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|  |  | |  | **Galmpton Curriculum Map Year 3 2021-2022** | | | | | | | | | | | |
| **Term** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | | |
| **No. of weeks** | **7 Weeks** | | | **7 Weeks** | | | **7 weeks** | | **6 Weeks** | | **5 Weeks** | | **6 Weeks 3 days** | | |
| **Gateway** | **Citizenship** | | | **Leadership** | | | **Exploration** | | **Expression** | | **Flourishing** | | **Citizenship** | | |
| **Metacognition** | **Independence** | | | **Creativity** | | | **Collaboration** | | **Independence** | | **Creativity** | | **Collaboration** | | |
| **Key Question** | **Is blue really for girls and pink really for boys?**    Exploration of gender stereotypes  3 weeks | **Can I write a story set in the Stone Age?**  History of the Stone Age - comparing modern life to life back then. Looking at a range of sources to develop understanding  4 weeks | | **Why is Torbay a sheltered bay?**    Investigate the different types of rocks in the local area.  4 weeks | **Can I design and test a wind-up car?**    Testing and trialling of different designs to create a toy car.  1 weeks | **How can I write a Christmas story inspired by a Christmas film?**  2 weeks | **How has the coast changed over time?**    An exploration of the coastal area  3 weeks | **How do I maintain a healthy skeleton?**    Exploration of how our skeleton works and what it needs to stay healthy  2 weeks | **Wonderful Writers week.**    2 weeks | **Can I design a book cover?**    Exploration of printing patterns  3 weeks | **How would living in Bristol compare to living on the coast?**    Different uses of land; economic activity has shaped the area; trade  4 weeks | **What do plants need to flourish?**    Essential functions of the parts of plants; requirements for growth of plants; water transportation; water transpiration; lfe cycle of flowering plants  2 weeks | **What was the true legacy of the Romans?**    Exploring the Roman Empire and the Romanisation of Britain  4 weeks | **How can I write a story with an important message for others to follow?** | **How can I paint Greenway?**  Exploration of different techniques in order to paint a landscape  2 weeks |
| **Main Subject** | **RSHE-gender equality and gender stereotypes** | **History**  **The Stone Age** | | **Science**  **Rocks and fossils** | **DT**  **Making something that has been tested** | **English** | **Geography**  **Region of UK** | **Science**  **Animals including humans** | **English**  **PHSCE** | **ART**  **Printing** | **Geography Contrasting region of UK** | **Science**  **Plants** | **History**  **Romans** | **English** | **ART**  **Drawing and painting** |
| **Class reading** | **Except When They Don’t** – Laura Gehl | **The Wild Way Home**  Sophie Kirtley    **Stone Age**  Jerome Martin  **Stone Age Boy**  Satoshi Kitamura | | **Non-Fiction** | **Until I Met Dudley**  Roger McGough | **The Christmas Chronicles 1** | **Non-fiction texts** | **Information leaflets around health** | **TBC** | **TBC** | **TBC** | **Non-Fiction Texts** | **Historical texts** | **The Nightbus Hero** | **TBC** |
| **Writing**  **Outcome** | **Poetry/**  **Narrative** | **Narrative** | | **A non-chronological report** | **Text based on** Until I Met Dudley around our DT designs. | Christmas story | TBC | **Information leaflet** | **Narrative** | **N/A** | **Recount / Blog (following school trip)** | **Personal Reflections** | **Style of an online article –persuasive text** | **A story inspired by The Niightbus Hero.** | **Personal reflections** |
| **Other outcome** | **Children holding a debate around gender stereotypes** | **Narrative** | | **Presentation of our research** | **A toy wind up car** |  | **Persuasive**  **Text**  **Did King Alfred**  **deserve the title ‘Alfred the Great?’** | **Leaflet** |  | **Children design a book cover for a story they’ve written** | **Recount** | **Look after our garden** | **Online article** | **TBC** | **Children create an art exhibition**  **open to the community** |
| **Gateway Learning** | How have I embraced opportunities to make a valued contribution? | What action have I taken as a result of feeling passionate?? | | How have I shown I value other’s in my team – through group work and discussions |  | How have I motivated others? Peer reflections | How do I know what my skills and talents are? | How have I learnt from having a go at something I didn’t want to do? | | How do I show my uniqueness through words and actions? | How do I make first impressions count? | How have I identified a change to improve my health? | How have I embraced opportunities to make a valued contribution? | TBC | What action have I taken as a result of feeling passionate? |