

Year 3 Curriculum Map Spring Term 1 2019

	1	2	3	4	5	6
English Spoken English, reading comprehension, writing composition	<p>Narrative Writing: The Ice Palace</p> <p>Children will read the opening of The Ice Palace and use drama techniques to explore the setting and characters.</p> <p>They will write descriptive pieces based on the story and characters they have read so far.</p> <p>Children will write in role as different characters from the story.</p>	<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>Reading Miranda's speech to Prospero and using context clues to work out the meaning of the Shakespearean language. Identifying how Miranda's feelings are shown and how the weather is described using metaphors.</p>	<p>Shakespeare: The Tempest</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>Children will think about the characters in the play and how they relate to each other. What is each character's role in the story?</p>	<p>Shakespeare: The Tempest</p> <p>Children will rewrite a short scene from the play using simple script conventions. They will think about how the characters would speak, what setting they will use and what important events must happen in their scene.</p> <p>We will look at different film techniques including types of shot and their impact on the viewer. How do film makers tell a story?</p>	<p>Film Literacy</p> <p>We will watch several short films to continue to give children ideas about how to compose their own films.</p> <p>We will use these as stimuli for the children's own narrative writing, using the grammar and punctuation techniques we have been working on this half term.</p>
Vocabulary, Grammar and Punctuation	Looking at noun choices and how authors select precise nouns to develop description.	Co-ordinating conjunctions (For, And, Nor, But, Or, Yet, So). Choosing the correct conjunction to complete a sentence.	Subordinating conjunctions (If, Since, After, When, Although, While, As, Because, Until, Before). Choosing the correct conjunction to complete a sentence and the effect of changing these.	Using a subordinate clause at the beginning of a sentence. Beginning to use commas to mark clauses.	Identifying and using prepositions. Creating fun sentences using prepositions and concrete and abstract nouns.	Using the present progressive and past progressive tense. (She is running; She was running)
Spelling	Adding the suffix 'ing' where the end consonant must be doubled (running, swimming)	Adding the suffix 'ing' to words ending with split digraph 'e' (hoping, shining)	The 'j' sound spelt 'g', 'ge', 'dge'. (gentle, large, dodge)	The 'o' sound spelt 'a' after 'w' and 'qu' (wash, want, squash, quality)	Adding the suffix 'ed' to form the past tense. (hunted, jumped, stepped, clapped)	Adding the suffix 'ed' to words ending in 'y'. (carried, replied, hurried)
Maths	Use knowledge of multiplication and division facts to compare statements using inequality symbols. Use known multiplication facts to calculate new facts, eg if $4 \times 3 = 12$ , $40 \times 3 = 120$	Using concrete manipulative to multiply a 2 digit number by a 1 digit number. Move on gradually to represent this using pictorial and then abstract written method.	Use part-whole models and Base 10 to solve division problems. Partition numbers in different ways in order to divide them. Solve divisions including remainders.	Solve problems involving scaling. Use concrete and visual representations to show these. Use the language of "3 times bigger" etc.	Learn the values of different notes and coins. Convert between pounds and pence. Solve problems involving money and learn how to calculate change.	Create pictograms and bar charts using given data. Answer questions about these involving more than one step. Children create their own questions about charts and tables.
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.	Looking at the results of our investigation into seed germination. What have we found out?
I.C.C Super Shakespeare: The Tempest	Look at examples of different puppets used around the world, in live action or film. How have they been made? Look at historical examples. Record responses.	Locate the different places mentioned in the play. Where might the mysterious island be located? Look at examples of art and clothing from this time period.	Use fabric samples to create mood boards for different characters. What textures and colours suit each character and why?	Combine fabrics, collage and drawing to create 2D puppets to be used in filming. Use painting, pencils or pastels to create scenery as a backdrop.	Learning how to use iMovie on the iPads. How to start filming, identifying the length of a shot, editing footage and text on screen. Experiment with ways of framing images.	Children will film their version of The Tempest using the scripts and resources they have created.

Computing Coding with Scratch	Children will use the MIT program “Scratch” to continue to develop their coding skills. This builds on their work using Studio.code.org by giving them more freedom do design their own programs. They will learn the terms “Sprite”, “Stage” and “Background”. Children will design sprites and enable them to be animated using different costumes. They will use simple commands to move their sprites and allow them to interact with other sprites and the stage. Children will create algorithms to program a simple maze game. As a challenge, children will have the opportunity to create variables so that sprites can be collected and give a score to the player.					
R.E What is the 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.	Explore: Children 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? Look again at the images we used in the first lesson. Do we now have a clearer understanding of what is being shown in each picture?	Express: Create a poster, poem, short story or painting showing what you have learnt about Hajj.
P.E	Street Dance: Learning a range of street dance moves, putting sequences together, timing the movements to music, improvisation using skills learnt. Gymnastics: Creating sequences of rolls, jumps, balances and travelling using a variety of apparatus. 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. Football: Learning how to dribble and pass with accuracy and develop techniques for attacking and defending.					
Music The Class Orchestra	Children discuss what is meant by an accompaniment in music. They listen to different ways in which instruments accompany a song. Children sing the accompaniment to ‘How doth the little crocodile’.	Children learn a song that has a call and response structure. They work out how to play a melody by ear. Children select phrases that may be used for an introduction to a song.	Children learn to recognise different pulses in songs. They learn to beat different time signatures. Children use rhythms of words to create an ostinato.	Children reflect on the mood and style of different songs. They choose songs for specific purposes. They present their work to an audience.	Children compose a script for a radio jingle. They set lyrics to music and present their work to an audience.	Children evaluate their half term’s work and think about what went well and how they could develop their work in future.
French	Learning how to name different colours in French. (Rouge, orange, jaune, vert, bleu, violet, rose, blanc, gris, noir, marron) 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). Learning how to say numbers up to 31 and the names of the months, then putting these together to say when our birthday is. Learning how to say Head, Shoulders, Knees and Feet using the song, and the names for different items of clothing.					
PSHE/Circle Time PATHS	Making good choices – listening carefully to each other.	Using good manners – why are manners important?	Understanding feeling shy and lonely.	Learning about how we can make new friends.	How to deal with feelings of frustration.	Making good choices – listening carefully to each other.