbook by Marcia Williams Flo of the Somme by Hilary Robinson Where the poppies grow by Hilary Robinson The Best Christmas present in the world by Michael Morpurgo	The Wild Robot by Peter Brown The Drop in my drink by Meredith Hooper and Chris Coady The River by Tom Percival The Wild Robot Escapes by Peter Brown	The Wild Robot Escapes by Peter Brown In the lands I never saw by Emily Dickinson Rainbow on a mountain by Ruby Archer Hari’s story by Hari Budha Magar	The Wild Robot Protects by Peter Brown	The Wild Robot Protects by Peter Brown
The Big Question	How can I change my local environment?	How did Cirencester people’s experiences of the First World War differ? Term 3	What makes living things flourish?	How are mountains made?	What did the Ancient Egyptians believe?	What are other parts of the UK like?
English writing genres	Character description, setting.	Letter, information.	Story, poetry.	Book review.	Story, explanation text.	Poetry, recount.
History coverage		<b>Cirencester in the First World War</b> Lp1: What was life like in Cirencester in 1918? LP2: Who from Cirencester served in the First World War? LP3: What was life like at the front for Cirencester soldiers? LP4: Why are Cirencester’s soldiers remembered as they are? LP5: What can the census tell Letter, us about the families of fallen soldiers? LP6: How were women in Cirencester affected by the First World War? LP7: How did the war affect what Cirencester looked like?			<b>Ancient Civilisations</b> LP1: Where were the earliest civilisations? LP2: Why were rivers important to early cities? <b>Egyptian Religion</b> L1: What was life like in Ancient Egypt? L2: How did the Egyptians mummify their dead? l3: What Egyptian gods were there? l4: Why were animals sacred to the Egyptians? L5: What did the Egyptians believe about the afterlife? L6: How did poor and rich burials differ?	
Geography coverage	<b>Local area Study</b> L1: What can I find out about the environment around our school? L2: How could we draw a map to show what we found out? L3: What could we do to improve the environment around our school? L4: How has Victoria Road changed in the past? L5: How has the availability of green space changed over time? L6: What might this area be like in the future?			<b>Physical Features: Mountains</b> LP1: How can I describe a mountain? LP2: How can I locate the ‘Seven Summits’? LP3: What are the features of a mountain? LP4: What is mountain climate and mountain life like? LP5: Why do the Himalayas matter? LP6: How were the Himalayas created? LP7: What other mountain ranges are significant to the globe?	<b>Additional unit</b> LP1: Where is the River Nile? LP2: How does flooding affect lands around the Nile?	<b>Country Study: UK</b> L1: How do maps show the countries and capital cities of the British Isles? L2: How can we use eight compass points to describe the location of parts of the British Isles? L3: Where are the highest mountains in the UK? L4: What physical features would be on the route between the three peaks L5: Which major settlements would be on the route? L6: What products are unique to different regions on the route?
Science coverage			<b>Humans and other Animals</b> L1: What is the function of skeletons? L2: What’s the link between muscles and skeletons? L3 What illness did soldiers get from being in the trenches – L4: What meals could have been provided L5 Who is Arthur Hurst <b>(Skeletal and muscular system, nutrition)</b> <b>Plants</b> L1: Do plants need soil to grow?	<b>Rocks</b> L1: How are rocks the same and different? L2: Which rock would be best? L3: What is soil made from? L4: How are fossils formed?	<b>Light and Dark</b> L1: Can we see in the dark? L2: Which surface reflects best for use in tombs? L3: How did understanding of light develop? L4: Which material makes the best shadows? L5: What patterns can we find in the way that size of shadows change?	<b>Materials (magnetism)</b> L1: What material provides the best grip for hiking boots? L2: Do all magnets stick together? L3: What’s the rule for attracting or repelling? L4: What is a magnetic pole? (How would a magnet support us on an adventure? L5: Do you need to touch something to make it move? L6: What materials can a magnet attract?

			<p>L2: What are the different parts of a plant and why are they important?  L3: How do plants reproduce?  L4: How do seeds travel?  L5: How does plants’ needs change, depending on the species?  L6: How does water move through a plant?</p> <p><i>Comparing to a healthy diet</i></p> <p><b>L1: How could the Eatwell plate support nutrition? (healthy eating)</b></p> <p><b>L2: How can the five food groups be used in a recipe to support nutrition? (healthy eating) covered in DT</b></p>			
Computing coverage	<p><b>Online Safety :</b>  <b>L0: How do people represent themselves online?</b>  <b>Project evolve lesson- Self-image and identity.</b>  <b>Computer systems and networks</b>  <u><b>Connecting computers</b></u>  L1; How does a digital device work?  L2: IT What parts make up a digital device?  L3: IT How do digital devices help us?  L4: How am I connected?  L5: IT How are computers connected?  L6: IT What does our school network look like?</p>	<p><u>Programming - sequencing sounds</u>  L1 What objects are in a scratch project?  L2 What program can I create using a design?  L3 How can i design my own sequence command?  L4 Does a sequence always need an order?  L5: How do I change the appearance of my project?  L6: What musical instrument can i make in scratch?</p> <p><i>Link to music and song that you are singing. Add their scratch musical instruments and record.</i></p>	<p><u>Online safety</u>  <b>Choose 2 lessons from Project evolve- Privacy and security Year 3.</b>  <b>How do connected devices collect and share information with others?</b></p> <p><u><b>Creating media stop frame animation</b></u>  L1: Can a picture move?  L2: What does frame by frame mean?  L3 How do I create a stop frame animation?  L4 How do I evaluate my stop frame animation?  L5 What media can I add to my animation?  L6: End point lessons – How can we share our animations?  <i>Create an animation linked to L6 in science How does Water move through a plant?</i></p>	<p><b>Online safety:</b>  <b>L0: Why do people change their identity online?</b>  <b>Project evolve lesson- self image and identity.</b></p> <p><u><b>Creating media - desktop publishing</b></u></p> <p>L1: How do words and pictures convey messages</p> <p>L2: Can you edit it?</p> <p>L3: What is a template?</p> <p>L4 How do you add content?</p> <p>L5 What layout should I use?</p> <p>L6: What are the benefits of desktop publishing? Cross curricular with Writing – Create a display of their poetry.</p>	<p><b>Online safety</b>  <b>L1: OS What is a digital footprint?</b>  <b>Project evolve- choose a lesson from Health, well-being and lifestyle.</b></p> <p><u><b>Data information - branching databases</b></u>  L1: How can yes and no questions be used to identify and compare objects?  L2: How can we group collections of objects?  L3: what is a branching database?  L4: How are pictograms and branching databases different?  L5: How do I plan a branching database?  L6: How can I independently create an identification tool? <i>Cross curriculum with Geography – creating a tool to identify Egyptian gods</i></p>	<p><u><b>Programming - events and actions</b></u>  L1 How does a sprite move?  L2: How do I create a program to move the sprite in all 4 directions?  L3: How do I adapt a program?  L4 How can I develop my program?  L5: How do I debug my program?  L6: How do I design and create a maze based challenge?</p>
Music coverage	<p><b>Whole Class Instrumental</b>  L1: What 3 notes can we make a melody with? (across 7 weeks)</p>	<p><b>Singing</b>  L1: How can we use our voices to imitate an artist’s song?</p> <p>L2: Why is it important to listen to others in group performances?</p>	<p><b>Theory:</b>  L1: What differences are there between classical and modern music?  L2: What instruments can we hear in each piece of music?  L3: What are the different instrument families?  L4: What is the meaning of dynamics, rhythm, and pitch? <i>Revision</i>  L5: What is the meaning of tempo?</p>	<p><b>Composition, Notation</b>  L1: What 3 notes can we make a melody with? (repeated)  L2: How can we tell a story through music?  L3: How can we record our musical ideas? <i>(Introduce basic formal notation)</i></p>	<p><b>Music: Mood</b></p> <p>L1: What different feelings do we experience through music?  L2: How does music give you strength to succeed?</p>	<p><b>Composers; Live vs Recorded</b></p> <p>L1: What composers do we know?  L2: Who is John Williams?  L3: How does John Williams’ music make you feel?  L4: What are the possibilities to experience live music?  L5: What are the possibilities for experiencing recorded music?</p>
Art coverage	<p><b>Sketchbook</b>  L1: What is perspective?  L2: How do artists show perspective?</p>	<p>Painting  L1: What is landscape painting?  L2: How do artists create atmosphere in paintings?</p>	<p><b>Sketchbook</b>  L1: How can I draw a circle?  L2: How can I use light and dark to create a 3d sphere?</p>	<p><b>Printmaking</b>  L1: How have artists used printing to record landscapes?</p>	<p><b>Clay</b>  <b>L1:</b> How did Egyptians make pots?</p>	<p><b>Sketchbook</b>  L1: How can I extend my mark making skills?</p>

	L3: How do artists use perspective?	L3 & 4: How do artists represent war in paintings? What was the role of a war artist? Can I become a war artist?	L3: How can I draw use my skills to draw spherical objects?	L2: How can we print landmarks from adventures?  L3: How can I etch into a tile to create a design for printing?	<b>L2:</b> How can I create an Egyptian pot? What is a pinch pot? L3: How can I decorate my pot?	<b>L2:</b> How can I create art by combining marks? L3: How can we create a map for our adventure? How can I make a map that is also a work of art? L4: How can I improve my work?
DT coverage		<b>Cross Stitch</b>  <i>Sewing bookmark for a soldier – change to a purse or wallet</i>  L1: Who used cross-stitch during the WW1? (gathering information)  L2: What was the purpose of cross-stitch? (gathering information)  L3: How can we measure and mark a template to use? (Being accurate with design and making)  L4: What are the steps needed to sew the stitch? (Planning)  L5: How can we evaluate our own and others products? (considering the views of others and evaluating strengths and improvements)  L6: How can we finish the cross stitch with additional art techniques? (incorporating other skills)   Could see the building on skills from Y2 and increased independence.  Was quite time consuming and could now be adapted into making a purse or pouch	<b>Cooking: Bread (FWW recap)</b>  <i>Link to science and malnutrition. The children will be cooking bread thinking about using minimal ingredients and making it go further.</i>  L1: Which food were available to be grown/caught in the UK in the WW1? (where food comes from)  L2: Did the seasons effect the availability of food? (where food comes from)  L3: What are examples of WW1 recipes? (ingredients knowledge)  L4: Why is kneading important? (using cooking techniques mixing, kneading, baking)  L5: How can heat be used to make the bread? (using cooking techniques mixing, kneading, baking and spreading butter)  L6: How is a recipe changed when removing the ingredients? (understanding recipes can be altered)  Great opportunity and many children did make some more at home  <i>Comparing to a healthy diet</i>  L1: How could the Eatwell plate support nutrition? (healthy eating)  L2: How can the five food groups be used in a recipe to support nutrition? (healthy eating)  Much of this is a repetition in science and DT. It does need to be covered but has been done three times this year!		<b>Woodworking: Shaduuf</b>  <i>Link to the Egyptians and their design of shaduff to get water. Create their own shaduff for today by researching the mechanism of pulleys and how it compare to the shaduff</i>  L1: What was the purpose of shaduff? (research)  L2: What systems are similar today? (comparison of the movement of a shaduff to the movement of a pulley in a well, research)  L3: What is needed to make a shaduff? (Use annotations and diagrams, choosing materials based on suitability)  L4: What design would be most effective? (Use annotations and diagrams)  L5: How can we begin to use accuracy in cutting and weighing to make a working product? (measuring, marking and cutting materials with developing accuracy)  L6: How can we evaluate if it is a working product? (evaluation against its intended use)   great experience of using tools and joining materials.  NB: There was a challenge at using equipment as needed by multiple year groups at the same time. Some new sawing blocks may be needed and sharp blades. HAVING a strong enough twine rather than the school stock string which isn't easy for the children.	
MFL coverage  (discrete 30 minutes each week)	<b>I'm learning French?</b> <b>J'Apprends le Francais</b>	<b>Shapes</b> <b>Les Formes</b>  L1: Can you name that shape?	<b>Fruit</b> <b>Les Fruits</b>  L1: Can you name each fruit?	<b>Animals</b> <b>Les Animaux</b>  L1: Can you name my animal?	<b>Instruments</b> <b>Les Instruments</b>  L1: Can you name each instrument?	<b>Activities – I can....</b> <b>Je Peux...</b>  L1: What activities can you do?



	<p><b>L1: What would it be like to speak French?</b></p> <p><b>L2: Ca Va? How are you feeling today?</b></p> <p><b>L3: What’s your name?</b></p> <p><b>L4: How do we say our colours and numbers in French?</b></p> <p><b>L5: Can you count to 10 and name 4 colours in French?</b></p>	<p><b>L2: Which shapes can you see?</b></p> <p><b>L3: Can you guess this shape?</b></p> <p><b>L4: How many shapes are there?</b></p> <p><b>L5: Can you make a shape?</b></p>	<p><b>L2: Can you guess my fruit?</b></p> <p><b>L3: Do you have one or more?</b></p> <p><b>L4: Which is your favourite fruit?</b></p> <p><b>L5: Can I ask you a question?</b></p>	<p><b>L2: How many animal names do you know?</b></p> <p><b>L3: Which animal am I thinking of?</b></p> <p><b>L4: Which is the correct animal name?</b></p> <p><b>L5: Can you guess who I am?</b></p>	<p><b>L2: Can you guess my instrument?</b></p> <p><b>L3: How well do you know each instrument?</b></p> <p><b>L4: Which instruments can you hear?</b></p> <p><b>L5: Can you play an instrument?</b></p>	<p><b>L2: Can you name each activity?</b></p> <p><b>L3: Which activities do you like?</b></p> <p><b>L4: Can you guess the activity?</b></p> <p><b>L5: Can we make a list?</b></p>
RE coverage  (discrete)	<p><b>Christianity- What is it like to follow God?</b></p> <p><b>Review and Connect:</b> What do we know so far? -Belief in God as loving, creator -Understanding of Jesus being God's son (Briefly Review knowledge of Christmas and Easter stories)</p> <p><b>L1: Where can Christians find stories about God, Jesus and other important people?</b> How is the bible split into the old testament, new testament, books, chapters and verses?</p> <p><b>L2: What might Christians learn from Genesis 1 (the creation story)?</b> Belief that humans made in God's image, world is special, should be looked after, respect God.</p> <p><b>L3: In what ways do Christians celebrate God as the creator?</b> Harvest link</p> <p><b>L4: How does ‘the Fall’ in Genesis 3 explain to Christians why things go wrong in the world?</b> Breaking of a promise/belief that things go wrong when people do not obey God</p> <p><b>L5: Why is it important that both religious and non-religious people look after the world?</b></p> <p><i>If someone doesn't believe in God, do they have to look after the world? Is the world special to you?</i></p>	<p><b>Christianity- What promises do Christians believe God has made?</b> (following on from prior unit)</p> <p>Review and Connect</p> <p><b>L1: What is the story of Noah from Genesis 6:5-9:17?</b></p> <p><b>L2: What rules did God give Noah and his family after the flood (Genesis 9:1–7)?</b></p> <p><b>L3: What was God's covenant (promise) with Noah? Why?</b></p> <p><b>L4: What symbols often represent a promise?</b> Religious and non-religious Review and Connect KS1 knowledge: rings, ceremonies (promise to looks after)</p> <p><b>L5: What promise is made during the story of the Nativity?</b> Review bible location skills and read versions of the Christmas Nativity story.</p> <p><b>L6: How do people celebrate Christmas?</b></p> <p>Big Questions, Big Answers Vol 2 Resource 5.3 (survey data), 5.4 and 5.5.</p> <p><b>Links to Watermoor Church: Promises people make</b></p>	<p><b>Judaism- How do festivals and family life show what matters to Jewish people?</b></p> <p><b>Review and Connect:</b> Year 1 learning</p> <p><b>L1: What is the Jewish holy scripture?</b> Introduction to the Torah Explanation of handling Links to Bible (Old Testament)</p> <p><b>L2: What is the story of Exodus?</b> Introduction to Moses and his life</p> <p><b>L3: Why are the commandments from Exodus important to Jewish people today?</b></p> <p><b>L4: What is the festival of Pesach (Passover)?</b> Tasting session/<u>use of artefacts</u></p> <p><b>L5: What other festivals might Jewish people celebrate?</b> <i>Rosh Hashanah (new year)</i></p> <p><b>L6: Why is being grateful important, whether you are religious or non-religious?</b></p> <p>Links: Jenny from the synagogue- Q and A about the Torah and Passover</p>	<p><b>Islam- How do festivals and family life show what matters to Muslims?</b></p> <p><b>L1: What do we know about Islam?</b></p> <p><b>L2: How do Muslims prepare to pray?</b> 2<sup>nd</sup> Pillar- Salah</p> <p><b>L3: What clothes might Muslims choose to wear?</b></p> <p><b>L4: Why is helping others important to Muslims?</b> 3<sup>rd</sup> Pillar- Zakat</p> <p><b>L5: How do Muslims celebrate together?</b> Eid al-Adha</p>	<p><b>Hinduism- How do festivals and family life show what matters to Hindus?</b></p> <p><b>L1: Who is Hindu and how might they live?</b></p> <p><b>L2: What do Hindus believe?</b></p> <p>Basic Introduction to Hinduism: 2 main drivers of the worldview</p> <p>Belief in Brahman- One supreme God Doing the right thing</p> <p><b>L3: Why is ‘doing the right thing’ so important for Hindus?</b> Introduce concept of Karma- Brahman will reward a life filled with good Karma</p> <p><b>L4: Why do Hindus believe that all living things should be respected?</b> Introduce concept of Atman (part of Brahman within everyone)</p> <p><b>L5: How might Hindus share a promise with Brahman?</b> Rite of passage- symbolises promises (as person grows, string not cut but moved to wrap around wrist instead) Upanayana – initiation (the sacred-thread ceremony)</p> <p><b>L6: Why do Hindus celebrate the Holi Festival?</b> Spring festival (New life/thanks)</p>	<p><b>How and why do religious and non-religious people try to make the world a better place?</b></p> <p><b>L1: How do people celebrate what is good about the world?</b> Review celebrations from this year- Harvest, Rosh Hashanah, Pesach, Ramadan, Holi, New Year What celebrations do you have with your family and why? (religious and non-religious)</p> <p><b>L2: In what ways might the world not always be a good place?</b> Share own knowledge of the world</p> <p><b>L3: How might people use their religions to help guide them?</b> Focus on learning so far... Religious and non-religious: Christians and Jewish people- ten commandments, Five Pillars, being like Allah, Brahman, the laws, moral guide, communities</p> <p><b>L4: How do people from different religions try to make the world a better place?</b> <i>Tzedaka, Zakah, Christian Aid, Islamic relief, inspirational people</i></p> <p><b>L5: In what way could <u>we</u> make a difference to our world?</b></p>
PSHE coverage  (Discrete)	<p><b>Relationships:</b></p> <p>L1 What are families like?</p> <p>L2 How do we care for our family and friends?</p>	<p><b>Relationships</b></p> <p>L1 What is good friendship?</p> <p>L2 Where can I go for help if I feel someone is being hurtful?</p> <p>L3 What is being respectful?</p> <p>L4 What is self-respect?</p>	<p><b>Living in the wider world.</b></p> <p>L1 Why do we have laws?</p> <p>L2 What are human rights?</p> <p>L3 What are rights and what are responsibilities?</p>	<p><b>Living in the wider world</b></p> <p>L1 What is a career?</p> <p>L2 What is a stereotype?</p> <p>L3 How can I prepare myself for a wonderful future?</p>	<p><b>Health and Wellbeing:</b></p> <p>L1 How can I make good health choices?</p> <p>L2 What is a habit?</p> <p>L3 What does exercise do for me?</p>	<p><b>Health and well-being SRE</b></p> <p>L1 What is a hazard?</p> <p>L2 Why do we have smoke alarms?</p> <p>L3 How can I keep safe when I’m out?</p>

	L3 Where do I go for help if I'm worried about my family? L4 How much should I share about me? L5 What rules can I follow to keep myself safe online?	L5 How might different people show respect in the wider world?	L4 Is what I find on the internet always true? L5 How can I decide what is safe to play online?	L4 Why is it important to set goals? (L5 What are my goals?)	L4 What are feelings and how can they change? L5 What makes me feel proud? L6 How can I deal with challenge?	L4 How can I help others to stay safe? ORACY Choice presentation/play L5 What are the correct names for my body parts? RSE
PE coverage  (discrete)	<b>Gymnastics</b> <b>Netball</b>	<b>Gymnastics</b> <b>Tag Rugby</b>	<b>Dance</b> <b>Net Wall Games</b>	<b>Outdoor Adventurous Education – Trusts and Trails</b> <b>Quicksticks</b>	<b>KS2 Games – Athletics skills – lessons will also include trials for District Sports</b>	<b>KS2 Games – Striking and Fielding</b> <b>Run the Loop (rounders)</b> .