



MVictory Heights Primary School

Y3 Curriculum Map 2019-20

Subject	Sources
English	National Curriculum of England, Chris Quigley Essentials curriculum
Mathematics	National Curriculum of England, Chris Quigley Essentials curriculum
Science	National Curriculum of England, Chris Quigley Essentials curriculum
Computing	National Curriculum of England, Chris Quigley Essentials curriculum
Arabic A	UAE Ministry of Education
Arabic B	UAE Ministry of Education, Chris Quigley Essentials curriculum
Moral Education/Values/ELLI	UAE Moral Education Programme
Humanities	Chris Quigley Essentials, National Curriculum of England and Wales,
Music	Music specialists, National Curriculum of England and Wales, Chris Quigley Essentials curriculum
P.E.	PE. specialists, National Curriculum of England and Wales, Chris Quigley Essentials curriculum
Spanish	MFL specialist, Chris Quigley Essentials curriculum
EYFS	Early Years Foundation Stage Curriculum
Islamic	UAE Ministry of Education

TOPICS OVERVIEW - WHOLE SCHOOL - 2019-20

YEAR GROUP	AUTUMN TERM 1a	AUTUMN TERM 1b	SPRING TERM 2a	SPRING TERM 2b World Book Day- 1st March	SUMMER TERM 3a	SUMMER TERM 3b
FS1	Knock Knock	A Wonderful World	Once Upon a...	Little Explorers	Splat! Art day- come in messy clothes	Me, Myself and I
FS2	Our Dubai	The Animal Kingdom Animal dress up day - come as an animal	In the Garden	Oceans	Back to the Future!	Through the drawbridge Dress up day - come as a queen, king, prince or princess
Y1	My Family Tree Occupations Dress Up Day - What will you be when you grow up?		Here we are		Out of this world Space Dress Up Day - Aliens and Astronauts	
Y2	People Who Have Shaped Our World		Fire Fire		Pale Blue Dot Habitat dress up day - come as an animal	
Y3	Natural Disasters (The Firework Maker's Daughter/ Escape from Pompeii)	Egyptians (Egyptian Cinderella) Egyptian dress up day	South America (The Great Kapok Tree, The Explorer)		Aztecs (Charlie & The Chocolate Factory)	
Y4	Tudors (Shakespeare for Children)	Biomes (The Explorer)	Electricity and Sustainability		Ancient Greece (Who Let the Gods Out) Greek dress up day	
Y5	Stone Age (Wolf Brother, Stig of The Dump, Stone age Boy)	Victorians (Street Child/ Oliver Twist) Victorian dress up day	Africa (The Butterfly Lion)		World War II (Boy in the Stripes Pjamas/ Anne Frank/ Letters from The Lighthouse)	
Y6	Romans (Pig Heart Boy) Dress-up Day	Ghenges Khan (Holes)	Asia (Boy In The Tower/ The Wheel of Surya/ The Girl of Ink and Stars) The Hobbit/ I Am Malala/ T		20th Century Conflict (Goodnight Mr Tom/ The Wall/ Catch a Tiger by the Toe)	



YEAR 3

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Natural Disasters	Egyptians	South America	South America	Aztecs	Aztecs
English	Non- chronological reports Natural Disasters	Narrative Diary recount	Non- chronological report South America Persuasive writing Advert to visit South America	Poetry Nonsense poems & performance Letter	Narrative Charlie and The Chocolate Factory Recount	Playscript Own version of Charlie and The Chocolate Factory
Maths	Number: - Place Value -Addition and Subtraction.	Number: -Addition and Subtraction -Multiplication and Division.	Number: -Multiplication and Division. Measurement -Money Statistics	Measurement: -Length and perimeter Number: - Fractions	Number: - Fractions Measurement: - Time	Geometry: -Properties of Shape Measurement: -Mass and Capacity
Science	Plants	Light	Animals and the human body	Forces and magnets	Rocks and Soils	Working Scientifically
History		Egyptians			Aztecs	Aztecs
Geography	-Continents and Oceans -Natural Disasters		South America	South America		

Social Studies	My identity/community. Leaders' roles and responsibilities. Importance of historical figures. Understanding stories from the past in order to connect to present. Significant figures in Nation building process.	Natural vs man made landmarks. How different people adapt to their environments. Significant figures in Nation building process.	The Earth, its features and how they relate to human interactions. How the nation works: economics, leadership.	How significant people, events and developments have shaped communities and regions. Continuity and change over time. How the nation works: economics, leadership.	Knowledge of economic principles and systems, the role of government in developing national and international economies.	Foundations and forms of government, their functions and the roles of community members.
Moral Education	Character and morality (CM3)- Tolerance and respect for difference.	Individual and the community (IC3)- Self-identity and working with others.	Cultural studies (CUS3)- What objects and symbols can tell us	Character and morality (CM4)- Resilience and perseverance	Individual and the community (IC4)- Being healthy and staying well	Cultural studies (CUS4)- What objects can tell us
STEAM	Vikings - Boats and invaders	Vikings - Boats and invaders	Plants in Space	Plants in Space	Earthquakes - detection and survival	Earthquakes - detection and survival
Arabic A	قصة عندما فقد الملك أحلامه (تحليل القصة إلى عناصرها - تتبع الأحداث - الجملة الاسمية و الجملة الفعلية - نص معلوماتي : هل تحلم الحيوانات؟ - كتابة فقرة - نشيد زقزق العصفور) / قصة الأقدام الطائرة (فهم الشخصية - التحليل - تنظيم فقرة - أسلوب النداء - نص معلوماتي: كرة القدم - نشيد: أحب الرياضة / قصة غابة العجائب (التحليل - نص معلوماتي: أين نجد السعادة - أسلوب التعجب - نشيد وتبقى نبضة الحب /		قصة حلا تجعل حياتها أحلى (تحديد السبب والنتيجة - التلخيص - أسلوب العطف - نص معلوماتي: فكر في حياتك - نشيد هيا نعمل) / قصة مصباح والبندق و تل الدببة الأخضر السعيد (التعرف على بنية القصة - أسلوب الاستفهام - نص معلوماتي: هيا إلى السيرك - نشيد من الطفولة) / قصة مالك النسر الذهبي (تتبع الأحداث - الاستنتاج - نص معلوماتي: لست خائفا..أنا شجاع - نشيد أحب الشجاع)		قصة بائع الحكايات (التعرف على بنية القصة - التخيل - التلخيص - جملة كان - نص معلوماتي: الخبز حول العالم - نشيد درب النفاؤل) / قصة رحلة بيبو (إعادة سرد القصة بالتتابع الزمني و المكاني - جملة إن - نص معلوماتي: الفصول الأربعة - تلخيص النص المعلوماتي - نشيد أغنيات الفصول الأربعة) / قصة مساومة الثعلب (تحليل القصة - تتبع الأحداث - نص معلوماتي: أروغ من ثعلب - نشيد الحيوان خلق)	

	<p>قصة الوحش ذات الأقدام الكبيرة (تحليل القصة - نص معلوماتي: شجاعة الاعتذار - نشيد: صباح الخير يا جاري)</p>					
Arabic B	<p>Beautiful Day</p> <p>- First day at school, Types of Sports, Present & Future tense, Days of the week, Sports day, Numbers 1-20, Al tta ة /ت</p> <p>I want to be...</p> <p>- Spare time, Jobs, Present & Future tense, Words start with Al, (al ashamseeah wa al al qamareiah)</p> <p>- Big Writing</p>		<p>My city</p> <p>- Direction, The market, Seller, Restaurant, Weather, Writing about myself</p> <p>- Big Writing</p>		<p>Visitor in Dubai</p> <p>- Hour & Half an hour, Adverb of Places and Time, Describing Places, Invitation, Advertisement</p> <p>- Big Writing</p>	
Islamic A	ديني يعلمني	أنا مسلم عابد	العبادة تهذبني	أنا مسلم صادق	المؤمنون أخوة	بيئتنا مسؤوليتنا
Islamic B	My Religion Teaches Me	I am a Devoted Muslim	Worship Refines my Soul	I am a Truthful Muslim	The Faithful are Brothers	Our Environment is our Responsibility
P.E.	<p>Fitness Circuits/ Football/ Netball</p> <p>Can the learners begin to understand how to move the ball into space, can they identify where the space is on the field/ court and understand the importance of</p>	<p>Invasion games (e.g. tag rugby)</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Pass and control accurately with feet/hands. • Understand the concept of space and 	<p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. 	<p>Basketball/Uni-hoc</p> <p>Focus on improving the learners hand eye coordination.</p> <p>Work alone, or with team mates in order to gain points or possession.</p>	<p>Kwik Cricket/ Rounders</p> <ul style="list-style-type: none"> • Strike a stationary, bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. 	<p>Gymnastics and Teambuilding</p> <p>Sequence building, can the learners begin to build a pattern of actions including jumps, balances, travel, rolls and attempt to link</p>

	maintaining this space throughout the activities.	<p>be able to move into and out of it.</p> <ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 		them together smoothly.
Swimming	<p>Kneeling dive with assistance.</p> <p>Jump & somersault within the water.</p> <p>Basic FC for 25 metres unaided.</p> <p>Basic BK for 25 metres unaided.</p>	<p>Kneeling dive unaided.</p> <p>Push & glide for 3 metres and somersault.</p> <p>25 metres FC with basic side breathing.</p> <p>25 metres BK in the streamline position.</p>	<p>25 metres BR kick with a float.</p> <p>15 metres basic dolphin kick in streamline position.</p> <p>Horizontal/vertical sculling for 10s (deep end).</p>	<p>Standing dive.</p> <p>Push off the wall and somersault with arm pull.</p> <p>25 metres FC with 3 stroke breathing pattern.</p> <p>25 metres BK in a streamline position with correct finish.</p>	<p>25 metres BR in streamline position.</p> <p>25 metres basic BF 1-1-2 sequence.</p> <p>Horizontal/vertical sculling for 20s (deep end).</p> <p>Basic dive start (all strokes).</p>	<p>50 metres FC with 3 stroke breathing pattern and touch turn.</p> <p>50 metres BK in a streamline position with touch turn and correct finish.</p> <p>25 metres BR coordinating arms & legs action.</p> <p>Horizontal/vertical</p>

						sculling for 30s (deep end).
Art	Austin's Butterfly Outcome: Observational drawing of a butterfly	To design and create an Egyptian vessel.	Artist Focus: Frida Kahlo Outcome: Identity portrait	Artist Focus: Frida Kahlo Outcome: Identity portrait	Aztecs 'Charlie and the Chocolate Factory' Outcome: Design chocolate packaging	Aztecs 'Charlie and the Chocolate Factory' Outcome: Create model chocolate packaging
Computing	Digital Literacy - Protecting ourselves online Creating complex passwords Using multiple keywords for searching		CComputing - Controlling physical devices Sequencing and loops Conditional Logic		ICT - Editing Images Creating sound using technology 3D Design & Printing	
Music	Singing Music Notation Recorders	Singing Music Notation Recorders Introduction to theory	Singing Music Notation Recorders Introduction to theory	Singing Music Notation Recorders Performing in groups	Art Exhibition performance Recorder	Dance Music styles
Spanish	Meet and greet Good manners	Meet and greet Colours and numbers 0-10	My classroom Spanish speaking countries in America	My family and pets Spanish speaking countries in America	My calendar: days of the week and months The Aztecs of Mexico	My calendar: seasons and weather The Aztecs of Mexico