



**St Ursula's EACT Academy Creative Curriculum
Year 3**

Creative Curriculum matrix: Year							
		Term 1 (8 weeks)	Term 2 (7weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
	Topic title	Know your place	The Terrible Tudors	Passport to the Olympics	The Ancient Egyptians	Vicious Volcanoes	The Stone Age
Topic	History.		<p>Tudors</p> <p>Lesson 1 (Concept map) Ask questions Place the time studied on a time line Use dates and terms related to the study unit and passing of time</p> <p>Lesson 2 Trip to Red Lodge</p> <p>Lesson 3 Find out about everyday lives of people in time studied (What were the differences between the lives of rich and poor during Tudor times?)</p> <p>Lesson 4 Find out about everyday lives of people in time studied (Tudor houses)</p>		<p>Ancient Egypt</p> <p>Lesson 1 (Concept map) Place the time studied on a time line Use dates and terms related to the study unit and passing of time Ask questions</p> <p>Lesson 2 Use a range of sources to find out about a period Identify and give reasons for different ways in which the past is represented</p> <p>Lesson 3 Find out about everyday lives of</p>		<p>The Stone Ages</p> <p>Lesson 1 Concept map Place the time studied on a time line Use dates and terms related to the study unit and passing of time Ask questions</p> <p>Lesson 2 Observe small details – artefacts, pictures Sequence several events or artefacts (Cave paintings)</p> <p>Lesson 3 Use a range of sources to find out about a period (stone age poo)</p> <p>Lesson 4</p>



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		<p>Lesson 5 Begin to use the library and internet for research</p> <p>Lesson 6 Identify reasons for and results of people's actions (Why did Henry VIII marry six times?)</p>		<p>people in time studied- Gods</p> <p>Lesson 4 Find out about everyday lives of people in time studied- heiroglyphics- talk?</p> <p>Lesson 5 Compare with our life today</p> <p>Lesson 6 Identify and give reasons for different ways in which the past is represented (Tutankhamun)</p>		<p>Identify and give reasons for different ways in which the past is represented (Skara Brae)</p> <p>Lesson 5 Look at representations of the period – museum, cartoons, etc (museum trip) Select and record information relevant to the study</p> <p>Lesson 6 Distinguish between different sources and different versions of the same story</p> <p>Lesson 7 Cave paintings</p>
Geography	<p>Know Your Place Lesson 1 Name and locate local cities in the UK. Understand and use the 8 compass points.</p> <p>Lesson 2</p>		<p>Our European neighbours Lesson 1</p> <p>Lesson 2 Locate the countries of Europe (including Russia) using maps,</p>		<p>Volcanoes Lesson 1 Know the position and significance of the Equator, Tropic of Cancer and Tropic of Capricorn.</p> <p>Lesson 2 and 3</p>	

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	<p>Identify human characteristics in the UK</p> <p>Lesson 3 Identify physical characteristics in the UK such as hills, rivers</p> <p>Lesson 4 Fieldwork (trip to Westbury) Ask and respond to Geographical questions Make sketches and diagrams (create a sketch map) Use fieldwork instruments such as cameras</p> <p>Lesson 5 Create a map of the area identifying the main features (Using a simple Sketch map and a key)</p> <p>Lesson 6 Writing about Westbury on Trym</p>		<p>globes and digital mapping.</p> <p>Lesson 3 Use maps with symbols and keys to develop knowledge of the UK and worldwide</p> <p>Lesson 4 and 5 Study how human geography has changed over time. (Study of a European city)</p> <p>Lesson 6 Make comparisons between locations</p>		<p>Explore volcanoes and their causes and effects.</p> <p>Lesson 4 and 5 Compare a region of the UK with a volcanic region</p>	
MFL	<p>Greeting in French Say and repeat simple phrases and words Write</p>	<p>Counting in French – count in the line etc.</p> <p>Colours</p>	<p>Counting in French – count in the line etc.</p> <p>Days of the week</p>	<p>Counting in French – count in the line etc.</p> <p>Months of the year</p>	<p>Counting in French – count in the line etc.</p> <p>Animals</p>	<p>Counting in French – count in the line etc.</p> <p>Recognise difference between un and une</p>



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	<p>Understand and respond to a few familiar spoken words and short phrases. Select appropriate words to complete short phrases and sentences. Imitate correct pronunciation to some success. Learning numbers to 20 in French. Counting in French – count in the line etc.</p>	<p>Begin to read a few familiar words and translate them. Write or copy simple words.</p>	<p>Songs, rhyme or poem</p>		<p>Match sounds to the written word</p>	
Topic Text						
E-ACT Passport Links	<p>Walk/jog to the shops and back</p>	<p>Collect for a good cause/charity 6 selfless deeds</p>	<p>Geography Easter art competition</p>			<p>Learn 3 yoga moves Complete times table rock stars Ask for directions in another language 6 outdoor tasks vlog</p>



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Core	Writing texts	<p>Week 1 Poetry (3 days)</p> <p>Week 2-4 TBC Stories with familiar setting?</p>	<p>TBC</p> <p>Model text Elf Road Focus Setting Supporting literature The Lion the witch and the wardrobe</p>	TBC	<p>TBC</p> <p>Model text The Egyptian Princess</p>	<p>True Story- Model text Gopher to the Rescue Or The Little Volcano</p>	<p>Adventure Story- Model text The Stone Age Boy</p>
	Writing Genre	<p><i>Fiction</i> <i>Story with familiar setting</i></p> <p><i>Non-fiction</i> Persuasion-leaflet advertising Bristol</p>	<p><i>Fiction</i> <i>Portal story</i></p> <p><i>Non-fiction</i> <i>Recount of trip to Red Lodge</i></p>	<p><i>Fiction</i> <i>A journey story</i></p> <p>Non-fiction Explanation of science investigation</p>	<p><i>Fiction</i> <i>?</i></p> <p><i>Non-fiction</i> <i>Instructions for how to mummify a pharaoh</i></p>	<p><i>Fiction</i> <i>True story</i></p> <p><i>Non-fiction</i> <i>Discussion-Should Black Bear have resigned?</i> <i>Journalistic</i></p>	<p><i>Fiction</i> <i>Adventure story</i></p> <p><i>Non-fiction</i> <i>Diary entry of day if the life of a stone age person</i></p>
	Maths	<p>Week 1-4 Number and PV</p> <p>Week 5-8 Addition and subtraction</p>	<p>Week 1-3 Addition and Subtraction</p> <p>Week 4-5 Measurement (Time)</p> <p>Week 6 Summative Assessment</p> <p>Week 7 Measurement (Time)</p>	<p>Week 1-5 Multiplication and division</p> <p>Week 6 Fractions</p>	<p>Week 1-4 Fractions</p> <p>Week 5 Summative Assessment and Money</p> <p>Week 6 Gaps</p>	<p>Weeks 1-4 Measurement</p> <p>Week 5 Geometry</p>	<p>Week 1-2 Geometry</p> <p>Weeks 3 and 4 Statistics</p> <p>Week 5 Gaps</p> <p>Week 6 Summative Assessment</p> <p>Week 7 Gaps</p>



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	Reading						
RE	<p>Hinduism – Diwali</p> <p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Does participating in worship help people to feel closer to god or their faith community?</p> <p>WALT: investigate what happens during the festival of Diwali and whether the celebration brings a sense of belonging to Hindu's</p> <p>Research into and use a range of words correctly when talking about a religion.</p> <p>Describe how people show how religion is important to them and recognise different view points</p>	<p>Has Christmas lost its true meaning?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's live?</p> <p>WALT: find out what the true meaning of Christmas is to Christians and compare this to what Christmas means to us.</p> <p>Describe feelings and experiences of a range of issues including special times and new life.</p> <p>Describe some of the ways in which religion is different to them.</p>	<p>Could Jesus really heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's live?</p> <p>WALT: Retell bible stories when miracles have happened and question whether Jesus really did perform miracles.</p> <p>Research into and use a range of</p>	<p>What is 'good' about good Friday?</p> <p>Should religious people be sad when someone dies?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p> <p>WALT: recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> <p>Describe how people show how religion is important to them.</p>	<p>How can Brahman be everywhere and in everything?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p> <p>WALT: Understand the Hindu belief that there is one god with many different aspects.</p> <p>Describe how people show how religion is important to them.</p> <p>Begin to see some similarities in different religions and link together</p>	<p>What is the best way for a Sikh to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community.</p> <p>WALT: Understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p> <p>Begin to see some similarities in different religions and link together aspects of religious life and practise.</p>	

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		<p>Describe things religious people do.</p> <p>Explain the meaning of a range of terms used. (Rangoli patterns, Diva lamps etc)</p> <p>Recognise and describe accurately some things to do with religion.</p> <p>Describe some symbols used in festivals and explain their meaning.</p>	<p>Explain some of the ways in which religion can influence someone's life.</p> <p>Understand the importance of reflection.</p> <p>Describe the feelings I have about things that are important to me.</p> <p>Begin to see some similarities in different religions and link together aspects of religious life and practise.</p>	<p>words correctly when talking about a religion.</p> <p>Describe how people show how religion is important to them.</p>	<p>Understand the importance of reflection.</p> <p>Describe feelings and experiences of a range of issues including special times and new life.</p>	<p>aspects of religious life and practise.</p>	<p>Describe how people show how religion is important to them.</p> <p>Understand the importance of reflection.</p> <p>Describe some symbols used in festivals and explain their meaning.</p>
Inclusion	RESPECT theme plus religious ceremonies/celebrations		<p>Christmas</p> <p>Remembrance day</p> <p>Diwali</p> <p>Children in Need.</p>	<p>Commonwealth Day</p> <p>St Patrick's Day</p>	<p>Easter</p> <p>St David's Day</p> <p>Mothers' day</p>	<p>St Georges Day</p> <p>Europe Day May 9th</p>	<p>Ramadan</p>
	SMSC (Including SEAL, UNICEF focus assembly and P4C)						



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	Jigsaw	Being Me In my World Demonstrate that they recognise their own worth and that of others. Show how they care for the environment (eg. Animals and school grounds)	Celebrating Difference Listen to and show respect for the views of others.	Dreams and Goals Express their views confidently.	Relationships Explain how their actions have consequences for themselves and others. Describe the nature and consequences of bullying. Express ways of responding to bullying.	Healthy Me Make choices about how to develop healthy lifestyles	Changing Me Portraits Create accurate drawings of people – particularly faces
	RRS						
Science and Computing	BIG DAYS in school (off timetable days)			SAFETY DAY?	WORLD BOOK WEEK INTERNATIONAL DAY	SATS	CAMP HEALTHY SCHOOLS WEEK SPORTS DAY
	Science	Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between two	Rocks Compare and group together different kinds of rocks on the basis of their appearance and	Light Recognise that they need light in order to see things and that dark is the absence of light.	Animals and Humans Identify that animals, including humans, need the right types and amount of nutrition, and that	Investigations Asking relevant questions and using different types of scientific	Plants Identify and describe the functions of different parts of flowering plants:



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	<p>objects but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>(Week 6-World Space Week?)</p>	<p>simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled</p>	<p>roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
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						<p>diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest</p>	
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						improvements and raise further questions.	
	Computing	<p>Unit 3.1 Coding Number of Weeks– 6 Main Programs– 2Code</p> <p>*2 weeks consolidation of skills*</p> <p>Design, write and debug programs that control or simulate virtual events</p> <p>Use logical reasoning to explain how some simple algorithms work</p>	<p>Unit 3.3 Spreadsheets Weeks– 3 Programs– 2Calculate</p> <p>Unit 3.4 Touch-Typing Weeks– 4 Programs– 2Type</p> <p>Recognise familiar forms of input and output devices and how they are used</p> <p>Make efficient use of familiar forms of input and output devices</p>	<p>Unit 3.2 Online Safety Weeks– 2 Programs– Various</p> <p>*4 weeks consolidation/Safer Internet day*</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Use technology safely and recognise acceptable and unacceptable behaviour</p>	<p>Unit 3.5 Email Email (including email safety) Weeks– 6 Programs– 2Email, 2Connect, 2DIY</p> <p>Understand that computer networks enabling the sharing of data and information</p> <p>Understand that the internet is a large network of computers and that information can be shared between computers</p>	<p>Unit 3.6 Branching Databases Weeks– 4 Programs– 2Question</p> <p>*Week 5 for consolidation of skills*</p> <p>Use simple search technologies</p> <p>Use simple search technologies and recognise that some sources are more reliable than others</p>	<p>Unit 3.7 Simulations Weeks– 3 Programs– 2Simulate, 2Publish</p> <p>Unit 3.8 Graphing Weeks– 3 Programs– 2Graph</p> <p>*Week 7 for consolidation of skills*</p> <p>With support select and use a variety of software to accomplish goals</p>
Arts Mark	Music,	<p>Let your spirit fly</p> <p>Take part in singing songs, following the melody well with accurate pitch and using expression.</p>	<p>Glockenspiel 1</p> <p>Show control when playing musical instruments so that they sound and they should.</p>	<p>Three little birds</p> <p>Take part in singing songs, following the melody well with accurate pitch</p>	<p>The dragon song</p> <p>Vary dynamics with voice.</p>	<p>Bringing us together</p> <p>Samba – Bristol plays music</p>	<p>Reflect, rewind and replay</p> <p>Samba – Bristol plays music.</p>

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		<p>Use their voice to maintain a simple part.</p> <p>Perform with others taking instructions from the leader.</p> <p>Identify the beat in music</p> <p>Recognise changes and order in timbre, dynamics and pitch</p> <p>Recognise the build-up of layers in music</p> <p>Suggest ways to increase layers of sound to improve performance.</p> <p>Know that music can be played or listened to for a variety of purpose.</p>	<p>Carefully choose sounds & order them to achieve an effect.</p> <p>Create short phrases using real or invented symbol</p> <p>Know that music can be played or listened to for a variety of purpose.</p>	<p>and using expression.</p> <p>Use their voice to maintain a simple part</p> <p>Perform with others taking instructions from the leader.</p> <p>Identify the beat in music</p> <p>Recognise changes in timbre, dynamics and pitch</p> <p>Recognise the build-up of layers in music</p> <p>Suggest ways to increase layers of sound to improve performance.</p> <p>Know that music can be played or listened to for a variety of purpose.</p>	<p>Take part in singing songs, following the melody well with accurate pitch and using expression.</p> <p>Use their voice to maintain a simple part</p> <p>Perform with others taking instructions from the leader.</p> <p>Identify the beat in music</p> <p>Recognise changes in timbre, dynamics and pitch</p> <p>Recognise the build-up of layers in music</p> <p>Suggest ways to increase layers of sound to improve performance.</p> <p>Know that music can be played or listened to for a variety of purpose.</p>	<p>Take part in singing songs, following the melody well with accurate pitch and using expression.</p> <p>Use their voice to maintain a simple part</p> <p>Perform with others taking instructions from the leader.</p> <p>Identify the beat in music</p> <p>Recognise changes in timbre, dynamics and pitch</p> <p>Recognise the build-up of layers in music</p> <p>Suggest ways to increase layers of sound to improve performance.</p> <p>Know that music can be played or</p>	<p>Listen carefully to recall short rhythmic and melodic patterns</p> <p>Know how sound can be made and changed to suit a situation</p> <p>Make their own signs and symbols to record music.</p> <p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols</p> <p>Know that music can be played or listened to for a variety of purpose.</p>
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						listened to for a variety of purpose.	
Art	<p>Lesson 1 Landscape drawings of Westbury of Trym Experiment with the potential of various pencils Practise close observation · Draw both the positive and negative shapes Use initial sketches as a preparation for painting</p> <p>Lesson 2 and 3 Painting in the style of Paul Cezanne Observe pattern in the environment</p>	<p>Lesson 1 and 2 Sewing Christmas Decorations Use smaller eyed needles and finer threads · Weave</p>	<p>Lesson 1-3 Flags of Europe Design patterns using ICT Create symmetric patterns Make patterns on a range of surfaces</p> <p>Produce relief and impressed printing · Record textures and patterns · Explore monoprinting · Mix colours through overlapping colour prints</p>	<p>Lesson 1-3 Making Batik wall hangings Explore tie dying and batik</p>	<p>Lesson 1-3 Making Volcano sculptures Shape, form, model and construct (malleable and rigid materials) · Plan and develop · Understand different adhesives and methods of construction · Consider aesthetics</p>	<p>LINK TO TOPIC LESSON ABOUT CAVE PAINTING</p> <p>Lesson 1 Cave paintings -mixing colours</p> <p>Mix colours · Make colour wheels · Introduce different types of brushes · Apply colour using dotting, scratching, splashing</p>	
DT		<p>Lesson 3 Making packaging for Christmas decorations Stiff and flexible sheet materials · Use the most appropriate materials. · Work accurately to make cuts and holes. · Join materials</p>		<p>TOPIC LESSON Cooking Egyptian food ie bread and hummus Cooking and nutrition · Choose the right ingredients for a product. · Use equipment safely. · Ensure my product looks attractive. ·</p>		<p>Lessons 2 and 3 Join textiles of different types in different ways. · Choose textiles for their appearance and qualities.</p>	

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					Describe how my combined ingredients come together		
Trips/ Wow Days	<p>WOW opportunities</p> <p>Parent days</p>	<p>Wow day-mapping the school competition.</p> <p>Local Walk- River Trym</p> <p>Roald Dahl Day 13th September</p> <p>World Alzheimers Day 21st September</p> <p>World Space Week (4th - 10th Oct)</p> <p>Black History Month (October)</p> <p>Jeans for Genes Day (PSHE)</p> <p>Everyone Writes Day 21st October</p>	<p>Wow day Trip to Red Lodge</p> <p>11th-15th November Anti-bullying week (6 selfless good deeds)</p> <p>18th November Children in Need</p> <p>21st-27th November Road Safety Week (part of safety day?)</p>	<p>INSET 6th Jan</p> <p>Wow Day Olympics? junk model of a stadium?</p> <p>Exploring a range of European countries. Parents to talk about countries.</p> <p>Chinese New Year (23rd Jan)</p> <p>National Story telling week (28th-4th Feb)</p> <p>Safer Internet Day 7th</p>	<p>Wow day Dress as Egyptians</p> <p>Trip to Bristol Museum</p> <p>1st March World Book Day</p> <p>9th-18th National Science and Engineering week</p> <p>20th March World Story telling Day</p> <p>Geography Easter competition</p>	<p>Wow day Making erupting volcanoes</p> <p>Earth Day 22nd April</p>	<p>Wow day Dress in Stone Age characters- History Club man to do talk</p> <p>Trip to the Botanical Gardens</p> <p>World Trousers Day 24th June</p>