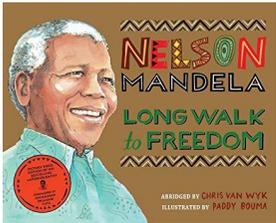
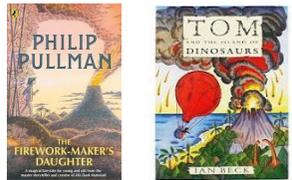
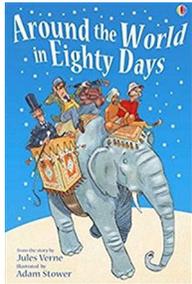




### Year 3 Long Term Curriculum Map 2025-26

Autumn Term		Spring Term		Summer Term:	
Autumn 1 Nelson Mandela and Apartheid	Autumn 2 Go with the Flow-Waterways of London	Spring 1 Active Planet	Spring 2 80 Days Around the World	Summer 1 Stone Age to Iron Age	Summer 2 Take One Picture
<p><b>Core Text:</b> A Long Walk to Freedom</p> 	<p><b>Core Texts:</b> A River/ The Thames and Tide Club</p> 	<p><b>Core Texts:</b> The Fire Maker's Daughter (WCR)/ Tom and the Island of Dinosaurs</p> 	<p><b>Core Text:</b> Around the World in 80 Days</p> 	<p><b>Core Texts:</b> The Wild Way Home (WCR) / Stone Age Boy</p> 	<p><b>Core Text:</b> To be decided based on painting</p>
<p><b>Writing Outcome:</b> To write a <b>historical recount</b> about Nelson Mandela</p> <p><i>To write a <b>poem</b></i></p>	<p><b>Writing Outcome:</b> To write a <b>setting description</b> e.g. a description of the river landscape</p> <p><i>To write an <b>advert</b></i></p>	<p><b>Writing Outcome:</b> To write an <b>adventure story</b> with a volcanic eruption</p> <p><i>To write a <b>personal narrative</b> about the eruption of Pompeii</i></p>	<p><b>Writing Outcome:</b> To write a <b>travel blog or guide</b></p> <p><i>To write an <b>information leaflet</b> about rocks</i></p>	<p><b>Writing Outcome:</b> To write an <b>Historical Narrative</b> set in the Stone Age</p>	<p><b>Writing Outcome:</b> To write a <b>poem</b></p>
<p><b>Other Suggested Texts:</b> Journey to Jo'burg Grandad Mandela The Akimbo Adventures Freedom We Sing The White Giraffe Africa Amazing Africa Change Sings</p>	<p><b>Other Suggested Texts:</b> Wind in the Willows The City of Secret Rivers The Frost Fair Journey to the River Sea</p>	<p><b>Other Suggested Texts:</b> Escape from Pompeii King of the Cloud Forests A pebble in my Pocket When the Giant Stirred When the Mountains Roared Running on the Roof of the World</p>	<p><b>Other Suggested Texts:</b> Asha and the Spirit Bird The Boy Who Cycled the World Tales from India Jasmine Skies The Wheel of Surya Adventures on Trains</p>	<p><b>Other Suggested Texts:</b> Ug Wolf Brother The Boy with the Bronze Axe The Wild Way Home The First Drawing</p>	<p><b>Other Texts:</b></p>

		Into the Volcano	Girl on a Motorcycle A Gift for Amma: Market Day in India		
<b>Poetry:</b> Child of Africa – Wayne Visser The Sound Collector – Roger McGough Walking with My Iguana – Brian Moses	<b>Poetry:</b> Duck's Ditty – Kenneth Graham The River –Valerie Bloom My Shadow – Robert Louis Stephenson When Daddy Fell into the Pond -	<b>Poetry:</b> Don't be Bored Rock – Zaro Weil	<b>Poetry:</b> Geography Lesson –Brian Patten From a Railway Carriage – Robert Louis Stephenson The Owl and the Pussycat – Edward Lear	<b>Poetry:</b> The Harvest Moon – Ted Hughes	<b>Poetry:</b>
<b>White Rose Maths:</b> Place Value Addition and Subtraction Multiplication and Division		<b>White Rose Maths:</b> Multiplication and Division Length and Perimeter Fractions Mass, Capacity and Temperature		<b>White Rose Maths:</b> Fractions Money Time Shape Statistics	
<b>Science:</b> Animals including humans  Working Scientifically: Comparative tests	<b>Science:</b> Forces and Magnets  Working Scientifically: Recording findings	<b>Science:</b> Rocks	<b>Science:</b> Revisit Animals Including Humans  Science Fair project	<b>Science:</b> Light  Revisit Rocks	<b>Science:</b> Plants  Working Scientifically: Using data to draw simple conclusions
<b>Topic Enquiry: Nelson Mandela and Apartheid History:</b> <ul style="list-style-type: none"> <li>Finding out about apartheid in S Africa</li> <li>Finding out about the life of Nelson Mandela</li> <li>Looking at the impact and changes that resulted from his actions.</li> </ul> <b>Geography: South Africa</b>	<b>Topic Enquiry: Go with the Flow – Waterways of London History:</b> <ul style="list-style-type: none"> <li>Investigating the historical sources that tell us about the impact of the River Thames on London's history.</li> </ul> <b>Geography:</b> <ul style="list-style-type: none"> <li>Understanding the course of a river</li> </ul>	<b>Topic Enquiry: Active Planet History: Pompei</b> <ul style="list-style-type: none"> <li>Finding out about the eruption of Mount Vesuvius and its impact on the city of Pompeii.</li> </ul> <b>Geography: Plate Tectonics</b> Finding out: <ul style="list-style-type: none"> <li>How the earth is constructed and plate tectonics.</li> <li>How mountains are formed, where the main mountain ranges are</li> </ul>	<b>Topic Enquiry: 80 Days Around the World Geography:</b> Finding out about: <ul style="list-style-type: none"> <li>The journey Phileas Fogg took, finding the countries and cities using different maps and plotting his journey.</li> <li>The history of the atlas.</li> <li>Climate zones.</li> <li>Lines of latitude and longitude, time zones, the equator and the northern and southern hemisphere and how these relate to the</li> </ul>	<b>Topic Enquiry: Stone Age to Iron Age History:</b> <ul style="list-style-type: none"> <li>Finding out about life in the Stone age, Bronze Age and Iron Age.</li> <li>Looking at sources of evidence to support our enquiries.</li> </ul> <b>Geography: Applying Skills</b>	<b>Topic Enquiry: Geography:</b> Local Fieldwork Project <ul style="list-style-type: none"> <li>Exploring changes in land use through local fieldwork at the City Road Basin</li> </ul> <b>History:</b> Local History Enquiry <ul style="list-style-type: none"> <li>Finding out about the history of the Regent's Canal and City Road Basin.</li> </ul>

<ul style="list-style-type: none"> <li>Finding out about the Geography of South Africa</li> </ul>	<ul style="list-style-type: none"> <li>Identifying key features of a river</li> <li>Finding out about the River Thames including the journey of the river and its effect on the physical and human geography of London.</li> <li></li> </ul>	<p>located in the UK and the world and the geographical features of a mountain (Mount Everest).</p> <ul style="list-style-type: none"> <li>The different types of volcanoes, how and why they erupt and the structure of a volcano.</li> <li>Why people choose to live near volcanoes.</li> <li>How and why earthquakes occur and the effects they have.</li> <li>Learning about the San Andreas Fault and the Japanese earthquake of 2011.</li> </ul>	<p>journey taken by Phileas Fogg.</p> <ul style="list-style-type: none"> <li>How to compare an area of Europe (French Alps) visited by Fogg with an area in the UK (Lake District)</li> <li>Some of the countries visited by Fogg on his journey</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about the location of iron age settlements</li> </ul>	
<p><b>Computing:</b> <b>E Safety :</b> Media Balance and Well Being - Device-Free Moments (UK)</p> <p>Connecting Computers</p>	<p><b>Computing:</b> <b>E Safety:</b> Cyber Bullying - Putting a STOP to Online Meanness</p> <p>Google Docs</p>	<p><b>Computing:</b> <b>E Safety:</b> News and Media Literacy - We, the Digital Citizens (UK)</p> <p>Data and Information –Branching Database (J2 Data- J2 Branch)</p>	<p><b>Computing:</b> <b>E Safety:</b> Privacy and Security - That's Private! (UK)</p> <p>J2 Animate Creating Media- Desktop Publishing and Blogging (J25)</p>	<p><b>Computing:</b> <b>E Safety:</b> Digital Footprint and Identity - Digital Trails (UK)</p> <p>Code.org – Course B</p>	<p><b>Computing:</b> <b>E Safety:</b> Relationships and Communication - Who Is in Your Online Community?</p> <p>Sequencing with Scratch Animation</p>
<p><b>Art:</b> Textiles: Inspired by Africa</p>  <p><b>Focus Artists:</b> Ibrahim Mahama, Adekunle Adeleke, Siwa Mgoboza</p>	<p><b>Art:</b> Painting /Sculpture: Reflections on water (colour mixing)</p>  <p><b>Focus Artists:</b> Monet</p>	<p><b>Art:</b> Painting: Landscapes</p>  <p><b>Focus Artists:</b> Turner, Hockney</p> <p>Forest School Project: Making Rafts</p>	<p><b>Art:</b> Drawing: Gestural Drawing with Charcoal- Cave paintings</p>  <p>Access Art/ Gomersal</p> <p><b>Focus Artists:</b> Cave Art, Henry Moore</p>	<p><b>Art:</b> Take One Picture</p>	

					
<b>DT:</b> Mechanical Systems: Pneumatic Toys  Kapow Unit	<b>DT:</b> Structures : Design an earthquake proof building 	<b>DT:</b> Textiles: Fastenings  Kapow Unit	<b>DT:</b> Digital World: Electronic Charm  Kapow Unit	<b>DT:</b> Food: Seasonal Foods  Kapow Unit	
<b>Country Trust Project</b> – runs all year. Children explore growing, cooking, hold a market, prepare a harvest feast and visit a farm.					
<b>Music:</b> Developing Singing technique – Nativity Play Kapow Unit: Ballads Instrumental Lessons – Glockenspiel or Keyboards		<b>Music:</b> Developing Singing technique - Spring concert Kapow Unit: Traditional instruments and improvisation (Theme: India) Instrumental Lessons – Keyboards		<b>Music:</b> Composition project linked to Take One Picture working with the Musicians Company (Summer 2) Kapow Unit: Jazz Instrumental Lessons – Keyboards	
Western Classical – Early, Baroque, Renaissance, Classical Era	Western Classical Romantic and up to 1940's	Western Classical 20 <sup>th</sup> Century Music	20 <sup>th</sup> and 21 <sup>st</sup> Century Music including Film and Musical Theatre	Popular Music	World Music and Folk Music
<b>Spanish:</b> Phonetics 1 I am Learning Spanish	<b>Spanish:</b> Animals (E)	<b>Spanish:</b> Instruments (E)	<b>Spanish:</b> I Know How To...	<b>Spanish:</b> Fruits (E) or Vegetables (E)	<b>Spanish:</b> Ice-Creams (E)
<b>PSHE:</b> Drug, alcohol and tobacco education Tobacco is a drug	<b>PSHE:</b> Mental health and emotional wellbeing Strengths and challenges	<b>PSHE:</b> Identity, society and equality Celebrating difference	<b>PSHE:</b> Physical health and wellbeing What helps me choose?	<b>PSHE:</b> Careers, financial capability and economic wellbeing Saving, spending and budgeting	<b>PSHE:</b> Keeping safe and managing risk Bullying – see it, say it, stop
<b>RE:</b> Why are festivals important to religious communities?	<b>RE:</b> What do different people believe about God?	<b>RE:</b> Why do people pray?	<b>RE:</b> <b>RE:</b> Why do some people think that life is a journey? What significant experiences mark this?	What does it mean to be a Hindu in Britain today?	
<b>PE:</b> Games – Netball Swimming	<b>PE:</b> Games – Football Dance	<b>PE:</b> Games – Netball Orienteering	<b>PE:</b> Games – Tag Rugby Gymnastics	<b>PE:</b> Games – Tennis Forest School	<b>PE:</b> Games - Cricket Athletics

<p><b>Global Citizenship: Equality and Rights</b></p> <p><b>Power and Governance (4 weeks)</b> Why do we need rules at school? How can people take part in making and changing the rules at school? Project Outcome: School Elections</p> <p><b>Social Justice and Equity (6 weeks)</b> What causes inequality? Should we all be equal? Is this always fair? Should boys and girls be treated the same? What is gender inequality? (The Pay Gap, Education gap) How would Gender equality change your life and change the world? Project Outcome – Social Enterprise: Raise money for the Malala Fund</p> <p><b>Human Rights (5 weeks)</b> What is the UN Convention on the Rights of the Child? Why do some people have their Human Rights denied? What can we do when someone is treated badly? What is a consequence? Why do we have them? Project Outcome: Amnesty International Campaign (weighing it up) – presentation to the Head Teacher</p>		<p><b>Global Citizenship: Respect for Others</b></p> <p><b>Identity and Diversity (8 weeks)</b> What does culture mean to me? How do our differences help make the world a more interesting and better place? How do I celebrate different cultures? Does a person have to earn respect, or do all people deserve it? What role does respect play in your relationships with friends and family? Project Outcome: Link to International Mother Tongue Day – organise a celebration of different languages across the school</p> <p><b>Peace and Conflict (4 weeks)</b> How do my actions impact others? How can I solve arguments effectively and fairly? What can we learn from disagreements?</p>		<p><b>Global Citizenship: Ecological Awareness</b></p> <p><b>Sustainable Development (8 weeks)</b> Starting Point: Whole School Earth Day What are the most important issues facing the environment today? Why are we responsible for our planet? What can we do as individuals and a community to take responsibility and look after the planet?</p> <p><b>Globalisation and Interdependence (6 weeks)</b> What is fair trade? How do the everyday choices we make have global consequences? How can we make a difference to people and places around the world Project Outcome: Research and Promote Snacks for a Fair Trade Breaktime</p>	
<p><b>Global Citizenship Links:</b> International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p>	<p><b>Global Citizenship Links:</b> Universal Children’s Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day</p>	<p><b>Global Citizenship Links:</b> International Women’s Day International Mother Language Day Children’s Mental Health Week</p>	<p><b>Global Citizenship Links:</b> Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p><b>Global Citizenship Links:</b> International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week</p>	<p><b>Global Citizenship Links:</b> BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week</p>
<p><b>P4C:</b></p>	<p><b>P4C:</b> The World Belongs to You – Bozzi/Zagnoli: what does it</p>	<p><b>P4C:</b> Mizilca or other tale in Lurie’s <i>Clever Gretchen</i>: can</p>	<p><b>P4C:</b> BBC film, What Makes Me Me? raises ‘big idea’</p>	<p><b>P4C:</b> Compare cave drawings and contemporary graffiti: Why</p>	<p><b>P4C:</b> ‘The Forgotten Treasure’ (<i>First Stories for Thinking</i>):</p>

<p>Something Else: how do we/ should we treat others who are or seem 'different'?</p>	<p>mean to be free? What are the limits to freedom?</p>	<p>girls be 'heroic'? Why so few heroines in adventures &amp; folk tales?</p>	<p>questions. Are you the same person from birth to old age?</p>	<p>draw? What makes it 'art' or 'vandalism'?</p>	<p>what do we 'treasure'? could a flower be more valuable than gold?</p>
<p><b>Emotional Literacy: Self-Awareness</b> Emotional Literacy Booklet Autumn 1</p> <p><b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognising strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul> <p><b>Contents</b> <b>Introduction:</b> The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. <b>Lesson 1:</b> How am I feeling? - Joyful <b>Lesson 2:</b> How am I feeling? - Furious <b>Lesson 3:</b> How am I feeling? - Jealous <b>Lesson 4:</b> How am I feeling? - Relaxed <b>Lesson 5:</b> Recognising and celebrating our achievements and reflecting on our strengths <b>Lesson 6:</b> Self-efficacy and self confidence</p>	<p><b>Emotional Literacy: Self Management</b> Emotional Literacy Booklet Autumn 2</p> <p><b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal setting</li> <li>Organisational skills</li> <li>Growth Mindset</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> How do you want to feel? <b>Lesson 2:</b> Moving out of the red – scared <b>Lesson 3:</b> Tool Kit to regulate emotions – scared <b>Lesson 4:</b> Managing Change <b>Lesson 5:</b> Growth Mindset – grow your brain <b>Lesson 6:</b> Aspiration and Setting Goals</p>	<p><b>Emotional Literacy: Social Awareness</b> Emotional Literacy Spring 1 Booklet</p> <p><b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Empathy/sympathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> How do you want to feel? - Revisiting the class charter <b>Lesson 2:</b> Recognising and understanding other people's feelings <b>Lesson 3:</b> Solving a problem with the blueprint <b>Lesson 4:</b> Kindness – Giving and receiving compliments <b>Lesson 5:</b> Belonging and Community</p>	<p><b>Emotional Literacy: Relationship Skills</b> Emotional Literacy Booklet Spring 2</p> <p><b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship building</li> <li>Teamwork</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> Friendship Skills <b>Lesson 2:</b> Revisiting Anger <b>Lesson 3:</b> Peaceful problem solving <b>Lesson 4:</b> Asking for help <b>Lesson 5:</b> Working in a group</p>	<p><b>Emotional Literacy: Responsible Decision Making</b> Emotional Literacy Booklet Summer 1</p> <p><b>Associated Skills</b></p> <ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analysing solutions</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul> <p><b>Contents</b> <b>Lesson 1:</b> Identifying Problems <b>Lesson 2:</b> Identifying Solutions <b>Lesson 3:</b> Analysing solutions – consequences <b>Lesson 4:</b> Taking Action <b>Lesson 5:</b> Evaluating and Reflecting</p>	<p><b>Emotional Literacy: Anti Bullying/ Transition</b> SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> <li>I can tell you what bullying is.</li> <li>I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do.</li> <li>I know how it might feel to be a witness to and a target of bullying.</li> <li>I can tell you why witnesses sometimes join in with bullying or don't tell.</li> <li>I can tell you some ways of helping to make someone who is bullied feel better.</li> <li>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.</li> <li>I can problem solve a bullying situation with others.</li> </ul>
<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Introduction to the PANTS rule</li> <li>Being safe in the classroom/ school environment</li> <li>What to do when the fire alarm sounds</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Firework safety</li> <li>Fire Safety</li> <li>Road Safety Be Safe Be Seen</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Dog Safety</li> <li>Stranger Danger</li> <li>Review PANTS rule</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Staying Safe at Home</li> <li>First Aid</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Road Safety- Green Cross Code</li> <li>Who keeps us safe</li> <li>Review PANTS rule</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Water safety</li> <li>Staying Safe in the Sun</li> <li>Cycle and Scooter Safety</li> </ul>

<ul style="list-style-type: none"> <li>• Drugs, alcohol and tobacco (see PSHE/RE)</li> </ul>					
<b>Enrichment Opportunities:</b> Anti Apartheid Legacy Centre TGC – Citizens of the World Unite	<b>Enrichment Opportunities:</b> Museum of Docklands – Locks, Lifting and Loads Thames Explorer Trust City Basin – field work Port of London – Thames and Trade workshop Courtauld Gallery – Art and Impressionism	<b>Enrichment Opportunities:</b> Geobus – Hazards Natural History Museum – volcanoes and earthquakes Hampstead Heath – Soil Detectives	<b>Enrichment Opportunities:</b> British Library – Voyage into Maps TGC – The World Came to my place today Wallace Collection – Landscapes and Seascapes Hindu Temple 3 Discovery workshop	<b>Enrichment Opportunities:</b> John Soanes Museum – Light Hampstead Heath – Stone Age Survivors/ Celtic Harmony	<b>Enrichment Opportunities:</b> National Gallery TGC – Know How Plants Grow
<b>School, Family and  Community Events:</b> International Evening Class Tea Party Class led workshop – mental health and wellbeing Art Exhibition	<b>School, Family and  Community Events:</b> Interfaith Week Children in Need Community Carol Concert Christmas Fair Nativity Play	<b>School, Family and  Community Events:</b> Museum week Class led workshop – safer internet day Moreland’s Got Talent	<b>School, Family and  Community Events:</b> Comic Relief Spring Concert Science Fair World Book Day	<b>School, Family and  Community Events:</b> World Earth Day Learning Outside the Classroom Day Sports Day Eid Disco	<b>School, Family and  Community Events:</b> National Field Work week Summer Picnic



