








CHERRY TREE PRIMARY SCHOOL CURRICULUM



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Who are we?	Where are we in place and time?	How does the world work?	How we express ourselves?	How we organise ourselves around the world?	How do we share the planet?
	LOCAL GEOGRAPHY AND HISTORY	HISTORY	SCIENCE	ART, D&T, MUSIC & DRAMA	GEOGRAPHY – COMPARISON STUDY	ENVIRONMENT – CROSS CURRICULAR
Year 3 Topic Focus	HOW HAS LAND USE CHANGED IN LEAVESDEN?	HOW DIFFICULT WAS LIFE IN THE STONE AGE?	HOW DO WE NAVIGATE THE OCEANS?	HOW CREATIVE WERE THE EGYPTIANS?	WHY DO PEOPLE LIVE NEAR VOLCANOES?	HOW CAN WE PROTECT OUR BEES?
						



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<p style="text-align: center;">Lines of Enquiry</p> 	<p>How has land been used over time in our local area? Do we live in a rural or urban area? Why is Mothercare headquarters in Watford? What has the land in Leavesden been used for? Which planes took off from the airport? Why did Warner Bros build the studios in Leavesden? How many people visit Leavesden in a year?</p>	<p>How did people survive with so little in the Stone Age? How did people survive with so few resources? What do fossils, artefacts and paintings tell us about the past? How did Stone Age people use different rocks? How intelligent were Stone Age people? Were Stone Age people happy? What has not changed since the Stone Age period? How did Stone Age people discover iron?</p>	<p>How do compasses work? How are they used to navigate the seas? Why have people wanted to explore the oceans? How has ocean travel changed over time? Who owns the seas? Were pirates baddies? Do pirates still exist? How are the oceans used for trade and travel? Why are we a ship faring nation? Where did we build ships in the UK? How do ships float on water?</p>	<p>How have civilisations used materials in different ways? How important were the Pharaohs? How unique was the Egyptian civilisation? How did the Egyptians build the pyramids? How was science used to discover the tomb of Tutankhamun? Were the Egyptians good artists? How did the Egyptians make jewellery? Why did the Pharaohs want to take all their belongings with them to the afterlife?</p>	<p>Why do people live near volcanoes? Why are there few trees near volcanoes? What rock formations are created through tectonic movement? Why are volcanoes a popular tourist destination? How can we compare a volcanic island/settlement with Watford with regards to climate, settlement, landscapes and wildlife? Why is Iceland called Iceland? Is it safe to live near a volcano?</p>	<p>Why are insects so important? What part does the flower play in the life cycle of flowering plant?, How do bees help with pollination and seed dispersal? Why do bees sting? What do plants need to grow? Why do bees need protecting? How can we help the bees and other local wildlife? Why do bees make honey? What can we make using honey?</p>
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<p>Reading to support topic learning</p> 	<p>The Dreamer by Il Sung Na Harry Potter and the Philosopher's Stone by JK Rowling Magical Beasts & Where to find them by JK Rowling Comic books War and Peas by Michael Formar Belonging By Jeannie Baker</p>	<p>Stone Age Boy by Satoshi Kitamura Pebble in my pocket by Meredith Hooper The Dark by Daniel Handler Ug: Boy genius by Raymond Briggs Non-Fiction books about the Stone Age & Fossils The Wild Way Home by Sophie Kirtley</p>	<p>The Pirate Cruncher by Jonny Duddle Ocean Meets the Sky by The Fan Brothers The Green Ship by Quentin Blake The Storm Whale by Benji Davis Lost and Found by Oliver Jeffers Katie Morag stories by Mairi Hedderwick The Pirates are Coming by John Condon The Pirate Tree by Brigita Orel The Night Pirates by Peter Harris</p>	<p>The Cat Mummy by Jacqueline Wilson The Moon in the Cloud by Rosemary Harris The Egyptian Cinderella by Shirley Clio The Scarab's Secret by Christina Balit There's a Pharaoh in our Bath by Jeremy Strong I was a Rat The Scarlet Slippers by P Pulman</p>	<p>Arthur and the Golden Rope by Joe Todd Stanton Pugs of the Frozen North by Phillip Reeve Race to the Frozen North by Catherine Johnson The Rainbow Bear by Michael Morpurgo The Last Polar Bears by Harry Horse The Polar Bear Son by Lydia Dabovich First Light by Rebecca Stead</p>	<p>Bee by Britta Teckentrap Bee & Me by Alison Jay Into the forest Agents of the Wild; Operation Honeyhunt by Jennifer Bell The Bee Book by Charlotte Milner Moth by Isabel Thomas The Giant Jam Sandwich by Janet Burroway Firefly Home by Jane Clarke The Beeman by Laurie Krebs The Book of Bees by Piotr Socha</p>
<p>Writing outcomes</p> 	<p>Traditional Tales - Fables Recount Poetry Vocabulary building</p>	<p>Writing and performing a Play Instructions – giving Directions Poetry Structure – limericks</p>	<p>Traditional Tales – fairy tales (alternative versions) Explanations Poetry Vocabulary building</p>	<p>Report Poetry Structure – haiku, tanka and kennings</p>	<p>Adventure stories Poetry Vocabulary building</p>	<p>Persuasion - persuasive letter writing Take one poet – poetry appreciation</p>



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<p style="text-align: center;">Maths</p> 	<p>3LS1: Place value of three digit numbers and regrouping 3LS2: Counting on and back in ones, tens, hundreds 3LS3: Magnitude, estimation and rounding 3LS4: Measures-comparison, estimation and rounding 3LS5: Mental addition methods 3LS6: Mental subtraction methods 3LS7: Fact families and applying the inverse 3LS8: Written addition method</p>	<p>3LS9: Written subtraction method 3LS10: Problem solving for worded problems 3LS11: Interpreting bar charts and tables 3LS12: Angles, right angles and estimation of angles 3LS13: Perpendicular and parallel lines, horizontal and vertical lines 3LS14: 2D shape-properties and accurate drawing 3LS15: Finding the perimeter inc. problem solving with mental or written methods</p>	<p>3LS16: Multiplication: strategies for learning the 3, 4, 8 times table 3LS17: Division for the 1,2,3,5,4,8 times table 3LS18: Multiplication strategies and using the associative and distributive laws. 3LS19: Using pictograms and scaled bar charts 3LS20: Multiplication & division worded problems 3LS21: Finding fractions of discrete and continuous quantities</p>	<p>3LS22: Ordering and comparing fractions 3LS23: Adding and subtracting fractions with the same denominators 3LS24: Problem solving for fractions with unit and non-unit fractions 3LS25: Multiplying multiples of ten 3LS26: The formal written method for multiplication</p>	<p>3LS27: Sharing and grouping to solve division problems 3LS28: Dividing TO and HTO by ones (inc. halving) 3LS29: Multiplication, division and fractions. Scaling and correspondence problems. 3LS30: The long division method 3LS31: Time- hours, minutes, days, weeks, months, years 3LS32: Telling the time on an analogue or digital clock and estimation 3LS33: Duration of time</p>	<p>3LS34: Securing the four operations for whole numbers and problem solving 3LS35: Place value for decimals (ten times bigger or smaller) 3LS36: Place value for decimals (partitioning) HTO and 10th 3LS37: Place value for decimals-estimating, rounding, comparing 3LS38: Measuring and problem solving 3LS39: 3D shape-building and identifying properties.</p>
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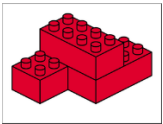
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<p style="text-align: center;">History</p> 	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Leavesden Aerodrome & the Film industry</p>	<p>Changes in Britain from the Stone Age to the Iron Age – early survival – how has survival changed? Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 2010 eruptions of Eyjafjallajökull</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – CONSERVATION</p>
<p style="text-align: center;">Geography</p> 	<p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - LEAVESDEN</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Map of Pangea Maps of UK natural resources</p>	<p>Use the eight points of a compass Name and locate coastal cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p>	<p>Describe and understand key aspects of: human geography, including: land use, economic activity and the distribution of natural resources Maps of North Africa and desert habitat</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country Iceland What is the landscape like? Why do people live near volcanoes? European maps</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Complete a wildlife survey Investigate bees and honey</p>


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<p style="text-align: center;">Art & Design</p> 	<p>Create sketch books to record observations – Friend Portraits</p>	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – charcoal, pastels & natural paints CAVE PAINTINGS Chalks and pastels Stone Henge pictures</p>	<p>Learn about great artists, architects and designers in history – Seascapes</p>	<p>Improve mastery of art and design techniques, including drawing, painting with a range of materials Egyptian artwork</p>	<p>Learn about great artists, architects and designers in history Francis Hatch, Icescapes</p>	<p>Create sketch books to record observations and use them to review and revisit ideas- local wildlife including bees and butterflies</p>
<p style="text-align: center;">Design & Technology</p> 	<p>Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Build model shelters Stone age houses Stone age tools</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Make a magnetic game for children Understand and use mechanical systems in their products (gears and levers)</p>	<p>Use research & develop design Generate, develop, model & communicate their ideas Select from & use a wider range of tools & equipment & aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria – Egyptian jewellery The Pyramids</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Model Volcano</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed- honey recipes Select from and use a wider range of materials and components, including, textiles Sewing bee crafts</p>

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<p style="text-align: center;">Music</p> 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – The Skeleton song Harry Potter music in film – how is it used to create mood and atmosphere?</p>	<p>Use and understand staff and other musical notations – xylophones</p> <p>Listen with attention to detail and recall sounds with increasing aural memory Camille Saint-Saëns Carnival of the Animals - Fossils</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – EGYPTIAN MUSIC Joseph and his technicoloured coat</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music – linked to mountains and volcanoes Use Storm Volcano Eruption (Vivaldi Techno) Vanessa Mae Violin Remix 2013 for inspiration Dancing on the Edge of a Volcano</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – The Flight of the Bumble Bee by Rimsky – Korsakov</p>
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<p style="text-align: center;">Science</p> 	<p>NUTRITION & BONES Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>ROCKS Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p>	<p>FORCES & MOTION Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel</p>		<p>LIGHT Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.</p>	<p>PLANTS – SAVE THE BEES 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 style="text-align: center;">Computing</p> 	<p>Coding <u>Links</u> Exploring the digital resources of local libraries to enhance understanding of local history. Look at Warner Bros. Studio resources online to set the mood for learning about Harry Potter Studios. Green screening activities and learning how to sound track a scene using video editing, Green Screen and audio recording software.</p>	<p>Online Safety Spreadsheets <u>Links</u> Use apps to create an “interview” with a Stone Age person and talk about their dwellings. A Location, Location, Location style video showing off the inside of a Stone Age property programme. Using 3D modelling app on PM to create plans before pupils create their own Stone Age dwelling outside.</p>	<p>Touch Typing Emails and email safety <u>Links</u> Using websites to explore the inner workings of a steam engine & the role the forces have on propelling a steam engine. Using concept mapping app on PM to map out understanding of scientific concepts relating to forces. Filming short video clips then slowing them down to demonstrate forces at work more clearly. Linking video games and forces together by talking about collision detection in games such as Mario Kart and other racing games.</p>	<p>Emails and email safety Branching databases <u>Links</u> Google Expedition of the pyramids and other areas of North Africa. Creating 3D models of the pyramids using tools on PM. Using Google suite to produce reports on the Egyptians. Using Chromebooks or an iPad to write, edit and produce a nature documentary on desert habitats.</p>	<p>Branching databases Simulations <u>Links</u> Using Google Expeditions to explore a volcano. Use 3D modelling understanding the layers and components of a volcano. Using search engines to research and produce a fact file about Iceland.</p>	<p>Graphing <u>Links</u> Using 3D models to explore the makeup of a bee and understand the different components that allow them to produce pollen. Using PM music tools, compose own melodies inspired by bees from works such as Flight of the Bumblebee. Use PM database tools or 2Connect to create a classification key for the wildlife surveys around the school. Create a “save the bees” awareness campaign using video editing software or digital design apps on PM.</p>
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<p>Physical Education</p> 	<p>Dodgeball Daily Mile Outdoor Learning</p>	<p>Fitness & Circuits Training: Stamina, Speed, Agility Daily Mile Orienteering</p>	<p>Tennis Gymnastics Daily Mile</p>	<p>Hockey Daily Mile</p>	<p>Cricket Athletics Daily Mile Outdoor Learning</p>	<p>Rounders Athletics Daily Mile Outdoor Learning</p>
<p>Spanish</p> 	<p>Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>		<p>The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles</p>		
<p>Religious Education</p> 	<p>Refer to separate Religious Education document We follow the Hertfordshire Scheme of work</p>					

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<p style="text-align: center;">PSHE</p> 	<p>Being Me in My World</p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Celebrating Difference</p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Dreams and Goals</p> <p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Healthy Me</p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line Scenarios Respect for myself and others Healthy and safe choices</p>	<p>Relationships</p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>Changing Me</p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
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