

Year 3 Curriculum Map Spring Term 1 2017

	1	2	3	4	5
English Spoken English, reading comprehension, writing composition	Narrative writing: Stig of the Dump Reading the beginning of Stig of the Dump and looking at how authors create settings effectively.  Using drama to explore ideas around the setting to help us get into the story world and begin to identify with the characters.	Narrative writing: Stig of the Dump Rewrite part of the story, changing it from present to past tense using their grammatical understanding.  Children use their knowledge of Stig and Barney's characters to write about presents that Barney could take to Stig. They will explain reasons for choosing these items based on the text.  Children will write a story imagining that they met one of the Stone Age animals that they have researched.	Recount writing: Trip to the Stone Age Outdoor learning to help children explore the world of the Stone Age, using drama and outdoor activities to create and explore exciting vocabulary. We will also read "Stone Age Boy" and a range of other books.  Children will use the experiences we have had to write a story imagining that we travelled in time to the Stone Age. They will use the key vocabulary they have gained to help them write an engaging and descriptive account.	Non-Chronological Reports: Stone Age Children will research areas of interest to do with the Stone Age. They will make notes to help them remember the facts they have learnt.  They will learn how to use labelled diagrams, photos and captions to explain information.	Non-Chronological Reports: Stone Age Children will work in groups to make information books about the Stone Age. They will each work on a different area and create headings and subheadings for their pages, along with text, pictures and captions.  They will create a contents page, index and glossary for their book, as well as a blurb for the back and an engaging front cover.
Vocabulary, Grammar and Punctuation	Creating detailed noun phrases using adjectives; beginning to use paragraphs and identify reasons for using them.	Changing verbs from present to past tense; use of paragraphs to help structure writing; plurals; possessive apostrophes.	Developing vocabulary using specific and imaginative nouns and verbs to create effects; use of inverted commas; contractions.	Technical vocabulary; differences between fact and opinion; labelling; proper nouns; bullet points; use of fonts, bold and italic writing.	Question marks; topic sentences to open paragraphs; clear and specific language choices; use of headings and subheadings.
Spelling	Ending -el	Ending -le	Suffix -ed	Suffix -est	Words with j, g and dge
Maths	Consolidating understanding of place value. Counting in 4s, 8s, 50s and 100s. Sequences and missing number problem solving using the inverse operation.	Be able to show fractions on a number line and count up and down in steps of $\frac{1}{4}$ and $\frac{1}{2}$ . Finding a fraction of a shape. Recognising simple unit fractions.	Measuring length to the nearest centimetre, half centimetre and introducing decimal measurements. Finding the perimeter of a simple shape.	Subtraction in a variety of contexts. Beginning column subtraction and solving real life problems. Learning number facts and using the four operations.	Learning about acute, right and obtuse angles. Identifying horizontal, vertical, parallel and perpendicular lines.
Science Rocks	To explore rocks around us. Becoming a rock detective around the school	To explore and compare different types of rock Handling and looking closely at different types of rock.	To know the three different types of rock (sedimentary, metamorphic, igneous) and to know that rocks change over time.	To plan an investigation to find out the permeability of rocks. Carry out the experiment and plot results on a graph.	Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Visit to Plantation Garden to look for types of rock.
I.C.C Rockin' and Rollin' Stone Age	Entry Point - guided visualisation exploring the senses of what it was like to live in the Stone Age  Knowledge Harvest - children look at pictures of evidence from the Stone Age and explain what they already know as well as thinking of some 'I wonder' questions.	Placing the Stone Age on a timeline and beginning to understand chronology. Using laptops and books to explore the ancient settlement of Skara Brae. Looking at how Stone Age people lived, what food they may have eaten, and how we can use historical evidence to find out the answers to these questions.	Studying cave paintings and their meanings by looking at photographs and video clips of the famous paintings in Lascaux Caves in France. Creating their own cave paintings based on Lascaux Caves using a range of media.	Looking at Stonehenge. Effect of light on Stonehenge and imagining what it was built for. Pastel work based on Stonehenge, using pastels to create light effects.  Studying Stone Circles and thinking about how they may have been used.	How the introduction of farming changed the way of life in the Neolithic era. Debating whether life was better in the Stone Age or now, and giving reasons for opinions.

Computing Emails	Learn how to logon to school email account. We will focus on e-safety throughout this topic.	Compose and send an email, using email addresses.	Add a suitable subject to an email and add attachments.	Delete and save emails. Use folders to organise emails.	Send emails to more than one person at a time.
R.E Sikhism and the 5 Ks	Engage: Watching a video on Sikhism and coming up with enquiry questions.	Explore: What are the 5 Ks and what might they represent?	Explore: What is the Gurdwara and why is it important to Sikhs?	Evaluate: What have we learnt about Sikhism? Have we answered our key questions?	Express: Create a short film using iMovie explaining key facts about Sikhs that could be shown to other Year 3s.
P.E Invasion Games: Football	Perform dribbling skills with accuracy, confidence and control.	Perform passing skills with accuracy, confidence and control.	Perform passing skills with accuracy, confidence and control.	Develop a broader range of techniques for attacking and defending.	Apply skills learnt in game situations.
Music Play It Again	Pupils discuss what is meant by an accompaniment in music. They listen to different ways in which instruments accompany a song. Pupils sing the accompaniment to 'How doth the little crocodile'.	Pupils learn a song that has a call and response structure. They work out how to play a melody by ear. Pupils select phrases that may be used for an introduction to a song.	Pupils learn to recognise different pulses in songs. They learn to beat different time signatures. Pupils use rhythms of words to create an ostinato.	Pupils reflect on the mood and style of different songs. They choose songs for specific purposes. They present their work to an audience.	Pupils compose a script for a radio jingle. They set lyrics to music and present their work to an audience.
French	Learning how to name different colours in French. Singing songs and playing games to help reinforce learning. We will also look at stories that involve colours, such as "Petit Chaperon Rouge" (Little Red Riding Hood).				
PSHE/Circle Time PATHS	Making good choices - listening carefully to each other.	Using good manners - why are manners important?	What do you want to do in the future? Thinking about our aspirations.	Visit to Kidzania - focus on aspirations and aiming high. Why is it good to try new things?	Follow-up work from our trip to Kidzania - what did we learn?