

Year 3 Curriculum Map Summer Term 1 2018

	1	2	3	4	5
English Spoken English, reading comprehension, writing composition	<p>Shakespeare: The Tempest</p> <p>Introduction to Shakespeare, learning about who he was and when he lived.</p> <p>We will read extracts from the first act and dramatise them, finding out the meanings of any unfamiliar words.</p> <p>Thinking about how stage directions can be used and how to create an atmosphere for the play. Writing the introduction to the play as a piece of descriptive writing.</p>	<p>Shakespeare: The Tempest</p> <p>Investigating the characters of Prospero, Caliban and Miranda. Hot seating and other dramatic and dance techniques to explore character.</p> <p>We will sequence the story and think about the themes of the play and how these are explored by Shakespeare.</p> <p>Writing a character description or writing in role as a character.</p>	<p>Shakespeare: The Tempest</p> <p>We will continue to explore themes such as justice, trust, loyalty and mercy, and the importance of these within this play.</p> <p>The children will look at Shakespeare's use of comedy and how this could be performed.</p> <p>We will finish reading the story and discuss the plot of the play and its ending.</p>	<p>Film Literacy - El Caminante</p> <p>Watching the animated short film "El Caminante" and using this to inspire creative writing based on character and setting.</p> <p>Looking at how directors and animators use different camera shots to create effects, and comparing these to authorial effects in writing.</p> <p>Drama activities to explore character in depth. Hot seating and coming up with questions to discover more.</p>	<p>Film Literacy - El Caminante</p> <p>Creating a storyboard to tell a story. Planning a sequel to the film in which El Caminante performs in a different setting.</p> <p>Using iPads to create their own short films based on their planning from previous week. Children will create sets and scripts, then film their sequels.</p>
Vocabulary, Grammar and Punctuation	Use of dictionaries	Contractions and apostrophes	Revising word classes: nouns, verbs, adverbs, adjectives, prepositions	Main and subordinate clauses	Past and present tense; simple, perfect and progressive
Spelling	The 'j'sound spelt g, ge, dge	The 'o' sound spelt 'a' after w and qu	Adding the suffix 'ed' to words ending in a short vowel and consonant (step - stepped)	Adding the suffix 'ed' wo words ending in y (reply - replied)	Adding the suffix 'ed' to words ending in e (twinkle - twinkled)
Maths	Number: Fractions Identifying unit and non-unit fractions. Use of correct terminology "numerator" and "denominator". Counting in tenths and relating to decimals and place value.	Number: Fractions Finding fractions of amounts. Relating this to measurements such as metres, kg, money. Recognising equivalent fractions.	Number: Addition and Subtraction Adding ones and tens to three digit numbers using mental methods, visual representations and formal methods	Number: Addition and Subtraction Addition and subtraction using three digit numbers. Becoming confident to apply knowledge in many reasoning and problem solving situations.	Number: Addition and Subtraction Adding two and three digit numbers together, beginning without exchanging and moving to exchanging. Focus on mental and informal methods.
Science Plants	To know what makes an object living. Comparing plants and animals. How do we know that plants are alive?	To label the important parts of a plant and understand their roles. To know that plants need healthy roots, leaves and stems to grow.	To know the conditions in which plants grow well. To create a whole class investigation on how best to grow a plant.	To know the importance of water in plants. To know how water is transported in a plant. Carrying out an experiment to show this.	To explore the role of flowers in the life cycle of a plant, including pollination, seed formation and seed dispersal.
I.C.C Food and Farming	Knowledge Harvest - What do we know about food and farming? Looking at a range of unusual fruits and vegetables and thinking about where they might be grown. Are there any that the children had not seen before?	Where does our food come from? Learning about the origins of food and about land use in the UK.. Calculating food miles and thinking about the problems and benefits involved in food travelling long distances.	How does farming in the UK compare to farming in Malawi? Where is there desert nearby? Write an information page about farming in Malawi/ write in role as farmer.	Climate change and its effect on farming worldwide. What is the impact on land use around the world? Thinking about healthy eating and the different food groups. Why do we need to eat a broad and balanced diet? Why is farming important to this?	Designing a sandwich. Tasting and evaluating different types of bread. Thinking about what fillings will go well together. Picnic in Heigham Park with parents and carers.

Computing Programming	During this unit the children will have a chance to use the "Lego WeDo" programming kit to build Lego models and operate them using programming commands. They will also build on their use of the MIT program "Scratch" and continue to explore ways of programming sprites onscreen, creating algorithms and debugging when things go wrong.				
R.E What is Hajj and why is it important to Muslims?	Engage: Look at images from Hajj and try to work out what is happening in each. Watch a short clip with music but no commentary.	Enquire: What questions do you have about Hajj that you would like to answer? Watch short film and see if this answers questions or raises more to find out.	Explore: Children are provided with a range of sources including pictures, stories and diaries to help them gather information about Hajj. They look at all the sources and use them to help them answer their questions and understand what happens during Hajj and why it is so special for Muslims.	Evaluate: Can we answer our enquiry questions? Create a Venn diagram comparing pilgrimage to Walsingham and Hajj. What have we found out?	Express: Create a poster, poem, short story or painting showing what you have learnt about Hajj.
P.E Athletics	Children will develop athletics skills including running, jumping and throwing. They will learn techniques for increasing their running speed and throwing and jumping distance. Activities will include sprints, relays, javelin throwing, long jump, tennis ball throwing and standing broad jump.				
Music What Is A Tune?	Pupils listen to various different compositions and discuss which ones they think are music and which are noise. They come up with a set of rules that sound must follow to be considered music. They create a composition that follows these rules.	Pupils learn the term rhythm. They learn how to notate and perform a crotchet and a minim. They read and perform different rhythms made up of these two notes.	Pupils learn the term pitch. They learn how to perform and notate the notes D and E. They perform short tunes made up of these two notes.	Pupils listen to different pieces of music and describe them using the terms pitch and rhythm. They perform tunes that use the notes D and E and the note values crotchet and minim. Pupils learn to count in sets of four. They add up note values and learn to count rests. They perform rhythms that include rests and use the note values crotchet and minim.	Pupils discuss what is meant by the term tune. They read and perform tunes that are made up of the notes D and E and use both crotchets and minims.
French Food - La nourriture	Learning the names of different types of food. Vocab: Un glace, un gateau, des chips, des petits pois Asking: Qu'est-ce que c'est?	I like to eat (J'aime manger...) Vocab: les fraises, les pommes, les bananes, les cerises, les raisins Do you like...? Tu aimes...?	What are you eating? Qu'est-ce que tu manges? Vocab : un sandwich, des frites, du chocolat, de la pizza, des spaghettis, du fromage, du poulet	Cutlery - les couverts Learning the names of different types of cutlery and what might happen at French meal times. Ingredients - learning different foods used in recipes. Vocab: les oeufs, le lait, le sucre, le pain, la beurre, la cannelle en poudre	Asking "What would you like?" - Qu'est-ce que vous desirez? Replying, I would like... please. Je voudrais... s'il vous plait.
PSHE/Circle Time PATHS	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?	Learning about the dangers and health risks of smoking. To know that people make their own choices in life.	SRE: Learning about the differences between males and females. Challenging stereotypes and understanding that everyone is unique.	Learning about different families and respecting differences. Finding out about how adults care for babies and how life might change if there is a new baby in the family.

Take One Book Week: During the last week of term, every class will be reading one picture book and basing all their learning around that book. You will find out what book is being studied in your child's class nearer the time.