

Curriculum Map Year 3

		Autumn	Spring	Summer
	Theme	Angry Planet	The Mayans/Rivers	Romans
Core Learning	English	<p>Texts studied: Aesop's fables War and Peas by Michael Foreman The True Story of the Three Little Pigs Atlas of Adventures Iron Man by Ted Hughes</p> <p>Written outcomes: Write a fable Recounts Narrative poem Instructional writing</p> <p>Grammar: adjectives, verbs, adverbs Spelling: prefixes and suffixes, apostrophes for contraction</p> <p>Handwriting – correct joins and consistent letter size</p> <p>Speaking and listening linked to topic and current affairs</p> <p>Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term</p>	<p>Texts studied: Ulf and the Finger Eater One Plastic Bag Charlie Small The Pirate Cruncher The Night Pirate</p> <p>Written outcomes: explanation non-chronological reports write parts of a fairy tale – setting and character letters newspaper reports</p> <p>Grammar: prepositions, conjunctions, apostrophes, inverted commas</p> <p>Spelling: prefixes and suffixes homophones words from the year 3/4 word list Handwriting – correct joins and consistent letter size</p> <p>Speaking and listening linked to topic and current affairs</p> <p>Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term</p>	<p>Texts studied: The Magic Box by Kit Wright The Hodgeheg by Dick King Smith Various texts about British wild animals</p> <p>Written outcomes: poetry adventure story writing Writing dialogue Fact files Persuasive writing</p> <p>Grammar: adverbs, adverbials, complex sentences, compound sentences, inverted commas, apostrophes, commas</p> <p>Spelling: suffixes, rare grapheme – phoneme correspondences, homophones, Year 3/4 spelling list Handwriting – correct joins and consistent letter size</p> <p>Speaking and listening linked to topic and current affairs</p> <p>Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term</p>

Maths	<p>Place value and regrouping Counting on and back in ones, tens and hundreds Estimation, magnitude and rounding Measures – comparison, estimation and magnitude Mental fluency – addition, subtraction, fact families and applying the inverse Written addition Written subtraction Problem solving – worded problems Statistics – interpreting bar charts and tables Angles, right angles and estimation Perpendicular and parallel lines, vertical and horizontal lines 2D shape – properties and drawing perimeter including problem solving using written and mental methods</p> <p><u>Fluency</u> 2, 5 and 10 times tables Relationship between 2 and 4 times table Doubles and halves Place value – pictorial representation and regrouping Placing amounts on a number line, Using 3 single digit cards to make three digit numbers and order them from smallest to largest Strategies for adding 2 digit and single digit numbers, explaining reasoning</p>	<p>Multiplication – 3,4 and 8 times tables including counting Division – 1, 2, 3, 4, 5 and 8 times tables Multiplication – strategy, associative and distributive laws Statistics – pictograms and scaled bar charts Multiplication and division worded problems Fractions – finding fractions of discrete and continuous quantities Ordering and comparing fractions Adding and subtracting fractions with the same denominator Fractions – problem solving with unit and non-unit fractions multiplication – multiplying multiples of 10 and formal written multiplication</p> <p><u>Fluency</u> 2, 3, 4, 5 and 10 times table Relationship between 4 and 8 times table Column addition and subtraction – various strategies Arrays Finding missing amount Time Finding the sum of two and three digit numbers Finding fractions of numbers $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$ Angles Lines</p>	<p>Division problem solving – sharing and grouping Division – two and three digit numbers by one digit numbers, including halving Multiplication, Division and Fractions – scaling and correspondence problems Division – long division Time – hours, minutes, seconds, days, weeks, months, years, telling the time (analogue and digital) and estimation, duration Securing the four operations with whole number including problem solving Place Value and Decimals – ten times greater and ten times smaller regrouping, estimation, comparing and rounding Measures – measuring and problem solving 3-D Shape – building and identifying properties</p> <p><u>Fluency</u> 2, 3, 4, 5, 8 and 10 times tables Fractions of numbers Addition and subtraction strategies Angles Lines Interpreting data</p>

		Column addition/subtraction Counting in multiples of 2, 5 and 10 Properties of shapes	Perimeter		
Science	<p><u>Rocks</u> Compare and group together different kinds of rocks on the basis of their appearance and 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><u>Animals, including Humans</u> 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.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Forces and Magnets</u> Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two 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><u>Plants</u> Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the ways in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p><u>Light and Shadow</u> Recognise that they need light in order to see things and that dark is the absence of light</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 sizes of shadows change.</p>

	<p>During year 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 		
Computing	<p><u>Coding</u> To learn to design and write a programme To introduce timers and repeat commands To know what debugging means and be able to debug a simple programme To understand the importance of saving periodically as part of the code development process</p> <p><u>Touch-Typing</u> To introduce typing terminology To understand the correct way to sit at the keyboard To learn how to use the home, top and bottom row keys</p>	<p><u>Online Safety</u> Understanding safe passwords To consider whether what we read on websites is true To learn how to check whether information is accurate To learn the meaning of age restrictions and PEGI restrictions (link to PSHE)</p> <p><u>Email</u> To open and respond to an email. To write an email to someone, using an address book. To learn how to use email safely To add an attachment to an email</p>	<p><u>Branching Databases</u> To sort objects using just yes/no questions To complete and branching database To create a branching database</p> <p><u>Simulations</u> To look at what simulations are To explore a simulation To analyse and evaluate a simulation</p> <p><u>Graphing</u> To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form</p>

		<p>To practise and improve typing with both hands</p> <p><u>Spreadsheets</u> To create pie charts and bar graphs To use the 'more than', less than' and 'equal to' tools To use coordinates</p>			
Foundation Subject / Learning Theme	History			<p><u>The Mayans</u> Identify, locate and describe the region of the world in which the Maya people live. Identify and describe reasons to explain the occupations of modern Maya people. Describe the system of terraced farming. Explore ancient Mayan artefacts and infer their purpose.</p>	<p><u>Romans</u> Understand the motives for Emperor Claudius to invade and occupy Britain in AD 43 Interpret primary sources of historical evidence Compare and contrast the armies of Boudica and the Roman army Understand through explanation the difference between historical evidence and legends and folklore Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain</p>
	Geography	<p><u>Why do some earthquakes cause more damage than others?</u> Identify, describe and explain the causes of earthquakes Understand through explanation and reaching</p>	<p><u>Why are jungles so wet and deserts so dry?</u> Observe, describe and explain in basic terms the pattern of climate in the United Kingdom Identify, describe and begin to offer reasons for the distribution of different types of</p>	<p><u>Rivers</u> What is a river? Identify and describe the physical features of a river from source to mouth. Explain why the course of a river changes as it flows from higher to lower ground. Carry out a local river study and identify physical features. Describe the features of river estuaries and explain why they are important ecosystems for wildlife. Describe the components of the water</p>	<p>Looking at how parts of Roman Britain are still evident in parts of Hertfordshire – St. Albans</p>

	conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction Identify, describe and explain the causes of volcanoes	climate around the world Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world	cycle. Explore why Bangladesh is at such risk of serious annual flooding.			
Design Technology	Pop-up books Cutting and connecting card to make different pop-ups to illustrate volcanoes, earthquakes and tornadoes. Using levers.		Charity boxes (Link to PSHE) making nets investigating different materials choosing a suitable shape making a box from wood (woodwork) appropriate use of tools	Roman art study Exploring mosaics and collages.		
Art	Colour/half & half pictures - pencil Pencil tone/shade – paint Exploring colour wheels and mixing colours.		Mayan art study Developing sewing skills	Food technology: Bread, origins of food, feasts.		
Music	<u>Let Your Spirit Fly R&B</u> <u>Content:</u> Explore R n B music <u>Skills:</u> Listen and appraise Perform and share a song	<u>Glockenspiel Stage 1</u> <u>Content:</u> Learning about the language of music through playing the glockenspiel. <u>Skills:</u> Learn how to hold a beater	<u>Three Little Birds Reggae</u> <u>Content:</u> Learn and perform Three Little Birds <u>Skills:</u> Listen and appraise Explore rhythm, pulse and pitch	<u>The Dragon Song</u> <u>Content:</u> Children work together as a class to create their own performance of this folk song. <u>Skills:</u>	<u>Bringing Us Together Disco</u> <u>Content:</u> Learn and perform Bringing Us Together <u>Skills:</u>	<u>Reflect, Rewind and Replay</u> <u>Content:</u> Listen and appraise classical music (Morton, Herbert, Hayden)

		<p>Explore dynamics of volume Improvise with three notes Read musical notation</p> <p>Learn to play and read C, D, E and F Learn to play 10 tunes Perform and share</p>	<p>Improvise using voice Perform and share</p>	<p>Listen and appraise the song and other folk songs. Play instruments to support the chorus. Compose choreography to support the song.</p>	<p>Listen and appraise Musical Activities using tuned/untuned percussion Compose a simple melody using simple rhythms and notes D. E. G. and A Perform and Share</p>	<p>Skills: Listen and appraise Explore musical language in the context of different pieces</p>
		<p>Vocabulary: : Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, notation, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, disco.</p>				
Physical Education	<p><u>Gymnastics – Splashing Rivers</u> To be able to perform some basic jumps. To demonstrate shapes whilst in the air. To develop knowledge of 'take off'. To develop knowledge of 'landing'. To change direction whilst jumping. <u>Dance - Bollywood dancing</u> Able to express happy dynamics. Able to demonstrate physical skill – looking at the hands whilst dancing. Able to demonstrate Bollywood technique – 'mudras' and arm gestures. Able to demonstrate relationships -unison and canon. Able to create an illusion - 1 person with 6 arms. <u>Think Aloud (outdoor adventure)</u> To place trust in teammates.</p>	<p><u>Gymnastics – Symmetrical Shapes</u> To build strength through pushing & pulling motions. To perform with developing symmetry. To use a change of direction in between jumps. To copy and add to a shape. To find different ways to exit and enter apparatus. <u>Dance – Magnets</u> Able to demonstrate force and tension dynamics. Able to demonstrate connecting body part actions. Able to develop relationships – away / towards. Able to develop relationships – contact work.</p>	<p><u>Gymnastics – Travelling Romans</u> To travel in creative ways. To form different 'Bridges'. To work collaboratively whilst mirroring travel. To consolidate different rolling techniques. To perform 'Shoulder stand' and 'Straddle' positions. <u>Swimming</u> To perform correct front crawl arm action. To perform correct front crawl leg action. To breath correctly with face in and out of water. To demonstrate 'Push & Glide'. Discuss safe self-rescue. <u>Athletics - Being an Athlete</u></p>			

		<p>To develop problem solving skills. To create and recognise some map symbols. To develop basic map reading skills. Work cooperatively to solve group/paired challenges. <u>Striking and Exploring</u> To be able to strike a ball with some accuracy. To vary the speed and direction of a ball. Perform the basic skills needed for the games with control and consistency. Describe what is successful in their own and other's play. To develop understanding of distance and power when striking.</p>	<p>Able to show acceleration in speed. <u>Indoor Athletics</u> To improve speed over a short distance. To understand the concept of relay. To further develop jumping skills. To use problem solving skills <u>Invasion – hockey and football</u> Develop their dribbling skills with a stick and/or a ball. To use space within the pitch area. To develop knowledge of attacking whilst invading. To consolidate dribbling with a football. To attempt to keep possession whilst dribbling.</p>	<p>To attempt to throw a shot putt using the rotation technique. To consolidate different throwing techniques. To attempt a javelin throw with correct technique. To be able to pass & receive a relay baton. Continually develop awareness of distance.</p>	
	Personal Development	<p><u>Relationships</u> What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p><u>Living in the wider world</u> The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online (link to computing) Different jobs and skills; job stereotypes; setting personal goals Media literacy and digital literacy</p>	<p><u>Health and Wellbeing</u> Health choices and habits; what affects feelings; expressing feelings Personal strengths and achievements; managing and reframing setbacks Risks and hazards; safety in the local environment and unfamiliar places</p>	
	Religious Education	<p><u>Sources of Wisdom</u> Investigate, interpret and respond to a range of stories. Sacred books. Stories from sacred books, eg the parable of the Good Samaritan Origins and authority of the Qur'an. Life of the prophet Muhammed.</p>	<p><u>Symbols and Actions</u> Explore and describe a range of religious beliefs, practices and symbols. Symbol of Light.</p>	<p><u>Beliefs and Practices</u> Describe, make connections and reflect on different features of different religions. Compare 2 celebratory events.</p>	<p><u>Identity and Belonging</u> Understand the challenges of individual commitment to a community of faith or belief. Religious leadership in different faiths. The 'Khalsa' and its importance to Sikhs. Why do Muslims pray 5 times a day?</p>

			5Ks - Sikh	(eg confirmation and bar mitzvah) Explore how Lent and Easter are celebrated around the world.	
	French	Revision of KS1 And EYFS language: numbers to 10, colours, greetings and basic conversations re name and age. Developing confidence in speaking and listening to new vocabulary.	Revision of colours and introducing fruit. Developing confidence in speaking and listening to new vocabulary.		Introducing days of the week, months of the year. Developing confidence in speaking and listening to new vocabulary.