

Year 3 Curriculum Map Spring Term 2 2019

5 phases of learning are listed as we have several trips, visits and assessments taking place this half term, so some units may take place over one or two weeks of learning time.

	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>We will use commas in a list when thinking of different items that could be taken on an adventure.</p>	<p>Myths and Legends</p> <p>Children will retell the story of Kuang Li orally, including all the important detail and thinking about how myths would once have been passed on by storytellers.</p> <p>They will then write the story in their own words, using appropriate language and using conjunctions of time and cause. They will use their imagination to add interesting details and phrases.</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>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. The role of conjunctions. Selecting appropriate conjunctions for writing.	Creating similes and metaphors to enhance description. Beginning sentences with prepositions to describe the monsters.	Subordinate clauses within sentences. Use of paragraphs to group information around a theme.	Formation of nouns using prefixes (eg super- , auto-).
Spelling	The r sound spelt wr (wrist, wrong)	Adding the suffixes er and est	Adding the suffixes er and est	Adding the suffixes er and est	The ee sound spelt ey (key, monkey)
Maths	Measurement: Length Children will explore the concept of millimetres in practical ways. They will convert between mm, cm and m. Children will add and subtract using lengths.	Measurement: Perimeter Children will learn the term “perimeter”. They will find the perimeter of simple shapes, and go on to finding missing lengths when given the perimeter. They will also solve problems.	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. Finding fractions of a set of objects.	Children will have an end of term maths assessment. We will also spend some time going over areas identified through our ongoing assessment in order to consolidate key areas.
Science Animals, including Humans	Learning about the different food groups and how to have a balanced diet.	How the circulatory system works; the function of the blood.	Learning about the purpose and function of the human skeleton, and the names of bones in the human body.	Comparing human and animal skeletons, including endoskeletons and exoskeletons.	How muscles and joints are used for movement. Learning about the effects that exercise has on the body.
I.C.C Food and Farming	Knowledge Harvest – What do we know about food and farming? Learning about animal welfare standards and how farmers care for their animals.	Where does our food come from? Learning about the origins of food and about land use in the UK. Visit to Easton College to see farming in action. Follow up writing and drawing about our visit.	Calculating food miles and thinking about the problems and benefits involved in food travelling long distances.	Climate change and its effect on farming worldwide. What is the impact on land use around the world? How does farming in the UK compare to farming in Malawi?	Mini DT topic: Dragons! (Link to our English work on Kuang Li) Children will use junk modelling to create dragon models. They will think about how to fix components together and ways to create movement.

Computing Word processing	Children will begin to use the programme Microsoft Word and gain a secure understanding of how to create, save and open a file. They will use a range of fonts, text effects and colours, and will use copy and paste to import text and pictures. We will discuss copyright and how to find copyright free images, as well as continuing to learn about internet safety and how to search effectively.				
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?