

# Forest Lodge Academy Curriculum Map LTP Year 3 ●●●

	Autumn			Spring			Summer
Theme	Dinosaurs	Extreme Earth		Early Man Stone Age/Bronze/Iron age			Mayans and Chocolate
Time allocation	6 Weeks	8 Weeks		12 weeks			11 weeks
Class Visit/ Visitor	Dinosaur and fossil workshops	NA	Bradgate Park Settlement Visit		NA	NA	Cadburys world trip
'Hook / Wow'	Hunt a dinosaur egg	Journey to the top of the volcano in the sensory room	Cave under table art	Cave under table art	Piet Mondrian Roller Painting and printing	Use of different electronic devices to play games e.g. Nintendo wii, ipads, laptop, Nintendo DS	Chocolate tasting-tasting different chocolate from around the world.
End of theme celebration	Make a kahoot quiz for partner classes – Which class can be a superb palaeontologist?	Exploding the volcanoes	NA	Green screen presentation linked to Skara Brae/Stone Henge	Gallery walk around FLA gallery posters.	Create own games on the computer	Cadburys world trip
Book Study	The Lion, The Witch and the Wardrobe.			Stone Age Boy Fantastic Flying Books of Mr Morris Less more	A dark tale The bear and the piano	The Minpins Hansel and Gretel	Charlie and the Chocolate Factory
Speaking and Listening	I take a full part in paired and group discussions. I show that I know when Standard English is required and use it (beginning). I show that I have listened carefully because I make relevant comments.			I sequence and communicate ideas in an organised and logical way, always using complete sentences. I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. I retell a story using narrative language and add relevant detail.			I present ideas or information to an audience. I perform poems from memory adapting expression and tone as appropriate. I recognise that meaning can be expressed in different ways, depending on the context.
Reading	Fluency, gist, comprehension, narrative and story structure, non-fiction text structure, raising questions, making predictions			Explanation, Retrieve, Predict, Infer			Children will identify themes in a range of books Children will explain the meaning of words in context and ask about the words they don't understand
Writing (From Focus)	Non Chronological report. Letter to David Attenborough. Letters to Uplands Story – Pompeii narrative; stone age boy			Narrative Instructions Recount Report Persuasion			Persuade – letters Narrative – Chocolate story Poetry
Grammar (From Focus Document)	I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (when, if, because, although) I recognise and use determiners 'a', 'an' and 'the' appropriately. (an apple; a house; the yellow car /the an a)			I can use the perfect form of verbs instead of the simple past. (I have written it down so we can check what he said) (he has worked hard) I understand the purpose of adverbs. I use adverbs effectively in my writing. I use conjunctions, adverbs and prepositions to express time and cause. (the next thing, next, soon, so, before, after, during, in, because of)			Word choices are adventurous and carefully selected to add detail and to engage the reader. Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.
Spelling (from Focus Document)	I use the first two or three letters of a word to check its spelling in a dictionary.			I spell words with additional prefixes and suffixes and understand how to add them to root words. (from noun using super, anti, auto) I spell correctly word families based on common words. (solve, solution, solver) ☑ I identify the root word in longer words.			I recognise and spell additional homophones. ( <i>he'll/heel/heal</i> ) I make comparisons from a word already known to apply to an unfamiliar word. I spell some identified commonly misspelt words from the Year 3 and 4-word list.
Handwriting	I increase the legibility, consistency and quality of my handwriting. I understand which letters, when adjacent to one another, are best left unjoined. I use the diagonal and horizontal strokes that are needed to join letters.			I increase the legibility, consistency and quality of my handwriting. I understand which letters, when adjacent to one another, are best left unjoined. I use the diagonal and horizontal strokes that are needed to join letters.			I increase the legibility, consistency and quality of my handwriting. I understand which letters, when adjacent to one another, are best left unjoined.

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<b>Maths</b>	Place value Addition and Subtraction Multiplication and division	Number – Multiplication and division Measurement: Money Statistics Measurement: length and perimeter Number: Fractions		Number: fractions Measurement: time Geometry-properties of shapes Measurement: mass and capacity		
<b>Science</b>	Rocks and Soils The children will use scientific skills to compare different rocks and soils.  Exploding volcanoes Children will conduct an experiment to make their volcanoes explode.	Animals including humans The children will be learning that animals and humans need the right types and amount of nutrition, and that they cannot make their own food; That they get nutrition from what they eat They will also be identifying that humans and some other animals have skeletons and muscles for support, protection and movement  Light The children will learn that we need light to see and discover how shadows are formed. We will be conducting experiments to test some of these out.		Plants Children will identify and describe the functions of different parts of flowering plants. Children will explore the requirements of plants for life and growth) and how they vary from plant to plant. Children will investigate the way in which water is transported within plants. Children will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		
<b>Computing</b>	Who am I (first week back) Word / power point skills which includes: various forms of input and Save and retrieve skills. Guiding Beebots and people to specific places which includes Sequence of instructions Creating power point about Dinosaurs. Children will write programs for specific goals to make a dinosaur speak on scratch.	Creating a power point presentation about Early man Use Word to type up a narrative in English We will be doing scratch tutorials to learn the basics of code and learn how to write algorithms  Online Safety – To buy or not to buy Keep it to yourself Kahoot quiz on internet safety on Internet safety day		They will create a Powerpoint presentation about the Mayans. Use word to type up English work Use the internet to carry out online searches.  Online safety -Emailing -Online communication -Party planners		
<b>History</b>	Stone age, early man Changes in Britain from the Stone Age to the Iron Age. Stone Age -Hunter gatherers and farmers, Skara Brae. Bronze age, religion, travel and technology – Stone Henge. Iron Age hill forts	Stone age, early man Changes in Britain from the Stone Age to the Iron Age. Stone Age -Hunter gatherers and farmers, Skara Brae. Bronze age, religion, travel and technology – Stone Henge. Iron Age hill forts		The Mayans Children will learn who the Mayans were and why they have made history. They will learn about a non-European society that provides contrast with British history.		
<b>Geography</b>	Children will learn about Northern Hemisphere countries linked to where dinosaur fossils have been found. They will also be locating some of the world's most famous volcanoes whilst learning mapping skills. They will begin to learn to use an atlas and its index.	Types of Settlements used in Early man and locating Skara Brae. They will locate The tropics of Cancer and Capricorn and the Greenwich meridian on a map.		They will locate Tropic of Cancer, Tropic of Capricorn and Greenwich Meridian on a map. They will learning about types of settlement and land used in the Mayans period. They will recap atlas skills and use of index. They learn about different plants around the world (linked to locating places and climate).		
<b>PSHE/SMSC</b>	What we mean by mental health and how to stay mentally healthy. What is meant by the British Value of Individual Liberty and how we can achieve individual liberty. To develop their understanding of good and not so good feelings and extend their vocabulary to enable them to explain both the range and insanity of their feelings towards others. To listen and respond respectfully to a wide range of people to feel confident to raise their how concerns to	What positively and negatively affects their physical, mental and emotional health. About taking care of their body and understanding they have the right to protect their body from inappropriate and unwanted contact. To recognise how their increasing independence brings increased responsibilities to keep themselves and others safe. Strategies for keeping and physically and emotionally safe including road safety.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding  British Values-Mutual Respect  Healthy me topic: Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and safeguarding  British Values-Democracy and The Rule of Law  Relationships topic: Jealousy Love and loss Memories of loved ones Getting on and falling out	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and safeguarding  British Values-Democracy and The Rule of Law  Changing me topic: Being unique Having a baby Girls and puberty Confidence in change

	recognise and about others peoples feeling and try to see, respect and if necessary constructively challenge others points of view.	To realise the consequences of anti-social, aggressive and harmful behaviour such as bullying and discrimination. To develop strategies for getting support.		Celebrating inner strength	Girlfriends and boyfriends Showing appreciation to people and animals	Preparing for transition Environmental change
<b>RE</b>	Values: What matters most to Humanists and to Christians?		What are the deeper meanings of festivals?		How is new life welcomed into the world?	Who inspires me?
<b>Music</b>	Children will be developing their own piece of music for an iconic scene from Jurassic Park.		Repeated patterns with different instruments. Pitch-Music Day		Children will learn to sing a tune with expression (Charlie and the chocolate factory song). Children will learn to identify the music of at least one famous composer (Beethoven).	
<b>Art &amp; DT</b>	Children will be sketching Dinosaurs linked to the artistic element of shape and line. They will also make a clay model of a dinosaur while learning about the design and production process. Use appropriate tools Children will also be studying the step by step process of making a model Volcano		Children will try to recognise when art is from different cultures and different historical periods. Children will be making a nature collage Children will use a combination of digital images with other media		Children will be looking at the work of Keith Harning. Children will design their own chocolate bar.	
<b>PE</b>	Jo- games (FMS)  Teacher-invasion games (tag rugby)	Jo-Dance (linked with extreme earth)  Teacher-sports hall athletics	Jo-Net and wall games  Teacher-gymnastics	Jo-invasion games  Teacher- Tri-Golf	Jo-striking and fielding  Teacher-OAA	Jo- outdoor athletics  Teacher- invasion (football)