Curriculum Map for Year 3

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|   | Autumn Term  | Spring Term  | Summer Term  |
| English – writingThe Write Stuff | Aut1 ScrumdiddlyumptiousAutumn Is Here (16days)PoetryAut2 Gods and MortalsTheseus and the Minotaur retold by Hugh Lupton and Daniel Morden (17days)Narrative |  | Spr1 TremorsThe Journal of Iliona - A Young Slave (16days)Non-fiction. Diary(See Diary writing- A day in the life of a Greek child, Aut2)Spr2 PredatorSkeletons and Muscles (18days)Non-chronological report?questions Noun phrases

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 |  | Sum1 FlowFlood by Alvaro F. Villa (18Days)Narrative TragedyAdverbial phrase4 Sum2 Tribal TalesSkara Brae (16Days)Non-fiction Holiday brochure(See Leaflets- Insect World, Spr2) |
| ReadingBlue- FictionGreen- Non fictionRed- Poetry | Aut1 ScrumdiddlyumptiousKids' Health - Topics - Sugar - yes, you're sweet enough!Why Are Tomatoes A Fruit?Charlie and the chocolate factoryRecipesAfter the fallAut2 Gods and Mortals Theseus and the MinotaurThe Role of Women in Ancient Greece |  | Spr1 TremorsThe Pebble In My Pocket by Meredith Hooper and Chris CoadyEscape from Pompei- links to volcano G/HSpring2 PredatorBroken Bones (for Kids) - Nemours KidsHealth  |  | Sum1 FlowDavid AttenboroughHansel and Gretel Anthony BrowneAlison Uttley Little Grey RabbitThe Day the crayons quitPlastic Pollution in the oceanSum2 Tribal TalesHow To Wash A Woolly Mammoth by Michelle Robinson and Kate HindleyStone Age Boy by Satoshi KitamuraMy Shadow by Robert Louis StevensonStonehenge by Elizabeth Raum |
| SPAGBlue- GrammarGreen- SpellingsRed- Handwriting | Aut1Wk1-4 Ready to writeExpanded noun phrasesTypes of sentenceExpanding sentencesCommasApostrophesPast/ present tenseWord familiesWk5-7 DeterminersVowels and consonantsThe/a/anSpellings of /ei/HomophonesGraffiti wallVerbsDouble aa - ddWeatherSeasonalNumeralsAut2ConjunctionsSuffix -ation -ly -ly exception-sure-ture -sionSuffix -ousSsion, cion/k/ spelt ch/sh/ spelt ch/g/ spelt gue que/s/ spelt scEi/ eigh/ey Word familiesadding – edAdjectivesadding ed – y - ckContractionsApostrophe for omissionApostrophes for possessionsuffix – ful, -less, -mentContracted form, Possessive apostrophe, Suffix (‘less’) |  | Spr1Wk1-3 AdverbsWk4-6 PrepositionsHomophonesSpr2Wk1-3 SpeechWk4-5 TensesVGPFormation of nouns using a range of prefixesUse of the a or an depending on the following nounWord families based on common wordsSentence levelUsing conjunctions adverbs and prepositionsText levelUsing present perfect form of tenseUse of paragraphsUsing headings subheadingsPunctationInverted commas to punctuation direct speechSPAG Spring 1 A or an ?ClausesAdding ingly wordssuffix – ous, ationDictionary workshun sound endings tion,sion,ssion,cianRelative clauseSPAG Spring 2Capital lettersSingular to plural nouns s, es, ies, f – v + es ey + sFinal punctuation ConjunctionHomophones and near homophonesconjunction (if and when) |  | Sum1Wk1-2 NounsWk3-6 ParagraphsSum2Wk1-2 Word familiesWk3-5 PrefixesSPAG Summer 1Prepositions of place and timeK as que + g as gueCollective nounssure,ture,cher, shun k as ch, sh as chAdverbsprefix – sub/superSPAG Summer 2Speech marks and speech punctuationprefix word- anti/auto, re,de,pre,inter, in,im,ir,il, dis/un/misPresent perfect tense |
| Mathematics  | Aut1 Place Value 3wks (Lisa)Step 1 Represent numbers to 100Step 2 Partition numbers to 100Step 3 Number line to 100Step 4 HundredsStep 5 Represent numbers to 1,000Step 6 Partition numbers to 1,000Step 7 Flexible partitioning of numbers to 1,000Step 8 Hundreds, tens and oneStep 9 Find 1, 10 or 100 more or lessStep 10 Number line to 1,000Step 11 Estimate on a number line to 1,000Step 12 Compare numbers to 1,000Step 13 Order numbers to 1,000Step 14 Count in 50**Aut1/ Aut2 Addition and Subtraction 5wks (Kate)*** Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
* Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
* Estimate the answer to a calculation and use inverse operations to check answers.
* Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

 Aut2 Multiplication and Division 4wks (Lisa)* recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
* solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.
 |  | Spr1 Multiplication and Division 3wks * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
* solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Spr1 Measures (Length and Perimeter) 3wks measure, compare, add and subtract: lengths (m/cm/mm)* Measure the perimeter of 2D shapes

Spr2 Fractions 3wks * count up and down in tenths
* recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10
* Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
* Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
* Recognise and show, using diagrams, equivalent fractions with small denominators.
* add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7)
* solve problems that involve all of the above

Spr2 Measures 3wks * measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)
 |  | Sum1 Fractions 2wks Sum1 Money 2wk add and subtract amounts of money to give change, using both £ and p in practical contextsSum1 Time 3wks * estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and
* o’clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
* tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks

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| * know the number of seconds in a minute and the number of days in each month, year and leap year
* compare durations of events [for example to calculate the time taken by particular events or tasks].
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Sum2 Properties of Shape 2wks * draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
* recognise angles as a property of shape or a description of a turn
* identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
* identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Sum2 Statistics 2wks * interpret and present data using bar charts, pictograms and tables
* solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
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| Computing | Aut1 Connecting computers1 How does a digital device work?2 What parts make up a digital device?3 How do digital devices help us?4 How am I connected?5 How are computers connected?6 What does our school network look like?Aut2 Desktop publishing1. Words and pictures
2. Can you edit it
3. Great template
4. Can you add content?
5. Lay it out
6. Why desktop publishing
 |  | Spr1Stop frame animationSpr2Branching databases |  | Sum1Sequence in musicSum2Events and actions |  |
| Science  | Scrumdiddlyumptious – Healthy Eating* 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

Magnets and Forces* 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 each other, depending on which poles are facing.
 |  | Tremors – Volcanoes and layers of the Earth* 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

Predator – Skeletons and Plant Parts, Plant adaptions* identify that humans and some animals have skeletons and muscles for support, protection and movement
* identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers

 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 (Possible move to Summer 2)* investigate the way in which water is transported within plants
 |  | Flow – Rivers* recognise that soils are made from rocks and organic matter

 Tribal Tales – Stone age – Stonehenge and light* describe in simple terms how fossils are formed when things that have lived are trapped within rock
* 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.
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| Geography |  Continents of the world, Atlas work and mapping where our food comes from. Locating the countries within Europe and the UK.  |  | Layers of the Earth, formation of volcanoes, tectonic plates Mapskills- location of volcanoes, Ring of Fire |  | Local map reading and fieldwork skills, river formation and features.Rivers of the World. |  |
| History | Life in Ancient Greece and a study of Greek life.- Greek Gods |  | Life in Ancient Rome, the Roman Empire and its impact on Britain- lots covered in Computing |  | Changes in Britain from Stone age to Iron ageCresswell Crags |  |
| Art  | Shading, sketching, pencil skills Record their observations of chocolate bars in sketchbooks Clay work- Christmas decorations. Greek clay pot designs- looking at the different designs used in ancient Greek pots and creating their own designs using what they have learned from Greek myths, |  | Fine drawing of fossils and rocks |  | Water lilliesRiver artEast River from the Shelton – Digital art techniques using Textease PaintStone age art techniquesModel StonehengeCave paintings |  |
| DT  | Aut1Food technology, DesignTechnical knowledge- Food and nutritionAut2Christmas cards with moving levers.Technical knowledge- mechanisms |  | Spr2Predators- pneumatics |  | Sum1Stone age vehicles/ homes?Technical knowledge-Materials/ structureEvaluate |  |
| RE  | L2.6 Why do some people think that life is a journey? What significant experiences mark this?Christian- baptismHindu, JewishL2.4 Why do people pray?1. Prayer
2. Islamic prayer
3. Christian prayer
4. Compare 2 prayers
5. Mindfulness
6. Reflecting on prayer
 |  | L2.2 Why is the Bible so important for Christians today? L2.5 Why are festivals so important to religious communities? (Christian) |  | L2.1 What do different people believe about God? Christian, Hindu, Muslim)) L2.7 What does it mean to be a Christian in Britain today? (part 1) |  |
| PSHE  | 4. Healthy Me1. Understand how exercise affects my body2. Calories, fat and sugar affect my body3. Drugs4. Things, people and places to stay safe from5. Feeling safe and unsafe6. Understanding how complex my body is1. Being Me

1.Self worth2. Identify feelings3. Rights and responsibilities4. Rewards/ consequences5. Make responsible choices6. Others points of view |  | 1. Celebrating Differences
2. Dreams and Goals
 |  | 5.Relationships6. Changing Me |  |
| PE  | Invasion Games Striking and fielding- Cricket and rounders (Lisa)1. Careful Catching2. Target Practice3. Successful Striking4. Fantastic Fielding5. Game Play6. Inventing Games |  | Dance – creating a dance for an audience- choosing from a selection of music, creating movements that match the music and theme. Partner work (mirroring, cannon, follow and repeat)performingGymnastics  |  | Racket sport- Mini tennis (Kate)Athletics- Track and field events (Lisa) |  |

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| Music  | Animal SongsChristmas Concert |  | Easter Concert and performing to an audience. |  | PitchSinging in parts |  |
| Trips/Events  |  |  | Animal Roadshow Visit |  | Rivers trip – Holmebrook Valley Park – FieldworkStone Age- Cresswell Crags |  |