

The Firs Lower School  
**Long Term Curriculum Mapping**  
**Lesson Overview – Year 3**



Lesson	Literacy	Numeracy	Science	History	Geography	ICT	RE	PSHCE	PE	Music	French	Art/DT
<b>Autumn Term</b>												
1	Introductory activities and letter writing.	Introductory activities and revision of basic skills.	Introductory activities	Introductory activities	Introductory activities	Introductory activities	Introductory activities	Introductory activities	Introductory activities	Introductory activities	Introductory activities	Introductory activities
2	<b>Narrative – familiar settings</b> (Duncan’s Treehouse, A Pudding Like a Night on the Sea, Goodnight Mr Tom). RWI Set 3 sounds. Grammar, punctuation and comprehension.	<b>CCJ maths – Block A Unit 1</b>	<b>Materials</b> Sort materials according to their properties. Materials search round school.	<b>World War 2</b> Who? Why? Where? When? Looking at causes, leaders, timeline, geography.		<b>Text and graphics (Word)</b> What do children know about using Word?	<b>How should we live and who should inspire us?</b> The New Girl. How we treat others and peer pressure.	<b>New Beginnings</b> Getting to know each other (talents).	<b>Gym– symmetry and asymmetry</b>  <b>Games – ball skills, passing and receiving</b>	<b>Music Express – Animal Magic.</b>	Ask another’s name and say your name. Some classroom instructions.	<b>DT – packaging</b> Explore boxes, nets and purpose of packaging.
3			<b>Materials</b> Describe materials according to their properties. Create a materials dictionary.	<b>World War 2</b> The Blitz, gas masks, air raids, sirens and shelters the Blackout.		<b>Text and graphics (Word)</b> Practise highlighting/r eplacing text to improve a writing.	<b>How should we live and who should inspire us?</b> Right and wrong. How do we know what to do? Rules in different places.	<b>New Beginnings</b> Explain rights and responsibilities in school.	<b>Gym– symmetry and asymmetry</b>  <b>Games – ball skills, passing and receiving</b>			<b>DT – packaging</b> Explore net for a cube – cutting, scoring, designing gluing.
4			<b>Materials</b> Investigate materials and their properties. Explain why materials are suitable for	<b>World War 2</b> How the family unit changed, men at war, women working,		<b>Text and graphics (Word)</b> Learn how to improve the presentatiON of text (colour, bold,	<b>How should we live and who should inspire us?</b> Choices we make affect	<b>New Beginnings/Anti Bullying</b> Explore and manage	<b>Gym– symmetry and asymmetry</b>  <b>Games – ball skills,</b>		Ask how someone is and answer in a variety of ways. Some classroom instructions.	<b>DT – packaging</b> Designing a box/nets

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			certain purposes..	evacuation of children.		size, font etc.)	ourselves and others. Boy who cried wolf. King Midas and the golden touch.	feelings	<b>passing and receiving</b>			
5		<b>CCJ maths – Block B Unit 1</b>	<b>Materials</b> Choose materials to make a shelter according to their properties. Make a shelter.	<b>World War 2</b> Life as an evacuee, letter writing and exploration of 'Evacuees' CD Rom.		<b>Text and graphics (Word)</b> Compose simple text; insert graphics from a folder/internet.	<b>How should we live and who should inspire us?</b> Qualities we look for in a friend. Recipe for friendship.	<b>New Beginnings</b> Solving problems.	<b>Gym– symmetry and asymmetry</b>  <b>Games – ball skills, passing and receiving</b>			<b>DT – packaging</b> Making a net, beginning to decorate.
6			<b>Materials</b> Evaluate materials used to build a shelter/suggest improvements. Investigation into strength of carrier bags.	<b>World War 2</b> Living history day with children dressed as evacuees and school lessons as the 1940s. Write up recount.		<b>Text and graphics (Word)</b> Create text and find, insert, format suitable pictures (related to WWII topic).	<b>How should we live and who should inspire us?</b> Commitment and promises made to groups, teams, clubs.	<b>New Beginnings</b> Valuing new comers and making them welcome.	<b>Gym– symmetry and asymmetry</b>  <b>Games – ball skills, passing and receiving</b>		Say the numbers 0 – 10 in and out of sequence.	<b>DT – packaging</b> Making a box
7			<b>Materials</b> Sort materials using own criteria. Assessment.	<b>World War 2</b> Food, shopping and rationing.  Writing questions for visitors who have had experience of		<b>Text and graphics (Word)</b> Evaluate work from last week – suggest and make improvements e.g page layout,	<b>How should we live and who should inspire us?</b> Ceremonies where commitment is pledged eg. Marriage,	<b>New Beginnings</b> Belonging to a safe community (school).	<b>Gym– symmetry and asymmetry</b>  <b>Games – ball skills, passing and receiving</b>			<b>DT – packaging</b> Complete box and evaluate product.

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				the war, WW2 tea party.		formatting.	baptism, confirmation, barmitzvah.					
8	<b>Poetry – descriptive poems (Dragon poetry).</b>  <b>Non-fiction - Instruction texts</b>  RWI Set 3 sounds. Grammar, punctuation and comprehension.	<b>CCJ maths – Block C Unit 1</b>	<b>Light and Shadows</b> Introduce topic. Children make notes on Earth and Sun from video clips. Create poster using notes.		<b>Map skills</b> Introduction to different views used in map work. Draw plan of classroom including using a key.	<b>Text and graphics (Word)</b> Research information for magazine page/s on a favourite hobby or interest.	<b>How should we live and who should inspire us?</b> Special people who have had difficult choices to make – St Francis of Assisi, St Alban.	<b>Getting on and Falling out</b> Co-operation jigsaws (working as a group)	<b>Dance – Journeys and Explorers</b>  <b>Gym - Pathways</b>	<b>Christmas songs for the nativity play.</b>  Revise vocabulary so far.		<b>Art -Clay fruit character</b> -investigate shape, colours and textures of fruit, sketch and colour with coloured pencils.
9			<b>Light and Shadows</b> Investigate shadows using objects/torch es. (Shape, size, changes when torch is moved.)		<b>Map skills</b> Use compass directions, grid references and co-ordinates..	<b>Text and graphics (Word)</b> Insert, format Word Art to create eye-catching Heading for magazine page. Subheadings .	<b>How should we live and who should inspire us?</b> The Good Samaritan. Florence Nightingale. Mary Seacole.	<b>Getting on and Falling out</b> Looking at another person's point of view	<b>Dance – Journeys and Explorers</b>  <b>Gym - Pathways</b>		Respond actively to a range of classroom instructions.	<b>Art - Clay fruit character</b> – generate different designs to choose from. Select one to do a detailed design with labels Practise drawing the character showing different moods and positions.
10		<b>CCJ maths – Block D Unit 1</b>	<b>Light and Shadows</b> Investigate how shadows		<b>Map skills</b> Use compass directions and map	<b>Text and graphics (Word)</b> Continue to	<b>How should we live and who</b>	<b>Getting on and Falling out</b>	<b>Dance – Journeys and Explorers</b>		<b>Art - Clay fruit character</b> – make	

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			change during the course of a day.		References to plan a route.	create eye-catching magazine page: Subheadings , text, pictures.	<b>should inspire us?</b> Discuss religious guidance on how to live one's life eg. 10 commandments, and why some people find this helpful in their own lives.	Giving and receiving a compliment.	<b>Gym - Pathways</b>			character from clay using design, paying attention to shape and texture.
11			<b>Light and Shadows</b> Note changes in shadow length over course of a day and record results in graph form. Write conclusion		<b>Map skills</b> Recognise and describe map symbols.	<b>Text and graphics (Word)</b> Continue to work on magazine page.	<b>How should we live and who should inspire us?</b> Discuss what makes a person inspirational to others and identify characteristic of a good role model.	<b>Getting on and Falling out</b> Monitor own feelings and 'triggers' that make us angry.	<b>Dance – Journeys and Explorers</b>  <b>Gym - Pathways</b>		Say 11 different colours.	<b>Art - Clay fruit character-</b> paint and glaze paying attention to shades of colour.
12	<b>Poetry – rhythm and rhyme (Raps)</b>  RWI Set 3 sounds. Grammar, punctuation and	<b>CCJ maths – Block E Unit 1</b>	<b>Light and Shadows</b> Investigation into opaque, translucent, translucent materials and the shadows they make.		<b>Map skills</b> Name the countries, capitals, main mountain ranges and rivers in the British Isles.	<b>Text and graphics (Word)</b> Review magazine pages – improve text using colour, bold, italics etc.	<b>How should we live and who should inspire us?</b> Look at the lives and achievement of some modern day people.		<b>Dance – Journeys and Explorers</b>  <b>Gym - Pathways</b>		Learn a French Christmas song.	<b>Art - Clay fruit character</b> – add decorative, personalised details to character.

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13	comprehension.		<b>Light and Shadows</b> Make shadow puppets; demonstrate different shadows made by range of materials.		<b>Map skills</b> Label a map of the British Isles with correct capitals, mountain ranges and rivers.	<b>Text and graphics (Word)</b> Improve magazine pages – two columns, text boxes, captions.	<b>How should we live and who should inspire us?</b> Who do we know personally who inspires us in different ways?	<b>Getting on and Falling out</b> Use peaceful problem-solving to resolve a problem.	<b>Dance – Journeys and Explorers</b>  <b>Gym - Pathways</b>		Take part in a simple nativity play and practise a French Christmas song.	<b>Art - Clay fruit character</b> – draw and write cartoon strip featuring the clay character.
14			<b>Light and Shadows</b> Assessment.		<b>Map skills</b> Assessment	<b>Text and graphics (Word)</b> Self-assessment. Practise skills needed.	<b>How should we live and who should inspire us?</b> Do we have any resolutions/change to make? Who can we turn to when decisions are difficult to make?	<b>Getting on and Falling out</b> Review our ability to get on and resolve conflict.	<b>Dance – Journeys and Explorers</b>  <b>Gym - Pathways</b>			<b>Art – Clay fruit character</b> - Evaluate the product.
<b>Spring Term</b>												
1	Letter writing	<b>CCJ maths – Block A Unit 2</b>	<b>Magnets and Springs</b> Key words. Investigate forces - pushing/pulling activities outside.	<b>Ancient Egypt</b> Explore geography/natural resources in Egypt and reasons for settling here.		<b>Databases</b> Create class paper database	<b>How and why does a Christian follow Jesus?</b> The Old and New Testament parts of the Bible. Concept map of the life of	<b>Going for Goals</b> Explain needs of self as a learner.	<b>Dance – The Eagle and the Fish</b>  <b>Games – Creating games</b>	<b>Music Express – Painting with sound</b>	Revise vocabulary so far.	<b>DT – Pneumatics – Moving Monsters</b> Discuss monsters, read extracts from stories, draw and label monsters.

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2	<b>Narrative – Myths and Legends.</b>  RWI follow on spellings. Grammar, punctuation and comprehension.	<b>CCJ maths – Block B Unit 2</b>	<b>Magnets and Springs</b> Investigate magnets. Relationship between magnets and metals. Carroll diagrams	<b>Ancient Egypt</b> Use artefacts to deduce how Egyptians lived.		<b>Databases</b> Transfer paper database to computer database	<b>How and why does a Christian follow Jesus?</b> Jesus' birth and early years.	<b>Going for Goals</b> Success Criteria and reaching the goal.	<b>Dance – The Eagle and the Fish</b>  <b>Games – Creating games</b>		Say a selection of food in French.	<b>DT – Pneumatics – Moving Monsters</b> Investigate pneumatic systems.
3			<b>Magnets and Springs</b> Investigate strength of magnets. Create own (group) investigation.	<b>Ancient Egypt</b> Explain why Egyptians worshipped many gods and goddesses		<b>Databases</b> Sort, group and classify data	<b>How and why does a Christian follow Jesus?</b> Jesus' visit to the temple.	<b>Going for Goals</b> Overcoming obstacles in the way of our goal.	<b>Dance – The Eagle and the Fish</b>  <b>Games – Creating games</b>		Say and recognise the days of the week in sequence and out of sequence.	<b>DT – Pneumatics – Moving Monsters</b> Make a prototype of a moving monster using a pneumatic system.
4			<b>Magnets and Springs</b> Describe the forces a spring exerts. Investigate strength of different springs.	<b>Ancient Egypt</b> Explore writing and its importance through story.		<b>Databases</b> Create graphs using a computer database	<b>How and why does a Christian follow Jesus?</b> Jesus is baptised by John.	<b>Going for Goals</b> Supporting others to achieve a group goal.	<b>Dance – The Eagle and the Fish</b>  <b>Games – Creating games</b>		Say and recognise the days of the week in sequence and out of sequence.	<b>DT – Pneumatics – Moving Monsters</b> Generate ideas for own moving monster. Select an idea and design.
5			<b>Magnets and Springs</b> Investigate	<b>Ancient Egypt</b> Pharaohs and the		<b>Databases</b> Create own database	<b>How and why does a Christian follow</b>	<b>Going for Goals</b> Know how to help others	<b>Dance – The Eagle and the Fish</b>		Say a selection of fruit.	<b>DT – Pneumatics – Moving</b>
									Jesus.			

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			whether pulling elastic bands increases their force. Record results in graphs	Afterlife			<b>Jesus?</b> Disciples follow Jesus. Qualities of a disciple poster.	or seek help from others to achieve a goal.	<b>Games – Creating games</b>			<b>Monsters</b> Make own moving monster using design.
6		<b>CCJ maths – Block C Unit 2</b>	<b>Magnets and Springs</b> Assessment	<b>Ancient Egypt</b> Presentation and Evaluation of group power point presentations on Egyptians.		<b>Databases</b> (Session used to create power point on Egyptians – History).	<b>How and why does a Christian follow Jesus?</b> Sermon on the Mount. Prayer. Lord's Prayer. Own prayers.	<b>Going for Goals</b> Know when success has been achieved.	<b>Dance – The Eagle and the Fish</b>  <b>Games – Creating games</b>			<b>DT – Pneumatics – Moving Monsters</b> Create a storyboard of the making process and evaluate product.
7	<b>Narrative – Adventure and Mystery Stories.</b>  <b>Poetry – Shape poems and Calligrams.</b>		<b>Rocks and Soils</b> Characteristics and uses of different rocks.		<b>Settlements</b> Different kinds of settlements and in different regions eg. Village/ town, rural/ coastal.	<b>Creating artwork</b> Explore ways of creating repeating patterns – create wrapping paper.(Dazzle)	<b>How and why does a Christian follow Jesus?</b> Parables eg. The lost sheep, the lost coin, the prodigal son.	<b>Good to be me</b> Extending one's learning	<b>Gym – Curling, stretching and arching</b>  <b>Games – Net and Wall</b>	<b>Music Express – Painting with sound</b>	Say the names of 7 parts of the body.	<b>Art – Aboriginal art</b> Explore painting techniques/tools and culture
8	RWI follow on spellings. Grammar, punctuation and comprehension.	<b>CCJ maths – Block D Unit 2</b>	<b>Rocks and Soils</b> Comparing rock samples for hardness/permeability. (Sorting)		<b>Settlements</b> Where have their family settled? Have they ever moved? Why do people like living in different places?	<b>Creating artwork</b> Create stamps on Dazzle; use to create a picture.	<b>How and why does a Christian follow Jesus?</b> Miracles eg. Feeding of the Five Thousand.	<b>Good to be me</b> Know how to be assertive	<b>Gym – Curling, stretching and arching</b>  <b>Games – Net and Wall</b>			<b>Art – Aboriginal art</b> Sketch design in pencil, using infill techniques
9			<b>Rocks</b>		<b>Settlements</b>	<b>Creating</b>	<b>How and</b>	<b>Good to</b>	<b>Gym –</b>		Say the	<b>Art –</b>

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			<b>and Soils</b> Discovering where rocks and soils come from. (Rock search)		Look at different buildings/ rural areas/ leisure areas/ housing in a small town. How are they built?	<b>artwork</b> Create drafts of Rennie Mackintosh inspired artwork by using 'save as'.	<b>why does a Christian follow Jesus?</b> The Easter Story – return of Jesus, last supper, betrayal.	<b>be me</b> Nice/nasty surprises	<b>Curling, stretching and arching</b>  <b>Games – Net and Wall</b>		names of 11 zoo animals.	<b>Aboriginal art</b> Evaluate some sketches, begin to transfer design to black paper using range of tools.
10		<b>CCJ maths – Block E Unit 2</b>	<b>Rocks and Soils</b> Comparing particle size in soils by sieving.		<b>Settlements</b> Making own small town cutting and sticking different sections. Explain why they have arranged things in that way. Where would they like to have their house and why? Present to the class.	<b>Creating artwork</b> Evaluate and improve Rennie Mackintosh artwork.	<b>How and why does a Christian follow Jesus?</b> The Easter Story – crucifixion and resurrection.	<b>Good to be me</b> Feeling anxious	<b>Gym – Curling, stretching and arching</b>  <b>Games – Net and Wall</b>			<b>Art – Aboriginal art</b> Continue painting aboriginal animal design.
11			<b>Rocks and Soils</b> Investigate the water flow through different soils. Why is this important?		<b>Settlements</b> Early settlers to Britain. Were they looking for the same things? Consider importance of water, defence etc. Look at place names.	<b>Creating artwork</b> Explore and use effectively painting tools in 2 Paint.	<b>How and why does a Christian follow Jesus?</b> Easter cards. What do we now know about Jesus? New concept map.	<b>Good to be me</b> Sharing worries	<b>Gym – Curling, stretching and arching</b>  <b>Games – Net and Wall</b>		Say the months of the year and recognise them in written form.	<b>Art – Aboriginal art</b> Aboriginal symbols and signs. Create a message/art work in pastels
12			<b>Rocks</b>		<b>Settlements</b>	<b>Creating</b>	<b>How and</b>	<b>Good to</b>	<b>Gym –</b>			<b>Art –</b>



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			<b>and Soils</b> Sorting rocks according to their properties . Assessment.		Plan an Anglo Saxon village by cutting and sticking. Explain choices. How is it different from today's settlements?	<b>artwork</b> Create Andy Warhol inspired self-portrait.	<b>why does a Christian follow Jesus?</b> Why was Jesus seen as such an inspirational person to Christians? What kind of impact can his teaching have on lives? Why do people follow his example? Why do people go to church?	<b>be me</b> Knowing when to relax.	<b>Curling, stretching and arching</b>  <b>Games – Net and Wall</b>			<b>Aboriginal art</b> Evaluate produce/prod uce artwork to illustrate story explored in Literacy.
<b>SummerTerm</b>												
<b>1</b>	Letter writing	<b>CCJ maths – Block A Unit 3</b>	<b>Teeth and eating</b> How is the tooth made up? Build a tooth.	<b>Anglo Saxons</b> Living history day – Anglo Saxon Steve visit, did you know factual writing, empathetic writing in role as an Anglo Saxon.		<b>Making music</b> Create a rhythm using 2Simple	<b>What does it mean to be a Jew?</b> Jewish family life. Barmitzvah. Beliefs, practices in own lives.	<b>Relations hips</b> Feeling ashamed or embarrassed	<b>Dance – Country dancing.</b>  <b>Games – Striking and Fielding</b>	<b>Music Express – Playground games</b>	Respond to all vocabulary introduced in previous sessions, pronouncing clearly and accurately.	<b>DT – Fruit Drinks</b> Investigate and evaluate commercial drinks – healthy/non-healthy – link to teeth topic.
<b>2</b>	<b>Non-fiction– Information texts (note taking, page layout, writing</b>		<b>Teeth and eating</b> Find out the different types of teeth and their purpose	<b>Anglo Saxons</b> Houses, villages, ever yday life.		<b>Making music</b> Explore pitch using 2 Simple	<b>What does it mean to be a Jew?</b> Shabbat. (1)	<b>Relations hips</b> Making amends for unkind acts	<b>Dance – Country dancing.</b>  <b>Games – Striking and</b>			<b>DT – Fruit Drinks</b> Choose appropriate tools and equipment for extracting fruit drinks

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3	<b>about animals and safari books).</b> RWI follow on spellings. Grammar, punctuation and comprehension.	<b>CCJ maths – Block B Unit 3</b>	<b>Teeth and eating</b> Explain how an animal's teeth are adapted to their diet.	<b>Anglo Saxons</b> Writing (runes and illuminated letters), Gods, monks and religion.		<b>Making music</b> Create musical phrases using 2 Simple	<b>What does it mean to be a Jew?</b> Shabbat. (2)/ Pesach.	<b>Relations hips</b> Feeling guilty	<b>Dance – Country dancing.</b>  <b>Games – Striking and Fielding</b>			<b>DT – Fruit Drinks</b> Explore benefits of different drinks packaging
4			<b>Teeth and eating</b> Learn how to look after teeth/explain which foods are best for teeth/body	<b>Anglo Saxons</b> Leisure and past times, the story of Beowulf.		<b>Making music</b> Create space music using 2 Simple.	<b>What does it mean to be a Jew?</b> Hanukkah.	<b>Relations hips</b> Sharing our guilt.	<b>Dance – Country dancing.</b>  <b>Games – Striking and Fielding</b>	Read and understand the vocabulary already introduced with particular attention to the French phonemes 'oi', 'ou' and 'eu'.	<b>DT – Fruit Drinks</b> Planning/writing instructions for fruit drink	
5			<b>Teeth and eating</b> Investigation – which liquids damage teeth the most?	<b>Anglo Saxons</b> Research in pairs one aspect of Anglo Saxon life, taking notes and model making.		<b>Making music</b> Compose own musical story using 2 Simple.	<b>What does it mean to be a Jew?</b> Belief in one God. The importance of Israel. Spiritual significance of Jerusalem. Abraham.	<b>Relations hips</b> Feeling safe.	<b>Dance – Country dancing.</b>  <b>Games – Striking and Fielding</b>		<b>DT – Fruit Drinks</b> Follow own design/instructions for making a fruit drink.	
6			<b>Teeth and eating</b> Assessment	<b>Anglo Saxons</b> Powerpoint presentations made from earlier notes. Presenting powerpoints to the class.		<b>Making music</b> Evaluate, improve work of others/self	<b>What does it mean to be a Jew?</b> Moses (1)	<b>Relations hips</b> Asking for help	<b>Dance – Country dancing.</b>  <b>Games – Striking and Fielding</b>		<b>DT – Fruit Drinks</b> Evaluate fruit drink	

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7	<b>Poetry – Wordplay (idioms, similes and metaphors).</b>  <b>Narrative – Dialogue and Playscripts (Puppets)</b> RWI follow on spellings. Grammar, punctuation and comprehension.	<b>CCJ maths – Block C Unit 3</b>	<b>Habitats</b> Describe organisms that are living/ non-living and those that are man-made		<b>Local study – Ampthill</b>	<b>Exploring simulations</b> Explore simulations are, their uses and their benefits.	<b>What does it mean to be a Jew?</b> Moses (2).	<b>Changes</b> What is change?	<b>Running – Marathon Athletics</b>	<b>Music Express – Playground games</b>	Continue to recognise vocabulary in the written form.	<b>Art – Landscapes</b> Look at examples of traditional, impressionist and abstract landscapes. Discuss background, middle ground and foreground. Monet – impressionist landscape using oil pastels.
8				<b>Habitats</b> Explain what is needed in a habitat to survive. Describe habitats.	<b>Local study – Ampthill</b> Persuade families to live in Ampthill by describing shops/ services	<b>Exploring simulations</b> Using an option-led simulation	<b>What does it mean to be a Jew?</b> The Torah. The Old Testament. The 10 commandments.	<b>Changes</b> Share experiences of change	<b>Running – Marathon Athletics</b>			<b>Art – Landscapes</b> Monet – small section in oil pastels put together to create a large class picture.
9		<b>CCJ maths – Block D Unit 3</b>	<b>Habitats</b> Food chains – what eats what?		<b>Local study – Ampthill</b> Discuss jobs/industry in Ampthill using parent questionnaires.	<b>Exploring simulations</b> Using a range of simulations, explain their different purposes.	<b>What does it mean to be a Jew?</b> The Synagogue.	<b>Changes</b> Uncomfortable changes	<b>Running – Marathon Athletics</b>			<b>Art – Landscapes</b> Traditional landscape, drawing and painting using watercolours outdoors.
10		<b>Non-fiction – Author Study (Anne Fine).</b>	<b>CCJ maths – Block D Unit 3</b>	<b>Habitats</b> Finding animals and plants in school		<b>Local study – Ampthill</b> Question	<b>Exploring simulations</b> Understand how to manage a	<b>What does it mean to be a Jew?</b> Kosher food.	<b>Changes</b> Ways of coping with unwanted changes			<b>Running – Marathon Athletics</b>

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Lesson	Literacy	Numeracy	Science	History	Geography	ICT	RE	PSHCE	PE	Music	French	Art/DT
	<b>Non-fiction – Recount (Woburn trip).</b> RWI follow on spellings. Grammar, punctuation and comprehension.		environment. Describing one environment.		resident to discover how Ampthill has changed over 50 years.	simulation.						and colour mixing.
11		<b>CCJ maths – Block E Unit 3</b>	<b>Habitats</b> Creating branching databases to classify animals.		<b>Local study –</b> Ampthill Changing Ampthill – newspaper article to argue for/against changes in Ampthill e.g. effects on environment/l and use.	<b>Exploring simulations</b> Evaluate a range of different simulations.	<b>What does it mean to be a Jew? What does it mean to be a Jew?</b> Rosh Hashannah/ Yom Kippur.	<b>Changes</b> Celebrating change	<b>Running – Marathon</b>  <b>Athletics</b>			<b>Art – Landscapes</b> Landscape created using art program Dazzle in ICT suite.
12			<b>Habitats</b> Assessment		<b>Local study – Ampthill</b> Review/assessment	<b>Exploring simulations</b> Use a database in ICT to classify animals (Science)	<b>What does it mean to be a Jew?</b> Purim.	<b>Changes</b> Planning change	<b>Running – Marathon</b>  <b>Athletics</b>			<b>Art – Landscapes</b> Imaginative landscape using collage materials.