Year 3 Curriculum Map

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/Theme | Digging Up The Past | | Survival | Africa | Scrap Heap | Visible & Invisible |
| Outdoor Learning | AUTUMN TERM | |  | | | |
| Trips & Visits |  |  |  |  |  |  |
| English: Writing Outcomes | \*Personal responses  \*Retelling familiar stories  \*Newspaper report  \*Explanations (including flowcharts and diagrams) | \*Personal responses  \*Adventure/quest stories  \*Non-chronological report  \*Shape poems (calligrams) | \*Personal responses  \*Fairy tales  \*Diary entry  \*Alternative story endings  \*Dialogue  \*Persuasive letters | \*Personal responses  \*Traditional tales  \*Dialogue  \*Information texts (animal fact files)  \*Reports | \*Personal responses  \*Comic strips (superheroes)  \*Playscripts  \*Newspaper reports  \*Simile poems | \*Personal responses  \*Mystery stories  \*Adventure stories  \*Dialogue  \*Non-chronological report  \*Newspaper report |
| English: SPAG objectives | \*Extending writing using a range of conjunctions  \*Commas in lists  \*Past and present tense (simple)  \*Using determiners (a & an)  \*Apostrophes for possession | \*Nouns and pronouns for cohesion  \*Extending writing using a range of conjunctions  \*Fronted adverbials  \*Paragraphs to organise& sequence  \*Apostrophes for possession | \*Extending writing using a range of conjunctions  \*Direct speech punctuation  \* Paragraphs to organise& sequence  \*Fronted adverbials  \*Apostrophes for possession | \*Direct speech punctuation  \*Headings & subheadings  \*Fronted adverbials, using commas  \*Apostrophes for possession | \*Extending writing using a range of conjunctions  \*Fronted adverbials, using commas  \*Perfect verb forms  \*Apostrophes for possession | \*Direct speech punctuation  \*Extending writing using a range of conjunctions  \*Fronted adverbials, using commas  \*Perfect verb forms  \*Apostrophes for possession |
| Class Text(s) | \*Ug: Boy Genius of the Stone Age  \*The Pebble in my Pocket  \*Jemmy Button | | \*Charlotte’s Web  \*Into the Forest  \*Please Mrs Butler  \*Revolting Rhymes | \*Fly, Eagle, Fly!  \*Gorilla | \*The Iron Man  \*The Iron Woman | \*The Village That Vanished  \*Ice Palace |
| Maths | \*Place value (comparing & ordering numbers – chronological order)  \*Formal addition & subtraction | \*Unit and non-unit fractions  \*Tenths  \*Time (including Roman numerals to XII) | \*Multiplication & division  \*Scaling problems | \*2D & 3D shapes  \*Measurement (perimeter & distance) | \*Statistics (pictograms & bar charts) | \*Turns and angles (how light travels) |
| Science: Topics | Rocks | | Plants | Animals Including Humans | Forces & Magnets | Light |
| Science: Objectives | \*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  \*recognise that soils are made from rocks and organic matter. | | \*identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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  \*investigate the way in which water is transported within plants  \*explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | \*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  \*identify that humans and some other animals have skeletons and muscles for support, protection and movement. | \*compare how things move on different surfaces  \*notice that some forces need contact between 2 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 2 poles  \*predict whether 2 magnets will attract or repel each other, depending on which poles are facing. | \*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 a solid object  \*find patterns in the way that the size of shadows change. |
| Science: Working Scientifically | In Years 3 & 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer themsetting 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. | | | | | |
| History | \*The Stone Age |  |  | \*Changing societies  \*Local history study (comparison) |  |  |
|  | In Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:  \*changes in Britain from the Stone Age to the Iron Age  \*the Roman Empire and its impact on Britain  \*Britain’s settlement by Anglo-Saxons and Scots  \*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  \*a local history study  \*a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  \*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  \*Ancient Greece – a study of Greek life and achievements and their influence on the western world  \*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | | | | | |
| Geography |  | \*Soil & rock formation  \*Rivers & coasts  \*Local area study |  |  | \*Mapping & data collection  \*Recycling & natural resources |  |
|  | In Key Stage 2, pupils should be taught to:  **\***locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  \*name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  \*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  \*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  \*describe and understand key aspects of:  \*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  \*human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **\***use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  \*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  \*use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | |
| Art & Design | \*Cave paintings  \*Paint mixing (including natural resources) |  |  | \*African landscapes (sunrises & sunsets) - pastels |  |  |
|  | In Key Stage 2, pupils should be taught:  \*to create sketch books to record their observations and use them to review and revisit ideas  \*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  \*about great artists, architects and designers in history. | | | | | |
| Design and Teachnology |  | \*Shelters using natural resources |  | \*Batik (cloth) | \*Junk modelling | \*Shadow puppet theatre |
|  | In Key Stage 2, when designing and making, pupils should be taught to:  \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  \*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **\***select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  \*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **\***investigate and analyse a range of existing products  \*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  \*understand how key events and individuals in design and technology have helped shape the world  **\***apply their understanding of how to strengthen, stiffen and reinforce more complex structures  \*understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  \*understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  \*apply their understanding of computing to program, monitor and control their products.  \*understand and apply the principles of a healthy and varied diet  \*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  \*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | |
| Music | In Key Stage 2, pupils should be taught to:  \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  \*improvise and compose music for a range of purposes using the inter-related dimensions of music  \*listen with attention to detail and recall sounds with increasing aural memory  \*use and understand staff and other musical notations  \*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  \*develop an understanding of the history of music. | | | | | |
| Computing |  |  |  |  |  |  |
|  | In Key Stage 2, pupils should be taught to:  \*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  \*use sequence, selection, and repetition in programs; work with variables and various forms of input and output  \*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  \*understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration  \*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  \*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  \*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | |
| RE |  |  |  |  |  |  |
| PSHE | RIGHTS RESPECTING SCHOOLS | | | | | |
| MFL | **Listening & Comprehension**  \*listen attentively to spoken language and show understanding by joining in and responding  \*explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words    **Speaking**  \*engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  \*speak in sentences, using familiar vocabulary, phrases and basic language structures  \*develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  \*present ideas and information orally to a range of audiences  **Reading & Comprehension**  \*read carefully and show understanding of words, phrases and simple writing  \*appreciate stories, songs, poems and rhymes in the language  \*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  **Writing**  \*write phrases from memory, and adapt these to create new sentences, to express ideas clearly  \*describe people, places, things and actions orally and in writing  \*understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | |

Additional Ideas/Resources

<http://www.primarycurriculum.me.uk/year3>