

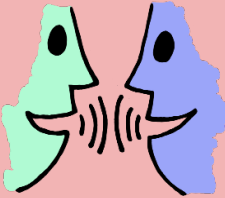







**All Saints' CE Primary School, Newmarket**  
**Year 3 Curriculum Map 2023-24 – Long Term Plan**



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

					
<b>LANGUAGE</b>	<b>BRITAIN</b>	<b>PEOPLE</b>	<b>FAITH</b>	<b>MIGRATION</b>	<b>CREATIVITY</b>

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Title &amp; Key Question</b>	<b>FOSSIL HUNTERS</b> How did Britain change during the Stone Age? How have rivers & rocks influenced the landscape of Britain?		<b>BRITAIN'S GREATEST JOURNEYS</b> 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?		<b>THE WORLD OF CHOCOLATE</b> 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?	
<b>English</b> Taught in line with Primary National Curriculum	Explanations  Poetry – picture poems	Stories with a familiar setting  Biographies	Newspaper report linked to History	Adventure stories  Poetry- Michael Rosen raps	Myths & Legends – Mayan traditional stories	Instructions – linked to bean to folder  Poetry - Rhyming couplets
<b>Additional Writing</b>	Pebble in my Pocket – Diary writing	Short biographies linked the house group icons (Life Lessons)	Letter writing linked to History	Playscripts & reflective writing	Creative story writing	Non-Chronological Report – based on chocolate project
<b>Key Texts &amp; Take One Book</b>	TOB – Stone Henge (History) TOB- Pebble in my Pocket	Esio Trot (Narrative)	TOB- Lighter than Air	The Boy who Biked the World (Adventure Story)	The Chocolate Tree (Mayan Myth)	Information texts  TOB- Blue John



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<p><b>Maths</b> Taught in line with Primary National Curriculum at age-appropriate level</p>	<p>Place Value Addition &amp; Subtraction</p>	<p>Addition &amp; Subtraction Multiplication &amp; Division</p>	<p>Multiplication &amp; Division Length &amp; Perimeter</p>	<p>Fractions Mass &amp; Capacity</p>	<p>Fractions Money Time</p>	<p>Shape Statistics Consolidation</p>
<p><b>Science</b></p>	<p><b>Rocks</b> 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?</p>	<p><b>Revisit Plants</b> How do plants grow in coastal areas?  What do plants need to grow in coastal areas?</p>	<p><b>Forces &amp; Magnets</b> How are magnets used on trains?  Which forces effect the way in which trains move and stop?</p>	<p><b>Light</b> Which material is best for reflecting light?  Which materials would be useful for high visibility on the railways?</p>	<p><b>Plants</b> 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?</p>	<p><b>Animals Inc. humans (skeletons)</b>  Do male humans have larger skulls that female humans?</p>
<p><b>History</b></p>	<p><b>Changes in Britain from Stone age to Iron Age</b></p>		<p><b>A Local History Study</b> 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.</p>		<p><b>The Ancient Mayans</b> A non-European society that provides contrasts with British history.</p>	
<p><b>Geography</b></p>	<p><b>Locational knowledge - Linked to Skara Brae &amp; Jurassic Coast.:</b> Name and locate counties and cities of the United Kingdom.  Identify key human and physical characteristics within the United Kingdom.</p>	<p><b>Locational Knowledge:</b> Name and locate counties and cities of the United Kingdom <b>Jurassic Coast,</b> geographical regions and their identifying human and physical characteristics, key topographical features (including coasts <u>rivers</u>), and land-use</p>	<p><b>Locational Knowledge:</b> Name and locate counties and cities of the United Kingdom (Suffolk &amp; Cambridgeshire). Identify geographical regions within the United Kingdom. Identify and explain land-use patterns in the United Kingdom and explain how these</p>	<p><b>Place Knowledge</b> Understand the geographical similarities and differences between through the study of human and physical geography of a region in the UK (Suffolk/Cambridgeshire &amp; London).  Biome – temperate grassland</p>	<p><b>Locational knowledge:</b> Locate Central America and Central American countries (Mexico, Belize, Guatemala, Honduras).  Identify and discuss the key physical and human characteristics of South America</p>	<p><b>Place Knowledge:</b> Understand the geographical similarities and differences between through the study of human and physical geography of a region in South America.  <b>Human &amp; Physical Geography:</b> Human geography, including types of</p>



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	Identify key topographical features (including hills, mountains, coasts and rivers).	patterns; and understand how some of these aspects have changed over time.  <b>Human &amp; Physical Geography:</b> I can describe and understand key aspects of physical geography of rivers and the water cycle.  Biome – Aquatic (fresh water and marine)	characteristics may have changed over time.		<b>(Focussing on rainforests).</b>  Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics etc.  Biome – Tropical Rainforest	settlements and land use, economic activity and trade links, and the distribution of natural resources of food – <b>bean to bar chocolate project.</b>
<b>Christian Values</b>	<b>Respect &amp; Reverence</b>	<b>Truth</b>	<b>Service</b>	<b>Generosity</b>	<b>Creativity</b>	<b>Justice</b>
<b>RE</b>	<i>Do beliefs make any difference to someone's life?</i> <b>CHRISTIANITY</b> RECONCILIATION	<i>Do beliefs make any difference to someone's life?</i> <b>ISLAM</b> SUBMISSION & OBEDIENCE	<i>What beliefs drive people to make a difference in the world?</i> <b>HINDUISM</b> GOOD KARMA	<i>What beliefs drive people to make a difference in the world?</i> <b>CHRISTIANITY</b> KINGDOM OF GOD	<i>What beliefs drive people to make a difference in the world?</i> <b>HUMANISM</b> GOLDEN RULE	<i>What beliefs drive people to make a difference in the world?</i> <b>CHRISTIANITY</b> SACRIFICE
<b>Computing</b>	<b>Computer Systems &amp; Networks</b>	<b>Creating Media</b> Animation	<b>Creating Media</b> Desktop publishing	<b>Branching databases</b>	<b>Programming A</b>	<b>Programming B</b>
<b>Art</b>	<b>Collage</b> Linked to cave paintings	<b>Painting</b> Linked to cave painting	<b>Printing</b> Linked to railway patterns	<b>Drawing</b>	<b>Textiles</b> Amazon textiles	<b>3D</b> Linked to geography
<b>DT</b>	<b>STRUCTURES</b>		<b>FOOD</b>		<b>TEXTILES</b>	
<b>PE</b>	<b>Competitive games and ball skills</b> (catching & throwing)	<b>Dance</b>	<b>Dance</b> (I-moves)	<b>Outdoor Adventurous Activities</b>	<b>Athletics</b> (multi-sports)	<b>Athletics</b> (multi-sports)
	<b>Competitive games and ball skills</b> (Golf)	<b>Gymnastics</b>	<b>Athletics/Gym</b> (box to be fit)	<b>Competitive games and ball skills</b> (tag-rugby)	<b>Competitive games and ball skills</b> (Tennis)	<b>Competitive games and ball skills</b> (Cricket/ rounders)



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<b>PSHE &amp; British Values</b>	<b>Relationships</b>		<b>Health</b>		<b>Living in the Wider World including Britain &amp; British Values</b>	
<b>MFL</b>	<b>French – Mes activités de loisir</b>		<b>French – Au parc d'attractions</b>		<b>French – Je suis athlète, je suis artiste</b>	
<b>Music (Y3) Charanga</b>	<b>Reggae Music</b>	<b>Christmas Theme</b>	<b>Glockenspiels</b>	<b>Music for a story</b>	<b>R &amp; B</b>	<b>Reflect, rewind and replay</b>
<b>Trips</b>	Panto		Train journey		Zoo visit	
<b>Inspiration through enrichment</b>  <b>MAT PASSPORT</b>	Eucharist Service  Learn basic first aid	Y3 & Y4 Christmas sing-a-long  Visit to All Saints Church – Christmas service  Children in Need dress-up day & raising money for charity  Pantomime Theatre Visit	Travel on a train	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