

### Uplands Junior Academy LTP Curriculum Map Year 3

	Autumn		Spring	Summer
<b>Theme</b>	<b>Stone Age</b>	<b>Animals including Humans</b>	<b>Plants</b>	<b>Iron Age and Transport</b>
<b>Time allocation</b>	7 weeks	8weeks	12 weeks	10 weeks
<b>Visits or class visitor</b>	Visit to Wollaton hall (stone age workshop) <b>and</b> local study at Bradgate park	Local farm visit	Visit Botanical gardens trip <b>or</b> invite a botanist in/someone from Botanical Gardens to assess the clay sculptures.	Coventry Transport Museum <b>or</b> ThinkTank Birmingham
<b>Hook/Wow (start of term)</b>	Stone age day carousel (in school)		Butterfly farms/Dragon fruit tasting/planting seeds (in school)	See above
<b>End of theme celebration</b>	Presentation to parents.		Showcase of designed gardens and sculptures.	Art exhibition of paintings.
<b>Key reading texts (in bold)</b>	<b>Charlotte's Web</b> Stone Age Boy Cave of Curiosity Poem		<b>The Boy who Grew Dragons</b> Wangari's Trees of Peace Bed in Summer poem	<b>Harley Hitch and the Iron Forest</b> Journey Life doesn't Frighten Me poem
<b>Reading</b>	Fluency, Inference, Deduction, evaluation, explanation, vocabulary, summary text structure, poetry themes, prediction		Fluency, Inference, Deduction, evaluation, explanation, vocabulary, summary text structure, poetry themes, prediction	Fluency, Inference, Deduction, evaluation, explanation, vocabulary, summary text structure, poetry themes, prediction
<b>Oracy</b>	Weekly lesson within a subject area using sentence stems		Weekly lesson within a subject area using sentence stems	Weekly lesson within a subject area using sentence stems
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Recount</b> – from Wilbur/Charlotte/Spectator/Fern point of view</li> <li>• <b>Persuasive letter</b> - to Mr Arble</li> <li>• <b>Non-chron report</b> – farms/pigs/spiders</li> <li>• <b>Narrative</b> - chapter continuation</li> <li>• <b>Poem</b> - List poem</li> <li>• <b>Review</b> – Book</li> <li>• <b>Narrative</b> – Adventure story set in Stone Age</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Letter to inform</b> - Alan Titchmarsh/Andy Shepard</li> <li>• <b>Explanation text</b> -life cycle of a butterfly/plants</li> <li>• <b>Instructions</b> – Looking after the dragon</li> <li>• <b>Fact file</b> – Dragon</li> <li>• <b>Persuasion</b> (advert) – buy a dragon safe 'home'</li> <li>• <b>Narrative</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Newspaper bulletin/magazine Article</b></li> <li>• <b>Narrative</b> –Sci-Fi</li> <li>• <b>Speech/debate</b> –book related/real-life issue</li> <li>• <b>Description</b></li> <li>• <b>poem</b> – simile/metaphor poem or kenning</li> </ul>



<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>Sentences use a wider range of <b>conjunctions</b> (e.g.: because, when, although, since) to create <b>subordinate clauses</b></li> <li>Understand and apply adverbs (e.g.: then, next, soon) and <b>prepositions</b> to express time and cause (e.g.: before, because of, during, in)</li> <li>using the present perfect verb forms instead of simple past (e.g.: <i>I have taken the cake to the neighbour</i> rather than <i>I took the cake to the neighbour</i>)</li> <li>Understand and use the article determiners (a/an/the) with <b>vowels</b> or vowel-sounding <b>consonants</b> (e.g.: an hour/a car/an orange/the brick)</li> <li>Using inverted commas to punctuate <b>direct speech</b></li> <li>Ideas are beginning to be grouped into paragraphs</li> <li>Using headings and sub-headings to group information</li> <li>Vocabulary is ambitious/rich and chosen effectively for purpose and audience</li> <li>Apply the possessive apostrophe with singular nouns (e.g.: The driver's keys)</li> <li>Apply !, ? and . to demarcate sentences</li> <li>Use of adjectives to expand and modify the nouns (the yellow daffodils)</li> <li>Use verbs in the 1st, 2nd, and 3rd person</li> </ul>			
<p><b>Alan Peat's Exciting Sentences</b></p>	<ul style="list-style-type: none"> <li>Verb, person</li> <li>Double ly</li> <li>If, if, if, then</li> <li>Position + place, subject + action</li> <li>Simile sentence</li> <li>Paired conjunction (PC)</li> </ul>			
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>Revise Year 2 <b>suffixes</b>: '-s', '-es', '-er', '-ed', '-ing'</li> <li>Revise prefix 'un-' &amp; 'dis-'</li> <li>apostrophe for contraction</li> <li>words with 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</li> <li>Strategies for 3/4 words</li> <li>Homophones (brake/ break)</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes 'mis-' and 're-'</li> <li>Words ending with '-gue' and '-que' (French in origin)</li> <li>Strategies for 3/4 words</li> <li>Strategies for personal words.</li> </ul>	<ul style="list-style-type: none"> <li>Revise Year 2 suffixes: '-ness' and '-ful' following a consonant</li> <li>Prefixes 'sub-' and 'tele-'</li> <li>apostrophe for contraction</li> <li>Words with 'ch' (mostly French in origin) as well as 's', 'ss' (ion/ure)'</li> <li>Revise suffixes '-ness' and '-ful'</li> <li>Teach suffixes '-less' and '-ly'</li> <li>Prefixes 'super-' and 'auto-'</li> </ul> <p>Homophones</p>	<ul style="list-style-type: none"> <li>Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>Rare GPCs (/I/ sound) 'ei', 'eigh', or 'ey'</li> <li>Words with 'ou'</li> <li>Homophones (including heel/heal/he'll, plain/ plane, groan/grown and rain/rein/reign)</li> <li>Revise contractions apostrophe and spelling strategies of 3/4 and personal lists.</li> </ul>



<b>Spelling NC</b>	<p>Use the first two or three letters of a word to check its spelling in a dictionary. <b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>				
<b>Handwriting</b>	<p>Increase the legibility, consistency, and quality of handwriting. To not join capital letters to lower case letters Use the diagonal and horizontal strokes that are needed to join letters, Pre cursive/beginning to join with joining strokes starting on the line when not joining</p>				
<b>Maths</b>	<p><b>3A PowerMaths Book:</b> Number : Place Value, Addition &amp; Subtraction, Multiplication &amp; Division and Fractions</p>		<p><b>3B PowerMaths Book:</b> Measurement – Length &amp; Perimeter, Money, Statistics, Multiplication &amp; Division, Fractions</p>	<p><b>3C PowerMaths Book:</b> Fractions, Time, Properties of shape, Mass &amp; capacity</p>	
<b>Science</b>	<p><u>Rocks</u></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> </ul>	<p><u>Light</u></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> <li>know about and describe how objects move on different surfaces.</li> <li>know how some forces require contact and some do not, giving examples.</li> <li>know about and explain how objects attract and repel in relation to objects and other magnets.</li> <li>predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>know how magnets work.</li> <li>predict whether magnets will attract or repel give a reason.</li> </ul>



<p><b>Computing</b></p>	<p><b><u>Systems and networks – connecting computers</u></b></p> <p><b><u>Key vocab to be taught:</u></b> Network, Connect, Server Wireless, Device Wi-Fi, inputs/process/outputs</p>	<p><b><u>Media - animation</u></b></p> <p><b><u>Key vocab to be taught:</u></b> Animation, Stop-frame, Image, frame</p>	<p><b><u>Media - Desktop publishing</u></b></p> <p><b><u>Key vocab to be taught:</u></b> Templates, orientation, placeholders, Shift Backspace, return</p>	<p><b><u>Data and information – Branching databases</u></b></p> <p><b><u>Key vocab to be taught:</u></b> Branching, Database, Structure, categories</p>	<p><b><u>Programming A – sequence in Music</u></b></p> <p><b><u>Key vocab to be taught:</u></b> Combine, Programme, Code, Sequences, Sprite, debugging</p>	<p><b><u>Programming B – Events and actions</u></b></p> <p><b><u>Key vocab to be taught:</u></b> Pen blocks, Blocks, Events</p>
<p><b>History</b></p>	<p><b><u>Early Civilisations: Stone Age</u></b></p> <p><b><u>Key questions:</u></b> Was it better to be a hunter-gatherer or a farmer? <b><u>Key concepts:</u></b> To know about how Stone Age people hunted for their food and what they ate. To describe the social aspects of a past society. To know what people learnt from stone aged paintings. To use dates and terms to describe events. To describe what a typical day would have been like for a stone age man, woman or child of hunter-gathers and farmers. Look at settlements and suggest why they settled. <b><u>Key vocab to be taught:</u></b> Stone age, prehistoric, Palaeolithic, Mesolithic, Neolithic</p>		<p><b><u>Early Civilisations: Bronze Age</u></b></p> <p><b><u>Key questions:</u></b> What did the Bronze Age people believe in? <b><u>Key concepts:</u></b> To know where Bronze age fits chronologically To understand why circles were important to this civilisation (Stone Henge) To know what improvements were made to support their civilisation. To use artefacts to understand ceremonial beliefs and rituals (Amesbury Archer and the Mold cape) and how they changed overtime (round barrows/cremation). To know what or who was worshipped. <b><u>Key vocab to be taught:</u></b> Beliefs, Religion, Artefacts, Evidence, inference</p>		<p><b><u>Early Civilisations: Iron Age, and Trade and Transport</u></b></p> <p><b><u>Key questions:</u></b> Which is better, Bronze or Iron Age? <b><u>Key concepts:</u></b> To make comparisons of daily life and burials To use resources and artefacts to infer what daily life in both societies To understand technological advancements that happened within each society (transport, trade, travel, pottery wheel, lathes etc.) To use dates and terms to describe periods in history. To understand how each civilisation began and ended. <b><u>Key vocab to be taught:</u></b> Iron age, Civilisation, Period, Era, Innovation</p>	



<b>Geography</b>	<p><b><u>Extreme Earth</u></b></p> <ul style="list-style-type: none"><li>• Locate some of the world’s most famous volcanoes (Krakatoa, Mount Vesuvius, Nyiragongo, Mount St Helens) whilst learning mapping skills.</li><li>• Use an atlas and its index.</li><li>• Locate and name the continents on a World Map.</li></ul> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes, and tsunamis.</p> <p><b><u>Key vocab to be taught:</u></b> physical features, human features, landscape, Krakatoa, Mount Vesuvius, Nyiragongo, Mount St Helens, erupt, magma, fossils, crust, mantle, outer core, inner core,</p>	<p><b><u>UK</u></b></p> <ul style="list-style-type: none"><li>• Locate UK countries (England, Scotland, Wales, N Ireland); counties (Berkshire, Buckinghamshire, Cheshire and Leicestershire) and cities (London, Cardiff, Dublin, Edinburgh, Brighton, Oxford).</li><li>• Recognise the difference between the British Isles, Great Britain and the United Kingdom.</li><li>• Research features of villages, towns and cities and appreciate the differences.</li><li>• Compare 2 different regions in UK rural/urban: Leicester and Rutland by understanding the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li></ul> <p><b><u>Key vocab to be taught:</u></b> county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><b><u>Cultural Capital</u></b> <b><u>Famous Geographer Study</u></b></p>	<p><b><u>Geographical Skills &amp; Field Work: Our School</u></b></p> <ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li><li>• Use fieldwork to observe and record the human and physical features in the local area.</li><li>• Use 4 points of a compass to create a route within the school and use basic symbols and key to build their knowledge of maps.</li></ul> <p><b><u>Key vocab to be taught:</u></b> North, South, East, West, compass, direction, navigate</p>
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<p>PSHE/RSE/SMSC</p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>I can make simple choices to improve my health and wellbeing including oral, healthy eating, physical exercise and emotional wellbeing. (Science) (Individual liberty).</li> </ul> <p><b>Drug education and staying safe</b></p> <ul style="list-style-type: none"> <li>I can make judgements and decisions and use basic techniques for resisting negative peer pressure (Individual liberty, PREVENT).</li> <li>I can list the commonly available substances and drugs that are legal (rule of law).</li> <li>I understand that drugs and alcohol affect the mind and body which can affect the body in a variety of ways.</li> <li>I can demonstrate basic safety procedures when using medicine (Rule of law).</li> <li>I understand that it is alright to break a secret to keep me safe (Individual liberty).</li> <li>I know how to keep myself and others safe when using the roads.</li> <li>I can identify and explain how to manage the risks in different familiar situations.</li> </ul> <p><b>Key vocab to be taught:</b> Eatwell plate, Drugs</p>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct (Rule of Law).</li> <li>I have developed an awareness of relevant e-safety issues such as cyber bullying (OB assembly)</li> <li>I can use the internet purposefully to answer specific questions (MOI)</li> <li>I can understand that the internet contains fact, fiction and opinions and begin to distinguish between them (MOI).</li> <li>I know that everything on the internet is not true (MOI).</li> <li>I know the difference between communicating using email and online in a discussion forum (ORep, MOI)</li> <li>I know how to deal with unpleasant forms of electronic communication -save the message and speak to a trusted adult (Orel, OB)</li> <li>I can demonstrate an understanding of e-safety when communicating online (MOI, PS)</li> </ul>	<p><b>Health and relationships education</b></p> <ul style="list-style-type: none"> <li>I understand that all families are different and have different family members (Mutual respect).</li> <li>I know that individuals have rights over their own bodies and that there are differences between good and bad touching (individual liberty).</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>understand, with support, that economic choices affect individuals, communities and the sustainability of the environment.</li> <li>I can explore with support, how the media present information.</li> </ul> <p><b>Key vocab to be taught:</b> Child sexual exploitation (CSE), Impact, Sustainability, Eco-friendly</p>



			<p><b>Key vocab to be taught:</b> Self image (SI) Online relationships (Orel) Online reputation (ORep) Online bullying (OB) Managing online information (MOI) Health, wellbeing and lifestyle (HWL) Copyright (C) Privacy and security (PS)</p>	
RE	<p><b>Religion:</b> Christianity <b>Unit:</b> Who is my neighbour?</p> <p><b>Key vocab to be taught:</b> golden rule, neighbour, sacrifice, Samaritan, suffering</p>	<p><b>Religion:</b> Muslim, Hindu, Jewish and Christian</p> <p><b>Unit:</b> What does light mean? What does darkness mean? Making signs and symbols fascinating.</p> <p><b>Key vocab to be taught:</b> belief, worship, ritual, Christianity, Islam <b>Trip:</b> Synagogue</p>	<p><b>Religion:</b> Christianity</p> <p><b>Unit:</b> How does a Christian follow Jesus? (Easter focus)</p> <p><b>Key vocab to be taught:</b> baptism, temptation, belief, miracle, parable</p>	<p><b>Religion:</b> Christianity, Hinduism, Sikhism and Islam</p> <p><b>Unit:</b> What are the deeper meanings of our celebrations?</p> <p><b>Key vocab to be taught:</b> the names of the festival and the faith that celebrates it.</p>
Music	<p><b>Pulse</b> <b>Key vocab to be taught:</b> Pulse, rhythm, beat, time-keeping</p>		<p><b>Rhythm</b> <b>Key vocab to be taught:</b> Tune, music, stave, notation,</p>	<p><b>Technology, Structure and Form</b> <b>Key vocab to be taught:</b> Body-percussion, genres, cultures, composition</p>
Art	<p><b>Artist</b> – Picasso (<b>Textiles and collage</b>) <b>Key vocab to be taught:</b> Texture, Collage, Overlap, Layered, Mixed media, orientation</p>		<p><b>Artist</b> – Andrew Birks local artist (<b>sculpture</b>) <b>Key vocab to be taught:</b> Joins, slip, score, blend, form, 3-D, malleable</p>	<p><b>Artist</b> – Tim Fowler cultural artist (<b>painting/printing</b>) <b>Key vocab to be taught:</b> Form, tone, lines, shades/hues, primary, secondary, style</p>
DT	<p><b>Textiles</b> <b>Investigate</b> - how well products have been designed, how well products have been made, why <b>materials</b> have been chosen.</p>		<p><b>Mechanics</b> <b>Investigate</b> - how well products work, how well products achieve</p>	<p><b>Structure</b> Select and use tools, skills and techniques, explaining their choices.</p>



	<p>Use a wider range of materials and <b>components</b>, including <b>textiles</b></p> <ul style="list-style-type: none"><li>- Know that a single fabric shape can be used to make a 3D textiles product</li><li>- <b>Measure</b>, mark out, cut and shape materials and components with some accuracy</li></ul> <p>Model their ideas using <b>prototypes</b> and <b>pattern pieces</b></p> <ul style="list-style-type: none"><li>- <b>Assemble, join</b> and <b>combine</b> materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</li><li>- Refer back to their <b>design criteria</b> as they design and make</li><li>- Identify the strengths and weaknesses of their ideas and products</li><li>- Use their design criteria to <b>evaluate</b> their completed products</li></ul> <p><b>Key vocab to be taught: (in bold)</b></p>	<p>their <b>purposes</b> and how well products meet user needs and wants</p> <p>Select tools and equipment suitable for the task</p> <ul style="list-style-type: none"><li>- Use a wider range of materials and components, including <b>construction materials</b> and kits</li><li>- Measure, mark out, cut and shape materials and components with some accuracy</li><li>- Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</li><li>- Understand how <b>levers</b> and <b>linkages</b> or <b>pneumatic systems</b> create movement</li><li>- Develop their own design criteria and use these to inform their ideas</li><li>- Share and clarify ideas through discussion</li><li>- Use <b>annotated sketches</b> and <b>diagrams</b></li><li>- Explain their choice of <b>tools</b> and <b>equipment</b> in relation to the skills and <b>techniques</b> they will be using</li><li>- Refer back to their design criteria as they design and make</li><li>- Use their design criteria to evaluate their completed products</li></ul>	<p>Select new and <b>reclaimed</b> materials and construction kits to build their structures.</p> <p>Use simple finishing techniques suitable for the structure they are creating.</p> <p>Measure, mark, cut, shape, join and finish using a range of techniques.</p> <p>fold paper or card in different ways to make free standing structure.</p> <p><b>Generate</b> some simple design criteria with the children. develop ideas through talking, drawing and making mock-ups/prototypes.</p> <p>Plan the order in which the structures will be made.</p> <p>Evaluate their developing ideas and final products against original design criteria</p>
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<p><b>PE</b></p>	<p><b><u>Fitness/fundamental skills and Gymnastics</u></b> <b><u>Key vocab to be taught:</u></b> Agility, speed, balance, control Directional movement, balance, rolling</p>	<p><b><u>Dance and Invasion games</u></b> <b><u>Key vocab to be taught</u></b> Agility, speed, balance, control Directional movement, balance  pass and receiving, attacking and defending,</p>	<p><b><u>Striking and fielding games and Athletics</u></b> <b><u>Key vocab to be taught</u></b> Passing and receiving, kicking, fielding, bowling  speed, balance, control, jumping and throwing</p>
<p><b>Black and Asian history and culture</b></p>	<p style="text-align: center;"><b>Abdul Sattar Edhi (Humanitarian, philanthropist)</b> What does it mean to be a humanitarian? Discuss Nobel Peace Prize, charity work.</p> <p style="text-align: center;"><b>Lilian Bader (Equality)</b> What is equality? How important is it? Are we all truly equal? <b>Book Link:</b> <i>Separate Is Never Equal</i> by Duncan Tonatiuh</p>		
<p><b>Eco theme</b></p>	<p style="text-align: center;"><b>HEALTHY EATING –GROW YOUR OWN FOOD.</b></p>		
<p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>• Crossing the road</li> <li>• Residential – 1 day and 1 night – hiking             <ul style="list-style-type: none"> <li>• Have a picnic</li> <li>• Fly a kite</li> </ul> </li> </ul>		