



Chilton Primary School
Curriculum Long Term Map
Year 3

Inheritance

Respect, Excellence, Friendship, Equality, Determination, Inspiration, Courage, Tolerance

	Autumn Term	Spring Term	Summer Term
RRSA/ GLP	Childhood – Explore their own childhood and that of others around the world. Some children’s child hood is not as positive – why? How do governments ensure children get their rights? Articles: 17/11/16/13/36 – Children to raise money for a specific charity such as Banardos.		
PHSCE / SMSC	Living in the Wider World – Lives of people in other cultures	Health and Wellbeing – Food; keeping safe	Relationships – Responding to others appropriately
Moral	What do you think is stronger – nature or nurture? Is inheritance always a positive thing? Is it always good to pass things down to the next generation – can you find examples of when it is and when it isn’t? Religion – What do different religions inherit from each other? Can we inherit and learn from other religions – when and how?		
RE	What can we find out about the different religious communities in our Local Area? What do different religions believe that is the same and why is there so many similarities? How can we celebrate the differences and learn from them? <i>(Use festivals to teach about the different UK religions and celebrate what is the same and different.)</i> Within the religions of Christianity, Hinduism, Sikhism, Buddhism, Islam and Judaism; children learn about the sacred books and identify why there are so many things which are very similar. Children locate different religious buildings in the NE and visit the ones within our community.		
	Stone Age / Iron Age - UK Inheritance We learnt about how South America is shaped by the Native Cultures, how does the Stone Age still have an influence in Modern Day Britain?	Ancient Egypt Why are the Egyptians so important? What have we inherited from the Ancient Egyptians and what can we learn from them?	Natural Inheritance Why are certain animals and plants suited to certain climates? What have they inherited over time to ensure they are best suited to where they live?
ENG	Stone Age Boy	Ancient Egypt: Tales of Gods and Pharaohs -	Fox – Fictional (Adventure Story – Characterisation)
	Stories from Other Cultures Explanations – Daily life in the ancient past (History)	Historical Fiction/Myths and Legends Newspaper Reports (History – relate to King Tut)	Adventure Story – Characterisation Non-Chronological Reports (Geog/Sci – animals and their suitability to live in different climates) Poetry – Flight of the Bumble Bee
	Fiction	Non-Fiction	Fiction / Non-Fiction / Poetry (based on teacher

			assessment)
Maths	Place Value, Addition and Subtraction G – Mapping skills co-ordinates / turns – angles. A – Recognise and create pattern, shape, symmetry and reflection.	Multiplication, Division, Fractions H – Statistics - Classification of rocks. Venn / Carroll diagrams. A – Develop awareness of shape and shape. Select appropriate tools to measure / model with increased accuracy. Sc – Explore shadow patterns, provide reasoning for their position, shape and size; use mathematical vocabulary to justify observations. History of time – position of sun / sundials. Time zones 12hr / 24 hr clocks.	Measures, Geometry (Shape), Statistics G – Develop mapping skills co-ordinates / turns – angles. Statistics – plot the growth of population within Chilton / contrasting country. Interpret data to explore periods of growth, draw justifications and reasoning to support data. Sc - Explore climates across the world, and / or a contrasting location. Read scales with accuracy - temperature.
	G/H/Sc/A	H/Sc/DT	G/Sc/DT
OV	Stone Age Children begin by exploring the signs of the ancient past within our own local geography. Where did settlements grow, why and what evidence is there? Pupils then explore the history of the ancient past, learning about key UK locations (Stonehenge). They create Rock art using the cave paintings as a stimulus whilst exploring the properties of rocks (including fossils) as well as how soils are created from rocks and organic matter.	Egypt Children take a journey from Stonehenge to the ancient tombs of Egypt – focussing on the Tomb of Tut. They use photographic images and artefacts to explore daily life and why Egypt is so important in global history. What have we inherited from them and how could modern day life be slightly different without the ancient Egyptians? Using hieroglyphics in English to tell Egyptian fables, pupils then use these to create a simple image which will be used on a bag. Children create the bag, exploring joining techniques of fabrics, and then evaluating its success.	Comparing and Contrasting Locations Whilst comparing and contrasting Chilton and Crete – the human and physical geographical features – pupils will also explore the plants and animals which grown and thrive in different climates. Why do certain animals and plants only live in certain conditions and what have they inherited over time to ensure they are best suited to where they grow? A visit to Durham’s Botanical Gardens will give children first-hand experience of the plants which grow in different climates and use this in the classroom to explain scientific understanding of plant growth. Linking this to animals and comparing habitats, pupils then learn how the eating habits of humans have developed over time and explore digestion and nutrition.
H/G	Geography – Where are the signs of our ancient past located? UK – counties. Rivers, mountains and coasts of the UK, environmental region. OS maps. Revise N/S/E/W What have we inherited from the ancient past? History - Stone Age to Iron Age.	Spring 1 – Ancient Egypt Big question : Why did the Egyptians build pyramids? (do not reveal) Finding Egypt on a simple map – clues to the country, equator, river Nile. Egypt at night. Where is Egypt? Make link to timeline, Stonehenge. When was Egypt important in the past? Use museum panel approach	Summer 1 – Geography Chilton and Crete – What do they have in common? (Start with a short focus on Greece) Locations – biomes, maps Place – natural resources, land use Processes - weather and climate, tectonics, human processes. Similarities and difference to UK

	<p>Working as detectives, putting evidence together.</p> <p>1 Timeline work – ordering eras of British History. Horrible Histories covers approach.</p> <p>2 Why was Stonehenge built? (English Heritage pack)</p> <p>3 Why was Stonehenge built?</p> <p>4 Stone to Iron Age homes – sequence work.(English heritage)</p> <p>. Writing about change over time. (Skarae Brae)</p>	<p>Object from Tut tomb - asking question about object, how might we find out? Show date of artefact, tell class where it was found, show a photo of discovery.</p> <p>Whose tomb was this? – what was found in the tomb? Use photographs, sort and categorise. Begin to make inferences and combine sources to make some decisions about whose tomb it was. Possible extension to look at texts about the opening of the tomb.</p> <p>Introduce vocab pharaoh etc.</p> <p>What did the Egyptians believe about life and life and death? (Oriental Museum visit) death, gods, afterlife, mummification.</p> <p>Why did the Egyptians build pyramids? Writing an explanation giving reasons.</p>	<p>Venn diagram. European is in common.</p> <p>Summer 2: Interpretation – what did the Ancient Greeks do for us? Focus SMSC.</p>
<p>Sc</p>	<p>Rocks 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</p>	<p>Light 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.</p>	<p>Linked to Geography: “Why do certain species of plant and animal thrive in the UK and others in Crete”</p> <p>Plants 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.</p> <p>Animals, including Humans 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Stand Alone: Forces – Link to DT – making a magnetic game compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>

Art/ DT/ Comp	Art Rock Painting – using art to tell stories To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	DT Textiles – Children create a Egyptian inspired bag or; explore different fabrics. Joining techniques and ways to decorate. Apply understanding to strengthen, stiffen and reinforce structures	Computing Scratch - Bee pollinating plants – moving to one to collect pollen then moving on to another Design and write and debug programs Use sequence, selection and repetition Explain how algorithms work and correct errors
Ongoing – E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
MFL	Spoken/Written - French Vocab Focus ' Animals '	Spoken/Written - French Vocab Focus ' Food ' / France	Spoken/Written -French Vocab ' At School ' / France
listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language begin to speak in simple sentences, using familiar vocabulary, phrases and basic language structures begin to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show some basic understanding of words, phrases and simple writing begin to write phrases from memory and adapt these to create new sentences begin to describe people, places, things and actions orally and in writing			
PE	-Skittle Basketball L2/3 (Video) IG -Target Baggers L2/3 NWG -On the Attack L3 QCA (Video) -Dance	Gymnastics Coaching Gymnastics Unit 3 Task 1 L2/3 G Swimming or Dance -Balancing Act (Video) L2/3 G	-Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A - Arc Rounders L2/3 S+F -Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A - Zone Cricket L2/3 S+F
MUSIC	'Steel Pans UCreate'		'Samba Drumming'
Play and perform in solo / ensemble context (vocals and instruments) Listen to a variety of sounds / develop aural memory – including music from different time periods and cultural places Improvise and compose music Use/understand standard musical notation/signs Begin to develop an understanding of history of music			
Learning Weeks	Anti-Bullying Week – November <i>Black History Month – October</i>	National Story Telling Week (Jan / Feb)	Volunteers Week – June (Fundraising Opportunity – Volunteer in our Community)