

Year 3

Creative Curriculum

Mind Maps

WOW Moment:

Real life siren to go off in school to signal the beginning of the topic! Children will explore how they felt and discuss what they thought was happening.

Art

Children to create a self portrait in keeping with the 'spy' theme.

Explain what they like/dislike about their work

Research artists from the war and chose one to study and examine their techniques.

Eg: Edward Ardizzone

Cross Curricular Links:

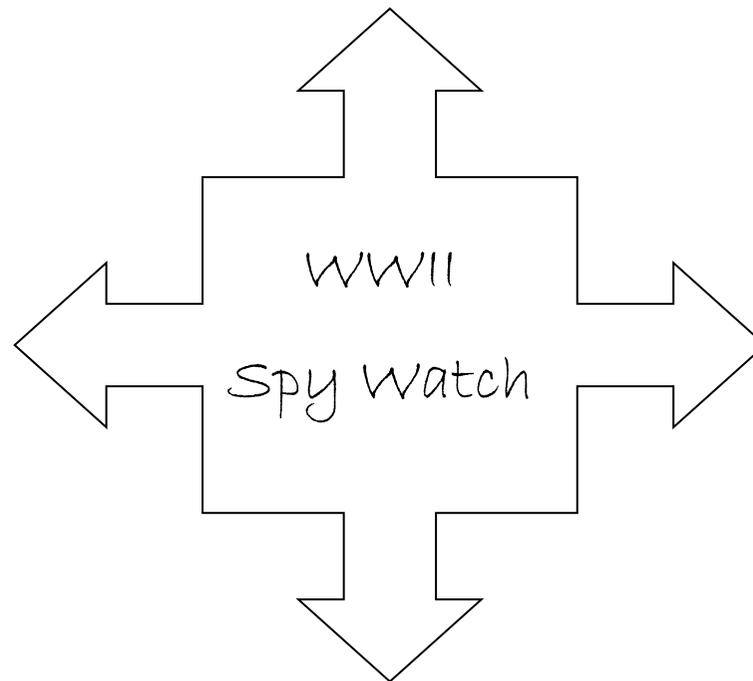
Literacy—

Language and plays / letters

Numeracy—

Literacy

Children will explore the journey of three children during the war (spy watch)



History

Children will look at the impact of the war and explore what life was like as an evacuee . They will explore and compare 2 versions of the same events and make comparisons of the sources. Children will role play the events that took place for evacuees. They will use an increasing range of common words and phrases relating to the passing of time.

D+T*

Children to design and build their own air raid shelters to protect them during the war. Use annotated sketches , cross-sectional diagrams and simple computer programmes when designing. Children will strengthened frames using diagonal struts,

History*

Children to learn about WWII, identify events on a time line and learn about the war, where and why the war began and how it ended.

*D+T

Children to explore ripped war clothing. They will develop needle work to mend the clothing (including cross stitch)



WOW Moment:

Release lanterns from the playground.

Celebrate the festival of lights—Dīwali

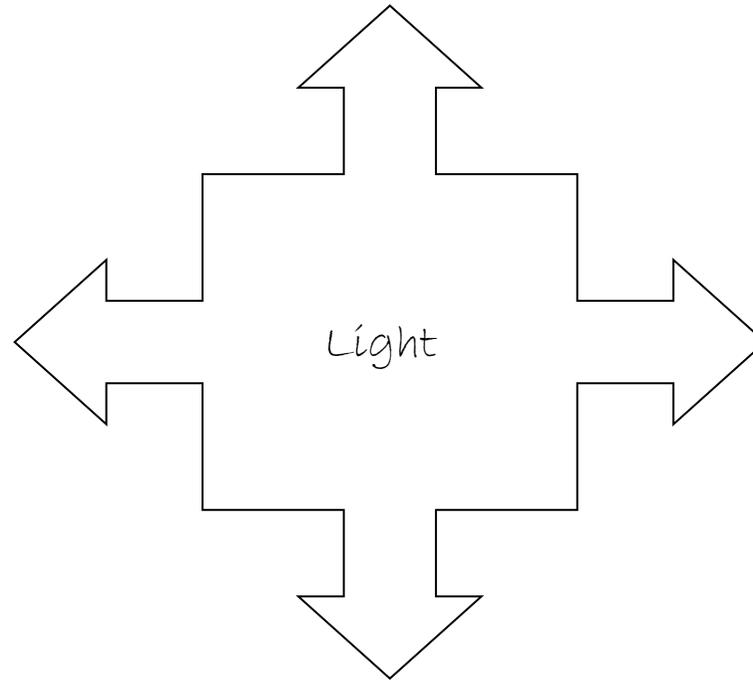
History

Children will learn about the festival of lights. Explore its purpose and why it is celebrated.

Science*

Children will recognise that they need light in order to see things and that dark is the absence of light.

Children will explore reflections of light from surfaces and recognise that light from the sun can be dangerous and that there are ways to protect their eyes.



Science*

Children will explore shadows and recognise that shadows are formed when the light from a light source is blocked by a solid object. Patterns will be investigated and found in the way that the size of shadows change.

Cross Curricular Links:

Literacy—

Information texts

Numeracy—



WOW Moment:

Drama/roleplay

Sp & List

Rehearse sentences orally and perform showing intonation through tone volume and action.

Cross Curricular Links:

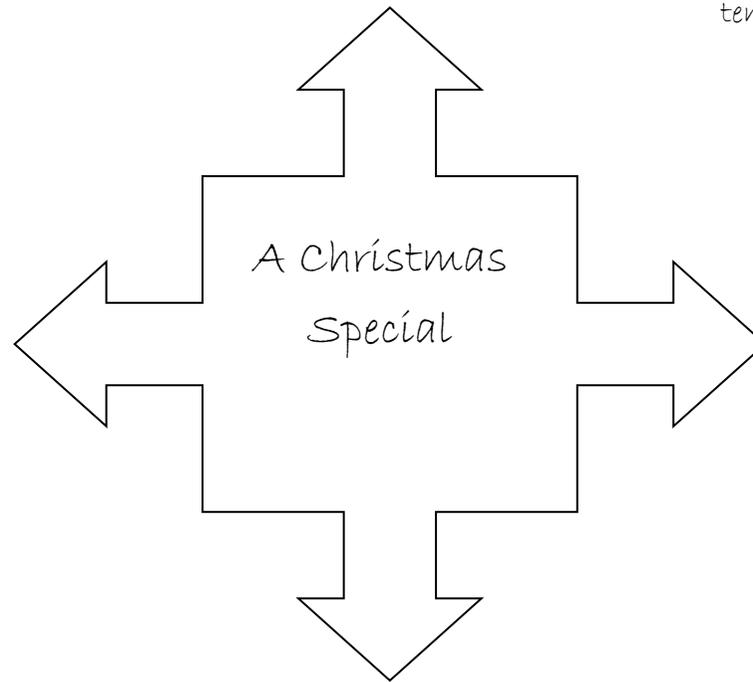
Literacy—

Play scripts

Numeracy—

DT

Explore mechanisms in toys (levers, linkages, and Pneumatic Systems). Explore how they make toys move.



Music

Play and perform in solo or ensemble context with confidence.

Sing songs with multiple parts with increasing confidence.



WOW Moment:

Roman breakfast and a visit from a Centurion or a Roman play.

History

Learn about how the Romans used to dress.

History

Look at Roman houses. How were they built? How do they compare to our houses today?

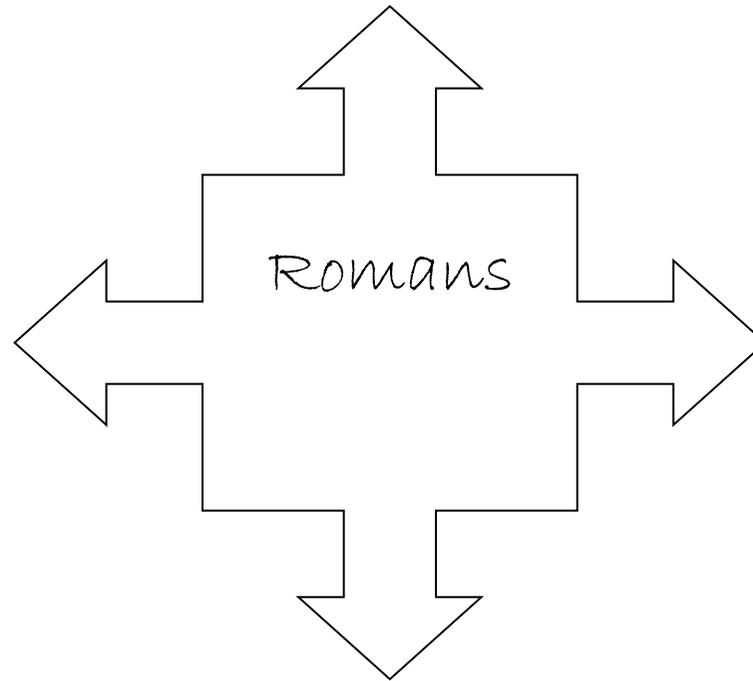
Geography

Locate Rome on a map

History

Learn about the founder of Rome and the story of Romulus and Remus.

Explore the 1st, 2nd, 3rd invasions. Why did they happen? (riches, gold, copper, iron, slaves) - Place events on a time line.



History

Explore Roman food— have a Roman banquet and play 'im a Roman get me out of here!' sampling some gruesome foods the Romans used to eat.

Art/D&T

Using clay create Roman pots.

Create printing blocks using relief or impressed techniques.
Make suitable choices for tools and materials and plan how to use them. Safely measure, mark, cut, assemble and join.
Investigate and analyse existing products and ones they make.

History

Describe memories of key events in his/her life using historical vocab.



Cross Curricular Links:

Literacy—

Story writing

Numeracy—

Roman Numerals

WOW Moment:

Make an exploding volcano

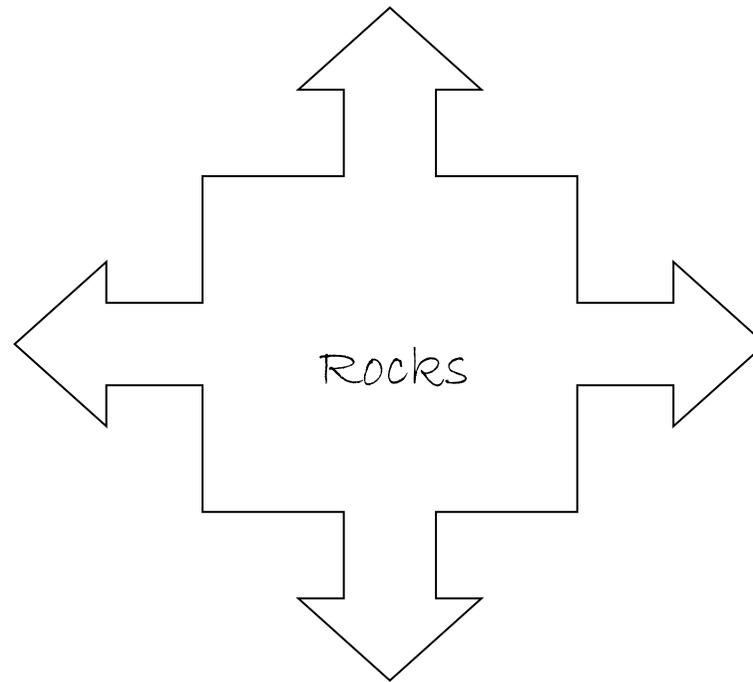
Art

Explore shading, using different media.

Science*

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

recognise that soils are made from rocks and organic matter .



Science *

Children will 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.

Compare different soils to grow the plants.

investigate the way in which water is transported within plants

Cross Curricular Links:

Literacy—

Stories with a theme / poems

Numeracy—

Data handling

Time

Science*

describe in simple terms how fossils are formed when things that have lived are trapped within rock.



WOW Moment:

Local Area expedition—
what can we see?

Geography*

use an eight point compass to build knowledge of the UK. Name and locate the cities in the UK. use aerial photos/pictures etc to make comparisons between the cities and explore how places relate to each other, e.g population / temperature.

Geography*

use and interpret various types of world maps, atlases, globes and digital mapping to locate countries in the UK and identify/describe key topographical features (mountains, rivers, cities etc).

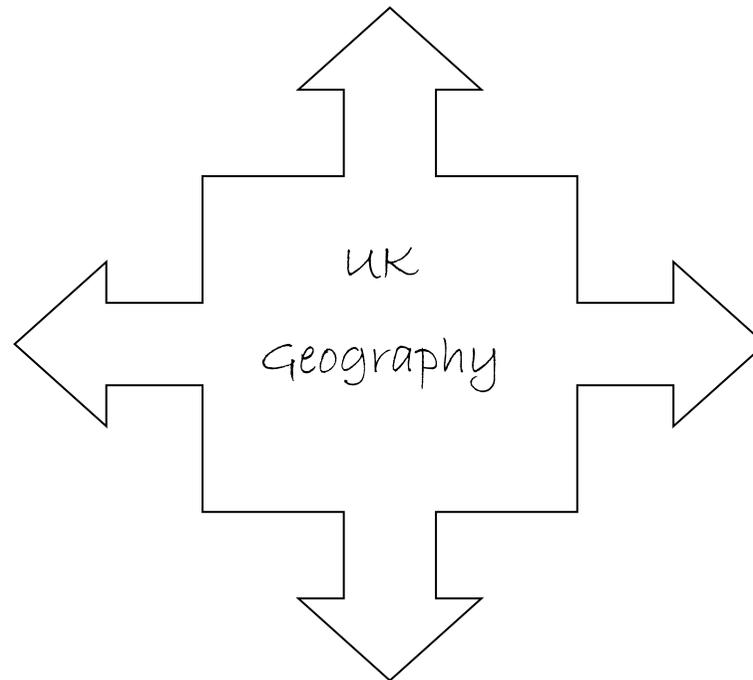
Geography*

Make plans and maps using symbols and keys. use four figure grid refer-

Geography*

Name and locate major countries and key cities across the UK. identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).

Children will explore the UK's climate, settlements, local trade links, land use patterns and how they have changed over time.



Geography

Explore the four seasons. Communicate their findings in ways appropriate to the task.

Geography*

Children will use fieldwork to observe, measure, record and present the human and physical features eg: rainfall in the local area . use a range of methods, including photographs, sketch maps, plans and graphs.

Geography*

Fracking— recognise that different people hold different views about an issue and begin to understand some of the reasons why.

Cross Curricular Links:

Literacy—

Stories with Familiar Settings

Numeracy—



WOW Moment:

Car Race! Create an experiment to test which surface a car will travel the quickest.

Science*

Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance

Science*

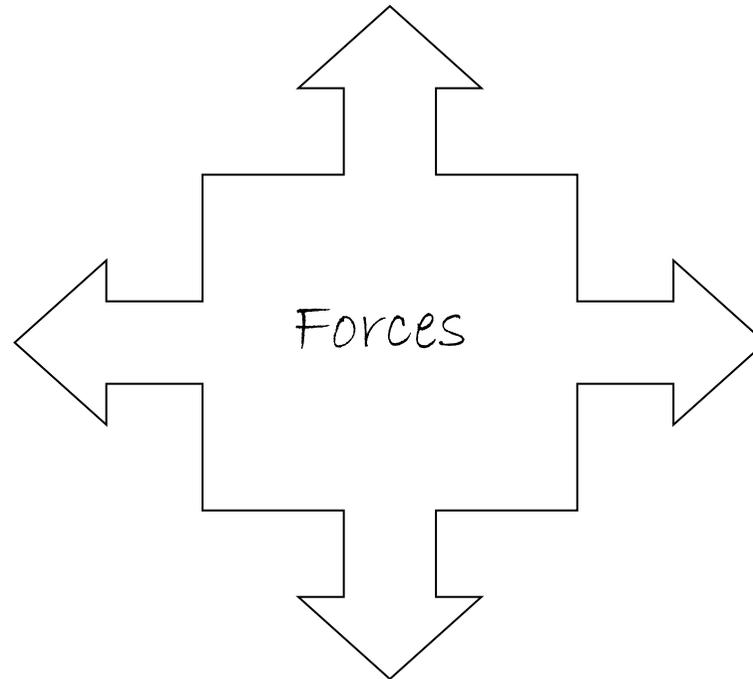
Explore different types of forces such as;

Friction

Water resistance

Gravity

Create experiments to look at each force.



Science*

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

Cross Curricular Links:

Literacy—

Information texts—posters about friction

Numeracy—

Measurements

Data handling

Science*

Describe magnets as having two poles
Children will predict whether two magnets will attract or repel each other, depending on which poles are facing.



WOW Moment:

Visit from a nurse

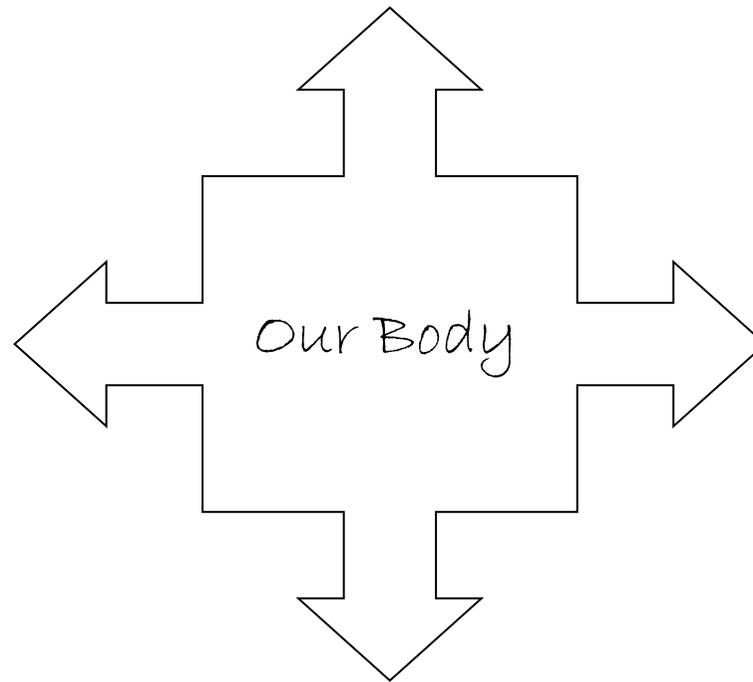
Science*

Explore organs of the human body;
heart, lung and stomach.

Learn about what they do and why
they are essential.

Science*

Identify that humans and some
other animals have skeletons and
muscles for support, protection and
movement.



DI

Talk about the different food
groups and name food from each
group.

Discuss the importance of a bal-
anced diet.

Cross Curricular Links:

Literacy—

Reports

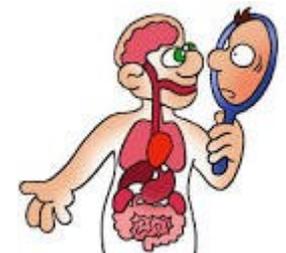
Poems

Numeracy—

Fractions

Science*

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.



WOW Moment:

Trip to the Blue planet aquarium.

Science

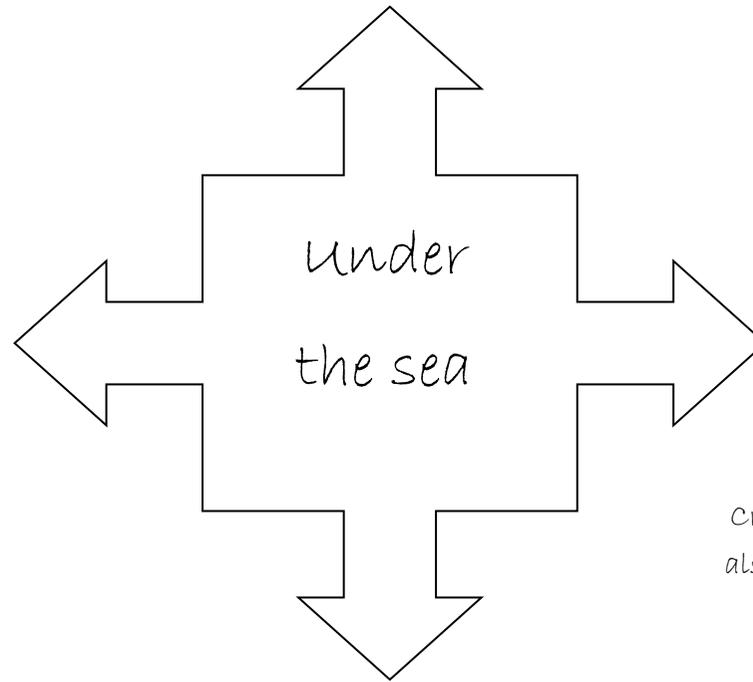
Learn about the different types of animals and creatures found under the

Geography

use basic geographical vocab such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour.

Science

Exploring different habitats and the animals that live in them.
Investigate different ways vertebras and in -vertebras move.



Art*

Create an Under the Sea collage - use different materials and techniques to create different effects. Exploring overlapping and layering.

Cross Curricular Links:

Literacy—

Create moving books stories for younger children.

Numeracy—

Capacity, / measure

Art*

Look at the work of Paul Klee e.g. fish painting.

Identify key aspects of tone and colours.

Discuss natural and manmade objects link to the ocean.



WOW Moment:

An afternoon of Greek food and Greek Dancing!

History*

Learn about the lives of the Ancient Greeks, home life, arts and theatre, growing up in Greece and Athens. Explore what impact the Greeks had on us today.

History*

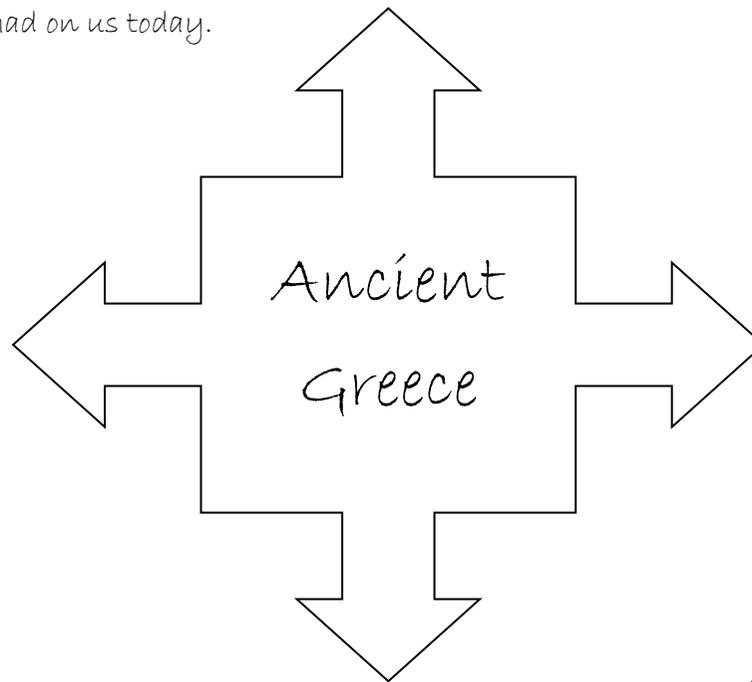
Explore Myths and Legends— Theseus and the Minotaur.

History*

Learn about Greek Gods and Goddesses - Medusa, Hercules and the Chariots of Fire.

History*

Explore the Olympics and the impact it has had on us today.



Art*

Look at Greek architecture— temples, pillars, Acropolis etc...

Cross Curricular Links:

Literacy—

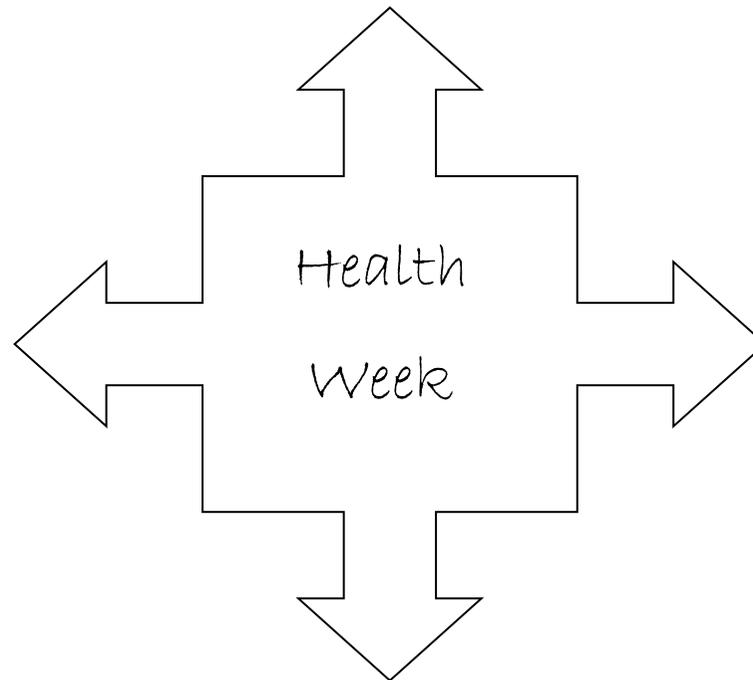
Myths and Legends

Numeracy—



DI

use a wider variety of ingredients
and techniques to prepare and com-
bine ingredients safely.



DI

understand that food has to be
grown, farmed or caught in Europe
and the wider world.