

YEAR 3 CURRICULUM MAP 2018 - 19

Term/Subject	Autumn 1 2 days, 5 weeks, 3 days	Autumn 2 7 weeks, 2 days	Spring 1 2 days, 6 weeks	Spring 2 5 weeks, 4 days	Summer 1 4 days, 4 weeks	Summer 2 7 weeks, 3 days
English: Spoken English, reading comprehension, writing composition	<p>Narrative writing: First to the Top by David Hill.</p> <p>Non-fiction: Writing a survival skills handbook and the diary of an explorer.</p> <p>Poetry: Learning and reciting "The Owl and the Pussycat".</p>	<p>Poetry: Creating calligrams and writing shape poetry.</p> <p>Narrative writing: Reading Stig of the Dump and Stone Age Boy. Writing a story with a Stone Age setting.</p> <p>Non-chronological reports: Reading and investigating the Stone Age settlement Skara Brae.</p> <p>Novel Study (see below)</p> <p>Poetry: Cinquains</p>	<p>Playscripts: Reading and performing The Tempest. Studying plot, characters and setting.</p> <p>Film Literacy: Creating our own animated films of The Tempest.</p> <p>Newspapers: Children will learn about the features of newspaper reports and use these to compose their own.</p>	<p>Narrative writing: The Ice Palace</p> <p>In-depth study of the novel, with drama, art, reading and writing activities.</p> <p>Novel Study (see below)</p> <p>Myths: Reading the Chinese myth of Kuang Li. Creating our own myths.</p> <p>Poetry: Haikus.</p>	<p>Novel Study (see below)</p> <p>Recounts: A day in the life of an ancient Egyptian. Writing a diary entry in role as Howard Carter.</p> <p>Instructions: How to make a mummy.</p> <p>Take One Book Week: Each class will spend a full week themed around a quality picture book.</p>	<p>Letters: to the Year 2s.</p> <p>Adventure Stories: Reading and studying adventure stories and creating our own chapter stories.</p> <p>Non-chronological reports: Creating a fact sheet about the Norfolk Broads.</p>
Guided Reading	<p>Novel Study: Children will spend two weeks per term exploring a novel and developing key reading skills such as: decoding, inference, retrieval of information, exploring characters, predicting, discussing themes, identifying new vocabulary and the language an author has used.</p> <p>The books we will study are: Goth Girl and the Ghost of a Mouse by Chris Riddell, The Butterfly Lion by Michael Morpurgo, The Iron Man by Ted Hughes and The Firework Maker's Daughter by Philip Pullman.</p>					
Vocabulary, grammar and punctuation	Capital letters and full stops, question marks, nouns, verbs, adjectives, proper nouns, presentational features	Correct use of <i>a</i> or <i>an</i> , vowels and consonants, conjunctions to express time and place, adverbs, past tense	Past tense, direct speech, inverted commas, word families, headings and subheadings for presentation	Commas in lists, similes and metaphors, formation of nouns using prefixes, use of paragraphs, conjunctions to express time and place	Prepositions, use of the present perfect tense, clauses, subordinate clauses, commas	Present tense, further speech punctuation, verbs for "said", adverbs, fronted adverbials
Spelling	The <i>or</i> sound spelt <i>a</i> before <i>l</i> and <i>ll</i> . Soft <i>c</i> . Adding the suffix <i>-y</i> . Adding the suffix <i>-ly</i> .	The <i>n</i> sound spelt <i>kn</i> and <i>gn</i> . The <i>igh</i> sound spelt <i>y</i> . Adding the suffix <i>-ing</i> . Homophones. The <i>j</i> sound.	The <i>o</i> sound spelt <i>a</i> after <i>w</i> and <i>qu</i> . The <i>u</i> sound spelt <i>o</i> , and the <i>or</i> sound spelt <i>ar</i> after <i>w</i> . Adding the suffix <i>-ed</i> . The <i>r</i> sound spelt <i>wr</i> . Adding the suffixes <i>-er</i> or <i>-est</i> .	The <i>ee</i> sound spelt <i>ey</i> . Words ending in <i>-il</i> and words where <i>s</i> makes the <i>zh</i> sound. Adding the suffix <i>-ness</i> . Words ending in <i>-le</i> . Words ending in <i>-el</i> .	Words ending in <i>-al</i> . The <i>ir</i> sound spelt <i>or</i> after <i>w</i> . Adding the suffix <i>-ful</i> . Adding the suffix <i>-less</i> . Contractions and apostrophes.	Adding the suffix <i>-ment</i> . Words ending in <i>-tion</i> . Adding the suffix <i>-es</i> . Possessive apostrophes.

Maths	<p>Number: Place value. Counting in hundreds, representing numbers to 1000, finding 1, 10 and 100 more or less than a given number, ordering numbers, counting in 50s.</p> <p>Number: Addition and subtraction. Adding and subtracting multiples of 100, adding and subtracting 1s, 10s and 100s.</p>	<p>Number: Addition and subtraction. Adding two 3 digit numbers and understanding the concept of "exchange". Subtracting one 3 digit number from another and using exchanging. Estimating answers.</p> <p>Number: Multiplication and division. Multiplying and dividing by 3, 4 and 8. Becoming confident with recall and use in problem solving.</p>	<p>Number: Multiplication and division: Multiplying and dividing a 2 digit number by a 1 digit number. Solving problems involving scaling.</p> <p>Measurement: Money Converting pounds and pence, adding money, subtracting money, giving change.</p> <p>Statistics Pictograms, bar charts and tables.</p>	<p>Measurement: Length and Perimeter: Measure lengths, equivalent lengths m and cm, cm and mm, compare lengths, add and subtract lengths, calculate perimeter.</p> <p>Number: Fractions: Unit and non-unit fractions, counting in tenths, tenths as decimals, fractions on a number line, fractions of a set of objects.</p>	<p>Number: Fractions: Equivalent fractions, compare and order fractions, add and subtract fractions.</p> <p>Measurement: Time: Months and years, telling the time to the nearest 5 minutes and the minute, AM and PM, 24 hour clock, finding the duration, measuring time in seconds.</p>	<p>Geometry: Properties of Shapes: Turns and angles, right angles in shapes, compare angles, draw accurately, horizontal and vertical, parallel and perpendicular, recognise, describe and make 2D and 3D shapes</p> <p>Measurement: Mass and Capacity: Measure and compare mass, add and subtract mass, measure capacity, compare capacity, add and subtract capacity.</p>
International Creative Curriculum (Including History, Geography, Art, Technology)	<p>An Adventure To Remember: Explorers: The class will become a team of explorers and take part in drama activities, imagining they are exploring different locations around the world. They will learn about continents and countries, famous explorers and will create maps and pieces of artwork. We will also go on journeys to the Plantation Garden and the Scout Hut on Jessopp Road.</p>	<p>Rockin' and Rollin': Stone Age: Studying the lives of early humans and how they survived. An indepth look at the Stone Age settlement of Skara Brae. Using pastels to create images of Stonehenge and cave art. Exploring evidence that helps us understand what happened a long time ago. Visit to Gressenhall to learn more about the Neolithic period. Inspirational Men: Learning about World Men's Day and the lives of inspirational men who can act as positive role models.</p>	<p>Super Shakespeare: The Tempest: The children will study the play The Tempest and then use textile skills to create a range of characters for the play. The children will make decisions about how best to stage the play and what materials and techniques they will use. We will then use animation software to write, perform and film our own versions.</p>	<p>You Are What You Eat: Food and Farming: Learning about the importance of farming to the UK and how land is used. Thinking about the importance of healthy living and learning about different food groups. Learning about food miles and where different food is grown in the world. Comparing UK farming with farming in our partner school in Malawi. Dragons! The children will investigate pneumatics and use their knowledge to design and make a pneumatic dragon.</p>	<p>Walk Like An Egyptian: Ancient Egypt: Comparing Ancient Egypt and the Stone Age and the important differences between the two periods. Looking at archaeological evidence and thinking about how the invention of writing helps us to understand more about civilisations. Making canopic jars and papyrus paintings. Visit to Norwich Castle Museum for "A Day With The Ancient Egyptians".</p>	<p>Go With The Flow: The Norfolk Broads: Investigating the Norfolk Broads and finding out about how and why they were formed. Using map work and field trip skills to investigate and map out the River Wensum trail. Inspirational Women: Learning about the lives of inspirational women who changed the world. Finding out about the countries and players taking part in the Women's Football World Cup.</p>
Science	<p>Magnets and Forces: Investigating the strength of different magnets. Designing experiments to find out about the properties of magnets and metals. Using a forcemeter to investigate forces. Using a compass.</p>	<p>Rocks: Testing for permeability and investigating the properties of different types of rocks. Learning about how soil is formed.</p>	<p>Plants: Learning about how plants grow and the different parts of a plant. Investigating the optimum conditions for germination and growth.</p>	<p>Animals, Including Humans: Finding out about the habitats, diet and skeletons of a range of different animals. Using keys for identification.</p>	<p>Animals, Including Humans: RSE: Learning about gender similarities and differences. Naming body parts using the correct terminology. Understanding how babies need to be looked after and what they can do at different ages.</p>	<p>Light: Learning that shadows are caused by light being blocked. Looking at how shadows change over the course of a day.</p>

Music	Animal Magic: Exploring descriptive sounds	Play it Again: Exploring rhythmic patterns	The Class Orchestra: Exploring arrangements	Dragon Scales: Exploring pentatonic scales	Painting with sounds: Exploring sound colours	Salt Pepper Vinegar Mustard: Exploring singing games
RE	How do Christians bring hope to the world?	Why do Christians celebrate Christmas?	What is the Hajj and why is it important to Muslims?	Why do some Christians go on pilgrimage to Walsingham?	Why do Sikhs wear the 5 Ks?	How does belief make a difference to Sikhs?
PSHE	Getting to know each other; staying safe	Understanding anger and solving problems	Making good choices	Understanding our feelings and what actions to take. Keeping friendships and playing fairly	Relationships education: learning about different families; focus on "Everyone is different, everyone is special".	Drug education: learning about smoking Preparing for change
French	Greetings and introduction to French culture	Numbers – learning to count, do simple maths and tell the time	Colours – learning the names of colours and using these in games	Days and months – finding out about the French school week and year, birthdays	Pets – learning how to describe pets and talk about pets to others	Family – describing the people in your family, meeting a French family
Computing	E-Safety and an introduction to the school server; Introduction to programming using "Probots" to begin to understand the key principles and language involved.	Introduction to coding: using studio.code.org to introduce the idea of coding and the use of "code blocks".	Further coding: Using the MIT Scratch program to create animations and games	Lego Wedo: using coding skills to design and make moving Lego models that can be programmed	Using email safely – learning how to send and receive emails and attachments, with awareness of safety	Combining text and graphics to present work and developing internet research skills. Digital literacy (including e-safety, searching for information, copyright, Google Sites etc).
P.E	Tag Rugby, Hockey, Badminton, Tennis, Football, Dance, Athletics, Gymnastics, Outdoor and Adventurous Activities					