|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | **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 area3 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; trade4 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? |