Curriculum Map for Year 3

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|  | Autumn Term | | Spring Term | | Summer Term | |
| English – writing  The Write Stuff | Aut1 Scrumdiddlyumptious  Autumn Is Here (16days)  Poetry  Aut2 Gods and Mortals  Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden (17days)  Narrative |  | Spr1 Tremors  The Journal of Iliona - A Young Slave (16days)  Non-fiction. Diary  (See Diary writing- A day in the life of a Greek child, Aut2)  Spr2 Predator  Skeletons and Muscles (18days)  Non-chronological report?  questions Noun phrases   |  | | --- | |  | |  | Sum1 Flow  Flood by Alvaro F. Villa (18Days)  Narrative Tragedy  Adverbial phrase4  Sum2 Tribal Tales  Skara Brae (16Days)  Non-fiction Holiday brochure  (See Leaflets- Insect World, Spr2) | |
| Reading  Blue- Fiction  Green- Non fiction  Red- Poetry | Aut1 Scrumdiddlyumptious  Kids' Health - Topics - Sugar - yes, you're sweet enough!  Why Are Tomatoes A Fruit?  Charlie and the chocolate factory  Recipes  After the fall  Aut2 Gods and Mortals  Theseus and the Minotaur  The Role of Women in Ancient Greece |  | Spr1 Tremors  The Pebble In My Pocket by Meredith Hooper and Chris Coady  Escape from Pompei- links to volcano G/H  Spring2 Predator  Broken Bones (for Kids) - Nemours KidsHealth |  | Sum1 Flow  David Attenborough  Hansel and Gretel Anthony Browne  Alison Uttley Little Grey Rabbit  The Day the crayons quit  Plastic Pollution in the ocean  Sum2 Tribal Tales  How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley  Stone Age Boy by Satoshi Kitamura  My Shadow by Robert Louis Stevenson  Stonehenge by Elizabeth Raum | |
| SPAG  Blue- Grammar  Green- Spellings  Red- Handwriting | Aut1  Wk1-4 Ready to write  Expanded noun phrases  Types of sentence  Expanding sentences  Commas  Apostrophes  Past/ present tense  Word families  Wk5-7 Determiners  Vowels and consonants  The/a/an  Spellings of /ei/  Homophones  Graffiti wall  Verbs  Double aa - dd  Weather  Seasonal  Numerals  Aut2  Conjunctions  Suffix -ation -ly -ly exception  -sure-ture -sion  Suffix -ous  Ssion, cion  /k/ spelt ch  /sh/ spelt ch  /g/ spelt gue que  /s/ spelt sc  Ei/ eigh/ey  Word families  adding – ed  Adjectives  adding ed – y - ck  Contractions  Apostrophe for omission  Apostrophes for possession  suffix – ful, -less, -ment  Contracted form, Possessive apostrophe, Suffix (‘less’) |  | Spr1  Wk1-3 Adverbs  Wk4-6 Prepositions  Homophones  Spr2  Wk1-3 Speech  Wk4-5 Tenses  VGP  Formation of nouns using a range of prefixes  Use of the a or an depending on the following noun  Word families based on common words  Sentence level  Using conjunctions adverbs and prepositions  Text level  Using present perfect form of tense  Use of paragraphs  Using headings subheadings  Punctation  Inverted commas to punctuation direct speech  SPAG Spring 1  A or an ?  Clauses  Adding ing  ly words  suffix – ous, ation  Dictionary work  shun sound endings tion,sion,ssion,cian  Relative clause  SPAG Spring 2  Capital letters  Singular to plural nouns s, es, ies, f – v + es ey + s  Final punctuation  Conjunction  Homophones and near homophones  conjunction (if and when) |  | Sum1  Wk1-2 Nouns  Wk3-6 Paragraphs  Sum2  Wk1-2 Word families  Wk3-5 Prefixes  SPAG Summer 1  Prepositions of place and time  K as que + g as gue  Collective nouns  sure,ture,cher, shun k as ch, sh as ch  Adverbs  prefix – sub/super  SPAG Summer 2  Speech marks and speech punctuation  prefix word- anti/auto, re,de,pre,inter, in,im,ir,il, dis/un/mis  Present perfect tense | |
| Mathematics | Aut1 Place Value 3wks (Lisa)  Step 1 Represent numbers to 100  Step 2 Partition numbers to 100  Step 3 Number line to 100  Step 4 Hundreds  Step 5 Represent numbers to 1,000  Step 6 Partition numbers to 1,000  Step 7 Flexible partitioning of numbers to 1,000  Step 8 Hundreds, tens and one  Step 9 Find 1, 10 or 100 more or less  Step 10 Number line to 1,000  Step 11 Estimate on a number line to 1,000  Step 12 Compare numbers to 1,000  Step 13 Order numbers to 1,000  Step 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 contexts  Sum1 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  |  | | --- | | * 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]. |   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. |  |
| Computing | Aut1  Connecting computers  1 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 publishing   1. Words and pictures 2. Can you edit it 3. Great template 4. Can you add content? 5. Lay it out 6. Why desktop publishing |  | Spr1  Stop frame animation  Spr2  Branching databases |  | Sum1  Sequence in music  Sum2  Events 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. |  |
| 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 age  Cresswell 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 lillies  River art  East River from the Shelton – Digital art techniques using Textease Paint  Stone age art techniques  Model Stonehenge  Cave paintings |  |
| DT | Aut1  Food technology,  Design  Technical knowledge- Food and nutrition  Aut2  Christmas cards with moving levers.  Technical knowledge- mechanisms |  | Spr2  Predators- pneumatics |  | Sum1  Stone age vehicles/ homes?  Technical knowledge-Materials/ structure  Evaluate |  |
| RE | L2.6 Why do some people think that life is a journey? What significant experiences mark this?  Christian- baptism  Hindu, Jewish  L2.4 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 Me  1. Understand how exercise affects my body  2. Calories, fat and sugar affect my body  3. Drugs  4. Things, people and places to stay safe from  5. Feeling safe and unsafe  6. Understanding how complex my body is   1. Being Me   1.Self worth  2. Identify feelings  3. Rights and responsibilities  4. Rewards/ consequences  5. Make responsible choices  6. Others points of view |  | 1. Celebrating Differences 2. Dreams and Goals |  | 5.Relationships  6. Changing Me |  |
| PE | Invasion Games  Striking and fielding- Cricket and rounders (Lisa)  1. Careful Catching  2. Target Practice  3. Successful Striking  4. Fantastic Fielding  5. Game Play  6. 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)  performing  Gymnastics |  | Racket sport- Mini tennis (Kate)  Athletics- Track and field events (Lisa) |  |

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| Music | Animal Songs  Christmas Concert |  | Easter Concert and performing to an audience. |  | Pitch  Singing in parts |  |
| Trips/Events |  |  | Animal Roadshow Visit |  | Rivers trip – Holmebrook Valley Park – Fieldwork  Stone Age- Cresswell Crags |  |