

Year 3 Curriculum Map SpringTerm 2 2018

	1	2	3	4	5
English Spoken English, reading comprehension, writing composition	<p>Myths and Legends</p> <p>Children will begin to understand the idea of a “myth”, and what features a myth has compared to other story types.</p> <p>We will read a variety of myths and will focus mainly on the Chinese story of Kuang Li and the dragon.</p> <p>Children will retell the story, using story language and using conjunctions of time and cause.</p>	<p>Myths and Legends</p> <p>Using the ideas from the previous week, children will design a story map to show the setting for their myth. They will learn about mythical beasts and will use this to design a mythical beast of their own, describing its features in detail.</p> <p>Finally, they will choose a hero for the story and plan their quest and the obstacles they will face.</p>	<p>Myths and Legends</p> <p>Children will use their planning to write their own myth in the style of the ones we have read.</p> <p>They will use paragraphs to organise sections such as the introduction, receiving magical items, and the final climax.</p> <p>Children will also be focusing on applying the grammatical skills we have been learning in class.</p>	<p>Non-Fiction: Diaries</p> <p>We will look at an example of a diary and how it recounts the events of a day and explores the feelings of the person who is writing.</p> <p>Children will write the diary of Howard Carter when he discovered the tomb of Tutankhamun, linked to our ICC topic. They will describe what he saw using the information they have discovered, and will make sure they describe emotions.</p>	<p>Poetry: Kennings, haikus and tankas</p> <p>Children will learn about different poetic forms and read collections of examples of kennings, haikus and tankas.</p> <p>They will look at the different types of vocabulary and rhythm that are used and use these to help them write their own poems in different forms.</p>
Vocabulary, Grammar and Punctuation	To learn to use conjunctions to express time and cause. Using commas in lists.	Use of inverted commas for direct speech. Creating similes and metaphors to enhance description.	Subordinate clauses within sentences. Use of paragraphs to group information around a theme.	The role of conjunctions. Selecting appropriate conjunctions for writing.	Formation of nouns using prefixes (eg super-, auto-).
Spelling	Words ending in the “igh” sound spelt “y” (terrify, butterfly)	Adding the suffix “ing”	Adding the suffix “ing”	The “j” sound spelt “g” or “dge”	The “o” sound spelt “a” after w and qu (wash, squash, watch)
Maths	Measurement: Measure capacity. Find fractions of litres and convert to millilitres. Multiply by 10, 100 and 1000. Answer word problems involving capacity.	Calculation: Multiplication Investigating times tables and developing strategies to calculate multiplication facts. Learning and rehearsing times tables.	Measurement: Read analogue and digital 12 hour clock to nearest minute. Estimate and record time. Apply to real life situations and problem solving.	Addition and Subtraction: Developing fluency in addition and subtraction of 3 digit numbers using partitioning and number lines and applying these skills in problem solving situations.	Statistics: Present data in bar charts. Solve one and two step problems.
I.C.C Ancient Egypt	Drama Entry Point: Go into role as a team of archaeologists. Travel to Egypt and carry out an archaeological dig, seeing what kinds of artefacts we can find. Establish the chronology of Ancient Egypt using a timeline. Come up with enquiry questions.	Find the location of Egypt and identify important locations and events in Ancient Egyptian history. To study artefacts and to use them to make deductions about the past. Learn about the Nile and how it shaped Egyptian history and development.	Look at the types of evidence that have survived from Egyptian times and what these tell us about their lives. Why was the invention of writing (hieroglyphics) so important? Finding out about Egyptian farming and comparing it to what we know about the Stone Age.	Visit to Castle Museum for “A Day With The Egyptians”, looking at artefacts and taking part in art and drama. Make masks and canopic jars and learn about Egyptian beliefs about the afterlife. Find out about the discovery of Tutankhamun’s tomb.	Create papyrus style paintings using watercolours, after looking at examples from Ancient Egypt and thinking about what they can tell us about Egyptian life. Recap our learning – what have we found out about Ancient Egypt?
Science Rocks	Learn what soil is composed of and how it is formed. Why is soil so important to life on Earth?	Design an experiment to find out which type of rock would make the best roof for a building, thinking carefully about its properties.	Carry out the experiment and record results in a graph. Sort rocks into those that are permeable and those that are impermeable.	Learn about how fossils are formed. Why do only some plants and animals become fossils? What has happened to them? What can they tell us?	Look at a range of rocks. How can we sort them into different groups based on their properties?

Computing Coding and programming	We will explore the MIT "Scratch" program. Children will find out how to animate characters, create movement and design a simple maze game. Children will learn how to debug their programs and troubleshoot problems.				
R.E Why do Christians go on pilgrimages to Walsingham?	Engage: Children think about special journeys and imagine a journey they would love to go on, thinking about why people go on journeys. They learn that sometimes people journey for religious reasons.	Enquire: Children will think of questions they would like to find out the answers to, relating to pilgrimages.	Explore: We will visit Walsingham in order to find out how and why people go there on pilgrimage.	Evaluate: Children will look at what they have found out and will be able to explain the different reasons why Christians might choose to go on pilgrimages.	Express: Children create a guidebook for Christians wishing to go on pilgrimage to Walsingham, listing reasons to go and what they can expect on a pilgrimage.
P.E Multiskills	Children will be using skills required in many different sports, such as coordination, speed and reflexes. They will carry out a variety of different activities using PE equipment and will aim to improve their fitness as well as the skills required to complete each task well.				
Music	Pupils sing the song 'Old MacDonald.' They work out the melody by ear. They learn the term pentatonic and understand its use in the song.	Pupils sing the pentatonic song 'What You Got?' They compose an accompaniment from a given set of notes and perform this along with the song.	Pupils improvise using a C pentatonic scale. They refine their work by inventing different rhythms for their improvisation.	Pupils sing two pentatonic songs in groups at the same time. They add an accompaniment to the songs and perform as an ensemble.	Pupils take the lyrics from a poem and set them to music. They match the syllables of the words to different rhythms and use the pentatonic scale to create a melody.
French	Learning how to greet people in French (Bonjour, salut), how to ask how someone is and how to have a short conversation in French. Use of "Comment t'appelles tu?" and "Je m'appelle"				
PSHE/Circle Time PATHS	Feeling frustrated – what behaviours are OK and not OK?	What do you like and dislike? Expressing our opinions and remembering we're all different and that's OK.	Different points of view – understanding how other people feel.	Feeling guilty and understanding how to deal with feelings of guilt.	Keeping a friend – what does it mean to be a good friend? Making up with friends – how do we make up when things have gone wrong?