

Year 3 Curriculum Map

	<u>English</u>	<u>Mathematics</u>	<u>RE</u>	<u>PE</u>	<u>PSHE</u>	<u>French</u>
<u>Term 1</u>	<p>Fiction: Key Text: Stone Girl Bone Girl, the story of Mary Anning and her fossil discovery Using text for our writing and drama</p> <p>Non – Fiction: Recount: Recounting a fossil hunting trip to the Warren. Organisation of text – such as headings, bullet points, paragraphs</p> <p>Spelling, punctuation and grammar: Assessment and revision of Year 2 words Long ‘l’ sound (arrive, guide, island) ‘ear’ spelling of ‘er’ sound (early, learn, heard) Soft ‘c’ sounds (century, circle, decide) Associated prefixes and suffixes (guided, earliest, deciding) Use of inverted commas for direct speech Use of adverbs Determiners (a/an) Punctuation including . ! ? Conjunctions to express time such as, first, next , later Chronological order Numbered bullet points</p>	<p>Number maths: Number and Place value Place Value of numbers up to 1000 Rounding numbers Partitioning numbers up to 1000 Counting and ordering numbers to 1000 Times Tables – revision of 2,5 and 10xs tables.</p> <p>Topic maths: 2D and 3D shapes Naming and knowing the properties of 3D and 2D shapes</p> <p>Symmetrical Properties, identifying lines of symmetry in regular shapes Recognise acute, obtuse and right angles as an angle of turn in everyday objects and regular and irregular shapes.</p>	<p>What do people believe about God? Considering others’ beliefs</p> <p>Comparing the beliefs of different religions.</p> <p>Understands that God may be seen differently in different religions</p>	<p>Athletics improving and developing; balance, accuracy, co-ordination, speed and stamina</p>	<p>Living in the wider world Rules and laws</p> <p>Consequences</p>	<p>Core 1 Greeting each other</p> <p>Introducing themselves</p> <p>Counting up to 10</p> <p>Introducing their immediate family</p>
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<u>Term 2</u>	<p>Fiction: ‘Non’-Traditional Tales Key Text: The Three Little Wolves and the Big Bad Pig How does this compare to the traditional tale? Discuss similarities and differences. Creating an original Non-Traditional tale</p>	<p>Number maths: Addition and subtraction Mental addition and subtraction, including 3-digit numbers Understanding addition is inverse of subtraction Beginning formal methods of written</p>	<p>Why is the bible important to christians today? Explore why the bible is important to</p>	<p>Gymnastics Hand apparatus developing balance skills using hoops, ropes and</p>	<p>Relationships Knows that there are different types of relationship.</p>	<p>Core 2 Saying the days of the week</p> <p>Naming colours</p> <p>Counting between 11 and 20</p>

	<p>Non – Fiction: Newspaper reports: Based on the big bad pig and other fairy tales. Structure of news reporting; who, what, why, where and when</p> <p>Spelling, punctuation and grammar: Different spellings of ‘ah’ sound (guard, heart, answer) Different spellings of ‘or’ sound (caught, thought, ordinary) Double letters words (suppose, different, arrive) Associated prefixes and suffixes (supposing, arrival, guarded) Using fronted adverbials; Quickly, Sneakily, Story Openers Using conjunctions to express time and cause - The very next day, After that Use of inverted commas to mark speech</p>	<p>addition and subtraction Estimating answers to a calculation Beginning to learn the 4 times tables</p> <p>Topic maths: Linear measure Measure using non standard linear measures. Why do we need standard linear measures? compare +/- lengths (m, cm, Rehearsing using a ruler, developing measuring skills, starting at 0 Finding the difference between 2 lengths. Exploring perimeter</p>	<p>christians</p> <p>Considering others’ beliefs about Bibles and holy books</p> <p>Comparing the beliefs of different religions</p>	<p>balls</p>	<p>Understands how to support others in different situations.</p>	<p>Naming countries Expressing likes and dislikes</p>
	<u>English</u>	<u>Mathematics</u>	<u>RE</u>	<u>PE</u>	<u>PSHE</u>	<u>French</u>
<u>Term 3</u>	<p>Fiction: Key Text: The Iron Man Narrative writing Adapting a story by changing characters and events</p> <p>Non – Fiction: Non-Chronological Reports Organisation of text – such headings, and paragraphs</p> <p>Spelling, punctuation and grammar: Different spellings of the ‘ay’ sound (weight, famous, reign) Different spellings of short ‘l’ sound (difficult, build, busy, minute) Short ‘e’ sound (exercise, experiment, length)</p>	<p>Number maths: Written calculations multiplication and division</p> <p>Write and calculate multiplication and division statements using times table knowledge Multiply and divide 2digit x 1digit using mental methods, jottings, arrays, repeated subtraction Begin to develop a formal written method (grid method) Real life word problems rehearsing known multiplication facts. Recalling the division facts for the 2,5,10 and 4 times tables.</p>	<p>What does it mean to be a christian in Britain today?</p> <p>Explore christian beliefs</p> <p>Explore the role of churches in Christian beliefs</p> <p>Understands how christians demonstrate</p>	<p>Gymnastics Developing Jumping, landing, turns and roll work</p>	<p>Health and Wellbeing Understands what a risk is.</p> <p>Knows how to keep safe in differernt environments.</p>	<p>Core 3 Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays</p>

	<p>Associated prefixes and suffixes (weighing, difficulty, rebuild)</p> <p>Using adjectives</p> <p>Choosing appropriate nouns and pronouns</p> <p>Punctuation including . ! ?</p>	<p>Topic maths: Statistics</p> <p>Data handling inc bar charts, pictograms and tallies for discrete data</p> <p>Using charts to log continuous data</p> <p>Read and interpret information from scales and graphs</p> <p>Ask and answer questions about data</p>	<p>their beliefs</p>			
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<u>Term 4</u>	<p><u>Fiction</u></p> <p><u>Key Text: Charlie and the Chocolate factory</u></p> <p>Plan and record ideas</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p><u>Non-fiction</u></p> <p><u>Instructional writing</u></p> <p>Organisation of text – such headings, numbered steps, bullet points, pictures and captions</p> <p><u>Spelling, punctuation and grammar:</u></p> <p>Story Openers</p> <p>Using conjunctions to express time and cause -</p> <p>The very next day, After that</p> <p>Imperative verbs</p> <p>Commas in a list</p>	<p>Number maths: Fractions</p> <p>Count up and down in tenths.</p> <p>Recognise and write fractions of a discrete set of objects – unit and non-unit fractions with small denominators.</p> <p>Recognise and show equivalent fractions</p> <p>Add and subtract fractions with the same denominators.</p> <p>Solve word problems.</p> <p>Beginning to learn the 3 times table and related division facts.</p> <p>Topic maths: Geometry</p> <p>Know that angles are a measure of a turn, revision from previous learning; acute, right and obtuse angles.</p> <p>Recognising pairs of perpendicular and parallel lines.</p> <p>Recognising horizontal and vertical lines.</p>	<p><u>Why are festivals important to religious communities?</u></p> <p>Discuss celebrations</p> <p>Explore different religious celebrations: Diwali, Eid-al-fitr, Holi and Easter</p>	<p>Outdoor games</p> <p>HOCKEY</p> <p>Hand-eye co-ordination, using a tennis racket and a hockey stick</p> <p>Developing tactical ideas, working as a team</p>		<p>Animals</p> <p>Saying animal vocabulary</p> <p>Asking about pets</p> <p>Describing animals using adjectives</p> <p>Using prepositions</p> <p>Naming animal homes</p>
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<p>Term 5</p>	<p>Fiction Key Text: Stone Age Boy Role play around the text Discussion and comparison about then and now Writes own version of the text</p> <p>Non-fiction Explanation texts Organisation of text – such headings, numbered steps, bullet points, pictures and captions Reasearching information around a topics Oragnising paragraphs around a theme</p> <p>Spelling, punctuation and grammar: Causal conjunctions Expanding clauses using conjunctions Speech punctuation Structuring writing into paragraphs</p>	<p>Number maths: Revision of place value</p> <p>Consolidate and extend fraction work from term 4.</p> <p>Recognise place value of each digit in a three-digit number (hundreds, tens and ones). Can compare and order numbers to 1000. Can count from 0 and other single digit numbers in multiples of 4, 8, 50 and 100. Solving number problems and practical problems involving these ideas. Beginning to recall the 8 times table and its related division facts.</p> <p>Topic maths: Volume and capacity measure, compare, add and subtract: volume/capacity (l/ml)</p> <p>measure, compare, add and subtract – mass (g and kg)</p>	<p>Why do some people think life if a journey?</p> <p>Discuss and compare personal life journeys</p> <p>Explore different ways of being initiated into different religions</p>	<p>Football</p> <p>Dribbling, passing and shooting skills, developing the idea of teamwork</p>	<p>Relationships</p> <p>-Taking responsibility for myself - Understanding and managing feelings of guilt and shame -Empathy and understanding the feelings of others -Social skills and making people feel happy</p>	<p>Food</p> <p>Naming common foods</p> <p>Expressing likes and dislikes</p> <p>Saying what they are eating</p> <p>Naming cutlery</p> <p>Saying what they would like to have</p> <p>Understanding cooking instructions</p>
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<p>Term 6</p>	<p>Fiction Key Text: Winnie the Pooh Plan and record ideas Organising paragraphs around a theme</p>	<p>Number maths - Calculations Calculations - To add and subtract numbers mentally including 3 digit numbers and ones, tens or</p>	<p>What can we learn from religions about what is right</p>	<p>Rounders Hand-eye co-ordination, team work,</p>	<p>Changes -Knowing that change can be a good thing,</p>	<p>At school Saying how they travel to school</p> <p>Naming places in</p>

	<p>Make suggestions to others about how to improve their writing Effectively edit own writing</p> <p><u>Non-fiction</u> <u>Persuasive Writing</u></p> <p>Organisation of text –letters How to sign a letter off correctly Using formal language Using appropriate language to persuade</p> <p>Spelling, punctuation and grammar: Present perfect tense Indefinite article ‘a or an’ Dictionary and thesaurus work Possessive apostrophe Revise all GPS elements taught throughout the year</p>	<p>hundreds. To recall and use multiplication and division facts for the 3, 4 and 8 X tables. To solve 2 digit X 1 digit multiplication problems using multiplication tables known (2,3,4,5,8 and 10) beginning to use written methods. (grid method) Revision of all times tables and related division facts we have learnt so far.</p> <p>Topic maths: Measure - Time To tell and write the time from an analogue clock to the nearest minute To read and write the time using a digital 12 and 24 hour clock to the nearest minute. Using time vocabulary</p>	<p>and wrong? Understand that different religions have different rules Explore how peoples actions show they are following the rules Understands what makes people happy</p>	<p>tactics using a rounders/crick et bat</p>	<p>and that we go through many changes in our lives - Understanding that change can be difficult, but we can manage those feelings -Making changes to reach a goal</p>	<p>school Listing the contents of their pencil case Telling the time Naming school subjects</p>
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Yr 3 Creative Curriculum

<u>Theme</u>	<u>Science</u>	<u>ICT</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design and Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
Term 1 <u>Extreme Environments</u>	Rocks and Fossils: Compare and classify rocks based on their criteria. Describe how rocks are formed. Know the names and properties of different types of rock. Know that soil is made from rocks and other organic matter. Investigating which rocks are the most permeable	Digital Literacy -Digital footprints -Safety around sharing images -Cybersmart detectives	Understanding the passage of time from a living creature to a fossil.	Fieldwork: Measure, observe and record findings of human and physical features of the local area.	Sketching rocks and fossils using a range of mediums Drawings of staff for school website	Design and make a working volcano Make a replica fossil out of plastacine or clay	Singing with Peter Cook. Singing one part songs and discussing vocabulary related to music that tells us how we should be singing eg softly, loudly etc.	Hunting for different kinds of rocks in the local environment and identifying them. School council elections Harvest Festival	Folkestone Warren, exploring the clay cliffs hunting for fossils Harvest festival visit to the local church
Term 2 <u>Battling for Britain</u>	What material would make the best Viking ship? Experiment with different materials to see if they float or sink	Digital Literacy -Effective searching -Using alternative search engines	Understanding the passage of time from the Scots to the Vikings: -Historical battles -Struggles for the crown -How religion changed	Locates countries on a map Plots the routes the invaders took	Sketches Anglo-Saxon jewellery	Design and creating sculptures of brooches in an Anglo-Saxon style using a range of materials	Singing songs in 2 parts accompanied by the piano.	Christmas cards	Art and drama workshop at Dover Museum

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Term 3 <u>May the force be with you</u>	Forces and Magnets Compares how objects move on different surfaces Investigates how forces act on different objects. Compare how magnetic forces act Investigate how magnets either repel or attract each other and different objects Understands that magnets have two poles Makes predictions about whether objects are magnetic or not	Programming Lego Wedo Knows what an algorithm is Creates unplugged algorithms Creates a specific algorithm with 6 or more steps Debugs programmes	When was magnetism first discovered and who by?	Understands that compasses use magnets to work Uses a compass to navigate a route	Create a picture in the style of any chosen artist Make a collage from items found in the woods	Design and make a board game that uses magnets Play and evaluate how the board game works Suggest improvements to the board game	Learning songs with a strong rhythm. Accompanied and unaccompanied	Video clips showing 'supersize' magnets in action in everyday life	
Term 4 <u>Whinless Wildlife Park</u>	Animals, including humans Knows that animals, including humans need correct nutrition to live Understands that animals cannot make their own food Identifies the 5 food groups and 7 types of nutrition Knows what a skeleton is and how it supports, protects and helps animals to move	Programming Code Studio Recap what an algorithm is Understands what a loop is Creates a loop in an algorithm	Explore how views on captivity have changed over time e.g. circus animals	Locate where animals in captivity come from Compares different natural habitat environments	Sketched animal enclosures Sketch animals seen at Wildwood	Design and make animal enclosures Evaluate the successes of the enclosure Suggest ideas to improve the enclosures	Singing songs including adding harmonies to enhance the effect.	Handling real skeletons from animals	Trip to Wildwood Skeleton workshop

	<p>Knows what muscles are and how they support, protect and help animals to move</p> <p>Name and locates a range of muscles in the human body</p>								
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<u>Term 5</u> <u>The Stone Age to Iron Age</u>	<p>Identify where Stone Age people got their nutrition</p>	<p>Multimedia 2DIY&2DIY3D</p> <p>Revisit how to use paint</p> <p>Explores how to use 2DIY</p> <p>Creates a game from a brief</p> <p>Evaluates the game they have created and suggests how it can be improved</p>	<p>How Britain changed from the Stone Age to the Iron Age</p> <p>How changes impacted how people during this period lived</p> <p>Understands how archeology gives us clues as to what life was like in the past</p>	<p>Locate Stone Age – Iron Age settlements on a map</p> <p>Describe how farming influenced the choice of settlements</p>	<p>Sketching Stone Age jewellery</p> <p>Cave painting using a range of media</p>	<p>Design and make Stone Age jewellery including necklaces</p> <p>Design and make a Stone Age house</p>	<p>Looking at different brass instruments and how they work. Sing a variety of songs from different time periods.</p>	<p>Stone Age feast including – nuts, berries and smoked fish</p>	
<u>Term 6</u> <u>The Enchanted Wood</u>	<p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants: root, stem/trunk, leaves and flowers</p>	<p>Photo Editing and Powerpoint</p> <p>Edits a photo</p> <p>Edits audio files</p>	<p>Discuss and compare how man made light sources have changed over time</p>	<p>Plot the route taken to get to the woods we are visiting</p>	<p>Sketch different plants in different environments</p>	<p>Use recycled materials to make a flower pot to grow seeds in</p> <p>Design and make an</p>	<p>Learning and preparing songs for the Raid music event</p>	<p>The sad seed story</p> <p>Reward trips</p>	<p>Trip to the woods</p> <p>RAID music event.</p>

	<p>Explores the requirements for life and growth</p> <p>Investigates how water is transported in plants</p> <p>Explores what part flowers play in the life cycle of flowering plants</p> <p><u>Light</u></p> <p>Knows that dark is the absence of light</p> <p>Investigates how light is reflected off different surfaces</p> <p>Understands that light can be dangerous. Discusses how we can keep safe from light</p> <p>Understands how shadows are formed and investigates how they change throughout the day</p>	<p>Researches and creates a powerpoint using different functions</p>					<p>effective periscope</p>		
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