



Stepping Stones Semi Formal Curriculum Map - Year 3

	Block 1	Block 2	Block 3	Ongoing Art/ DT (Friday)	Ongoing Computing/ Music (Monday)
Autumn 1	<p>PSHE - Health and well being</p> <ul style="list-style-type: none"> *I know how to stay healthy. *I know ways to stay calm. *I know the importance of being safe around medicine. *I know about healthy eating. *I can make healthy snacks. *I know my body needs energy. <p>Key Knowledge To understand the importance of keeping fit and healthy not only for our body but our minds too.</p> <p>Vocabulary Health, well-being, personal, hygiene, diseases, emotional, spreading, change, physical, attract, attention</p> <p>New Vocabulary Process, informed, choices, emotional, attract, attention, networks, and privacy, private.</p>	<p>Geography – My Island home – St Lucia (contrasting locality – compare with Prescott)</p> <ul style="list-style-type: none"> *I can locate St Lucia on a map. * I know what the weather is like in St Lucia like. * I can describe and identify features of houses and buildings. * I can notice differences between our schools. * I can taste food native to St Lucia *I can discuss what it would be like to live in St Lucia. <p>Key Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p> <p>Vocabulary Hot, cold, sea, land, transport, cooking, shopping, schools, homes, jobs, landscape, temperature, continent, ocean, journey, island</p> <p>New Vocabulary Villages, culture, contrast.</p>	<p>Science – Forces – Floating and sinking</p> <ul style="list-style-type: none"> *I know why objects float or sink. *I know that surface area can affect objects sinking or floating. *I can predict what materials will float or sink. *I can make a boat. *I can predict how much weight my boat can hold. *I can summarise my findings. <p>Key Knowledge Whether a substance floats or sinks is a property of the substance. Whether something floats or sinks has to do with how heavy it is and how big it is. Things that sink are heavy for their size. Things that float are light for their size.</p> <p>Vocabulary Float, sink, force, surface, effect, move, predict, materials, weight, time, hold.</p> <p>New Vocabulary Surface area, density, buoyancy, upthrust.</p>	<p>Art – colour mixing - Artist – Joan Miro</p> <ul style="list-style-type: none"> *I know Joan Miro is a Spanish painter. * I can explore shapes in the style of Joan Miro *I can create a colour wheel. *I can experiment painting techniques. *I can create a final piece in the style of Joan Miro. *I can reflect and evaluate my artwork. <p>Key Knowledge To explore an artist and their work. To discuss how colours are used in everyday life and why the painter has used the colours in their work. To explore the three primary colours. To know how to create different tones by mixing different colours and create artwork inspired by the artist.</p> <p>Vocabulary Vocabulary; Tone, light, dark, artist, mixing, creation, everyday life, shades, colour wheel.</p> <p>New Vocabulary Joan Miro, modern, evaluate.</p>	<p>Pictures tell a thousand words</p> <ul style="list-style-type: none"> *I can take a photograph using an iPad- *I can use photographs for many different purposes *I can make a pic collage to share but I need to be careful as to who I share my images with *I can retrieve my photographs to edit *I can plan how to use my photographs for a purpose <p>Key Knowledge Children will learn about the main functions and buttons on an ipad camera, as well as about different shots to enable the children to confidently capture their own pictures, using the camera app on an iPad.</p> <p>Vocabulary Ipad, photographs, share, edit, purpose, images.</p> <p>New Vocabulary Pic collage, retrieve.</p>
Autumn 2	<p>Geography - Why can't a Meerkat live in the North Pole?</p> <ul style="list-style-type: none"> * I know why meerkats live in the dessert. *I know which animals live in cold places. *I know locations of hot and cold places in relation to the equator. *I know why people like to go to hot places for their holiday. *I know why we wear different clothes in winter and summer. *I know warm and cold colours. <p>Key Knowledge Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Vocabulary Seasons, United Kingdom, Cold, Hot.</p> <p>New Vocabulary Equator, poles, meerkats, Kalahari.</p>	<p>History – What are we remembering on Remembrance Day?</p> <ul style="list-style-type: none"> *I know why people wear poppies at this time of year. *I can compare the similarities and differences between people's lives then and now. *I know what happens on Remembrance Day. *I know what war memorials are for. *I can visit a local war memorial. *I can make poppies. <p>create a remembrance display/make poppies</p> <p>Key Knowledge To understand the significance of Remembrance Day and that Remembrance Day was originally celebrated to remember those who dies in the First World War. However it is now an annual event to remember those who have dies in all wars, not just the First World War.</p> <p>Vocabulary Remembrance, significant, died, celebrate.</p> <p>New vocabulary First World War, World War, Poppies, Memorial.</p>	<p>RE - Unit: 2.7 Christmas.</p> <p>Why do people in the nativity story travel to Bethlehem?</p> <ul style="list-style-type: none"> *I know why Mary and Joseph made the journey to Bethlehem. *I know why Jesus was born in Bethlehem. *I can discuss different journeys. *I know many other people travelled to see Jesus. *I know why the shepherds travelled to Bethlehem *I know why the wise men travelled to Bethlehem. <p>Key knowledge To explore the Christmas story through the journeys to Bethlehem made by Mary and Joseph and those who travelled to visit baby Jesus.</p> <p>Vocabulary Christ, Bethlehem, Mary, Joseph, Jesus, Shepherds, Angels, Wise men, Star, Travel.</p> <p>New Vocabulary Saviour, Messiah.</p>	<p>DT – Making a pop up Christmas card (simple levers / hinges)</p> <ul style="list-style-type: none"> *I can look at a variety of pop-up cards/books and discuss how they are made. * I can test simple levers / hinges. *I can design a card *I can make a popup Christmas card. <p>Key Knowledge To understand how hinges and levers work to create a pop-up effect. To test and measure durability of simple levers and hinges to achieve the best outcome.</p> <p>Vocabulary Test, observe, design.</p> <p>New Vocabulary Durability, hinge, lever.</p>	<p>Music- Linked to Themes - Christmas</p> <ul style="list-style-type: none"> * To learn to listen to music across a range of genres * To learn to sing and use their voices to create music * To listen and appraise music <p>Key Knowledge To learn to listen to music across a range of genres, to learn to sing and use their voices to create music.</p> <p>Vocabulary warm up, voices, song, sing, tuneful, instrument, instrumental parts.</p> <p>New Vocabulary Perform, preference, appraise, Hip Hop, Rap, pulse, beat.</p>



<p>Spring 1</p>	<p>PSHE - Relationships and Living in the Wider World *I can understand that relationships can be both positive and negative. *I can recognise what makes a good friend. *I can understand the importance of laws and why they are needed. *I can understand the need to respect diversity and equality. *I can understand the importance of money in people's lives. *I can suggest ways to manage and save money.</p> <p>Key Knowledge To gain more of an understanding of the world around them. To be able to recognise how positive and negative relationships can affect people, to respect individuals and the importance of equality. To know why money is so important in peoples lives.</p> <p>Vocabulary Relationships, positive, negative, friendship, relatives, families, marriage, love, care, respect, money.</p> <p>New Vocabulary equality, diversity, human rights, society, citizen, managing, effectively.</p>	<p>History – Why do we remember Florence Nightingale? (Mary Seacole) *I know who Florence Nightingale is. *I know the story of Florence Nightingales life. *I know what it was like for Florence Nightingale to travel to the Crimea. *I know what Florence Nightingale did in the Crimea. *I can create a timeline of Florence Nightingale. *I know who Mary Seacole is.</p> <p>Key Knowledge To know Florence Nightingale trained as a nurse to help others and lead a team of nurses to Crimea to save many lives.</p> <p>Vocabulary History, nurse, lives, soldier.</p> <p>New Vocabulary Florence Nightingale, Crimea, Mary Seacole, infection, anaesthetic, Crimean War.</p>	<p>Science – Magnets - Are all metals magnetic? Does a sweet stick to a magnet? *I can investigate if all metals are magnetic. *I can predict if sweets will stick to a magnet. *I can observe whether magnets attract or repel each other. *I can investigate different strengths of magnets. *I can record my findings.</p> <p>Key Knowledge To know all metals are not magnetic. The investigate reasons why magnets attract or repel each other by working scientifically.</p> <p>Vocabulary Predict, investigate, strength.</p> <p>New Vocabulary Magnetic, magnet, attract, repel.</p>	<p>Art – Collage Artist - Henri Matisse. *I know Henri Matisse was a French artist. *I can explore collages. *I can play around with compositions and placements. *I can explore different mediums. *I can create a collage in the style of Henri Matisse.</p> <p>Key Knowledge To explore an artist and their work. To discuss composition and placements within the collages. To create a final piece in they style of the artist.</p> <p>Vocabulary Tone, light, dark, artist, mixing, creation, everyday life, shades.</p> <p>New vocabulary Collage, composition, placement, Henri Matisse.</p>	<p>Computing – Our Local Area *I can navigate web searches of school and the local area. *I can take pictures of my local area. *I can recreate my pictures using an app. *I can create a map of my local area. *I can use BeeBots. *I can record my trip on an app.</p> <p>Key Knowledge Children will use technology to explore the local area. Using investigative tasks to navigate aspects of local features and learning about directional language using Google Earth, Google Maps and BeeBots.</p> <p>Vocabulary Pictures, document, map, app, iPad, Beebot.</p> <p>New Vocabulary Investigate, Google, maps, features, directional, language.</p>
<p>Spring 2</p>	<p>Science – Lifecycles - Do animals and their offspring always look the same? (frog, butterfly, lambs, chicks) *I know what a lifecycle is. *I can observe changes during a butterfly's lifecycle. *I can observe changes during a lamb's lifecycle. *I can observe changes during a chick's lifecycle. *I can observe changes during a frog's lifecycle. *I can compare the lifecycles.</p> <p>Key Knowledge To understand the life cycle is the different stages of life for a living thing. All animals, including humans, have a life cycle as all animals are born, grow, reproduce and die. To be able to observe different life cycles.</p> <p>Vocabulary Observe egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</p> <p>New Vocabulary Lifecycle, pupa, spawn, tadpole.</p>	<p>Geography – Welcome to the UK! *I can identify countries of the UK. *I can identify capital cities of the UK. *I can locate cities using compass directions. *I can identify human and physical features of the UK. *I can compare the countryside to the cities in the UK. *I can identify the four seasons in the UK.</p> <p>Key Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. To be able to classify human and physical features and compare different areas of the UK in relation to Prescott.</p> <p>Vocabulary Locate, UK, seasons, country, features, physical, human.</p> <p>New Vocabulary Classify, countryside, capital, compass, directions.</p>	<p>RE - Unit 2.4 Easter: How do Symbols help us to understand the story? *I can identify and name some of the symbols of Easter. *I can retell the Easter story. *I can describe what the symbols of Easter mean. *I can describe why Christian people celebrate Easter. *I can talk about my own experiences of Easter celebrations. *I can explain what I think is the most important thing about Easter.</p> <p>Key Knowledge To know there are different objects and symbols used to help explain and understand the meaning of Easter and that the Easter story is central to Christian belief.</p> <p>Vocabulary Celebration, Christian, Easter, Jesus.</p> <p>New Vocabulary Cross, crucifix, Paschal cable, resurrection, Last Supper, symbol, sacrifice.</p>	<p>DT – Food – Make a healthy fruit salad *I can explain where some food grows. *I can classify fruits and vegetables. *I can decide what fruits I want to include in my fruit salad. *I can make a fruit salad.</p> <p>Key Knowledge Learn to distinguish fruits from vegetables, and categorising a selection of fruits and vegetables. To classify where the plant grows, on trees, or vines, above the ground or under the soil; and explore which part of these plants we eat. To understand the importance of eating and preparing healthy snacks.</p> <p>Vocabulary Food, fruit, salad, vegetables, healthy, healthy eating.</p> <p>New vocabulary Classifying, grow, vines, ground, soil, prepare, fruit salad.</p>	<p>Music- Linked to Themes – Easter * I can learn a new song * I can accompany a song with a musical instrument * I know how to perform * I know I need to practise to perform</p> <p>Key Knowledge To use voices expressively and creatively and to play tuned and un-tuned instruments musically.</p> <p>Vocabulary warm up, voices, song, sing, tuneful, instrument, instrumental parts.</p> <p>New Vocabulary Perform, preference, appraise, share.</p>



<p>Summer 1</p>	<p>PSHE -- RSE and Mental Health and Wellbeing *I know that our bodies are unique. *I can name male and female body parts. *I know what is appropriate and inappropriate physical contact *I know what consent means. *I know that all families are different. *I know who I can talk to if I need help.</p> <p>Key Knowledge To understand the importance of staying safe and knowing what is appropriate and inappropriate. To be able to name male and female body parts and recognise the importance of consent.</p> <p>Vocabulary Relationships, family, different, similar, male, female.</p> <p>New Vocabulary Stereotypes, gender roles, male, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption.</p>	<p>Cross curricular History/Science/Geography/PE. Dinosaurs – pre historic age *I know when dinosaurs existed and when they became extinct. *I can recognise a variety of different dinosaurs. *I can think about how dinosaurs moved (dance/drama) *I can sort dinosaurs by their diet (Omnivore, herbivore, carnivore). *I know how fossils are created. *I can write a poem describing dinosaurs.</p> <p>Key Knowledge To be able to chronologically order when dinosaurs existed to when they became extinct. To explore and recognise a variety of different animals and their diets. Consider how different dinosaurs might move. Practice these movements in an open space.</p> <p>Vocabulary Dinosaurs, timeline, diet, movement.</p> <p>New Vocabulary Omnivore, herbivore, carnivore, chronology, fossil, extinct, existed.</p>	<p>RE - Unit: 2.6 Ascension and Pentecost What happened at the Ascension and Pentecost *I can retell the stories of Jesus' ascension and the events of Pentecost. *I can talk about my ideas of heaven. connect the gifts of the spirit with the school's Christian values. *I can describe the symbols of the Holy Spirit. *I can talk about why Christians believe that the events of Pentecost still impact on the church today.</p> <p>Key knowledge To begin to develop knowledge and understanding of these two very significant events and begin to explore the concept of God as three in one. To understand the importance of these events in the life of Jesus and the Church, then and now.</p> <p>Vocabulary Church, Jesus, Christian, Value.</p> <p>New Vocabulary Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity.</p>	<p>Art – Painting and textiles – Artist – Georgia O'Keefe - Flowers (painting, oil pastels + spray dye, paste batik *I know Georgia O'Keefe was an American painter. *I can explore the work of Georgia O'Keefe. *I can enlarge a picture of a flower using oil pastels. *I can observe parts of a flower. *I can create a piece of artwork in the style of Georgia O'Keefe. *I can reflect and evaluate my work.</p> <p>Key Knowledge To explore an artist and their work. To discuss how colours are used in everyday life and why the painter has used the colours in their work. To explore parts of a flower and create artwork inspired by the artist.</p> <p>Vocabulary Painter, flower, create, inspire, reflect, evaluate, observe.</p> <p>New Vocabulary Oil pastels, Georgia O'Keefe, enlarge.</p>	<p>Computing – walking with dinosaurs *I know what an algorithm is. *I can write instructions. *I can create a word algorithm. *I can follow instructions. *I can use the Daisy Dino app. *I can use the BeeBott app.</p> <p>Key Knowledge Children will learn about sequencing and algorithms. Children will be able to use simple apps on iPads to understand how algorithms work. (Daisy Dinosaur, BeeBott, Scratch JR)</p> <p>Vocabulary Instructions, algorithm, iPad, app.</p> <p>New Vocabulary Sequencing, order, accuracy.</p>
<p>Summer 2</p>	<p>PSHE - Mental Health and Wellbeing *I can recognise a range of emotions. *I can explain how we experience and express different feelings. *I can use some simple strategies for making myself and others feel better. *I can recognise how feelings change in different situations * I can describe the different feelings related to different situations *I can identify who and what can help me manage and express my feelings</p> <p>Key Knowledge To describe things that we enjoy or that make us feel happy. Identify when people are being kind or unkind — either to us or to others. Identify adults and strategies to help manage emotions and feelings.</p> <p>Vocabulary Mental health, wellbeing, feelings, emotions,</p> <p>New Vocabulary strategies, self-care, emotionally safe, physically safe.</p>	<p>Geography - How does the weather affect our lives? (Science link) *I can recall the 4 seasons in the UK. *I can describe some of the changes that take place during the seasons. *I can name 3 types of weather that might affect us. *I can explain why the weather may affect what clothes we wear. *I can explain why the weather can affect how we travel. *I can explain why the weather can affect the things we do.</p> <p>Key Knowledge To understand seasonal weather patterns in the context of the weather of the UK. To understand the impact of weather on our lives in the context of the weather of the UK and to describe how the weather can affect us.</p> <p>Vocabulary Seasons, weather, change, Autumn, Winter, Spring, Summer.</p> <p>New Vocabulary Impact, affect, climate, degrees.</p>	<p>Science – Plants - Where do seeds come from? Can we find our own or must we buy them? *I know what a seed is. *I know where seeds come from. *I know parts of a dandelion seed. *I can find seeds. *I can plant seeds.</p> <p>Key Knowledge To understand more of the world around them and find natural seeds to grow. To plant the seeds and name parts of a dandelion.</p> <p>Vocabulary Seed, plant, cycle, root.</p> <p>New Vocabulary Germination, pappus, beak, achene.</p>	<p>DT – Make a wooden picture frame (structures/ joining) *I can look at a variety of picture frames and discuss how they are made. *I can design a picture frame (Georgie O'Keefe inspired) *I know what skills are needed to construct a wooden frame. *I can construct a wooden frame. *I can embellish my frame. *I can evaluate my wooden frame.</p> <p>Key Knowledge To be able use research and develop design criteria to inform the design of innovative, functional, fit for purpose wooden picture frames. To be able to reflect and evaluate their structures.</p> <p>Vocabulary Observe, discuss, skills, design, corners, evaluate.</p> <p>New Vocabulary Construct, joining, embellish, saw, skills.</p>	<p>Music- Linked to Themes - Summer * To learn to listen to music across a range of genres * To learn to sing and use their voices to create music * To listen and appraise music</p> <p>Key Knowledge To learn to listen to music across a range of genres, to learn to sing and use their voices to create music.</p> <p>Vocabulary warm up, voices, song, sing, tuneful, instrument, instrumental parts.</p> <p>New Vocabulary Perform, preference, appraise, Hip Hop, Rap, pulse, beat.</p>