

YEAR 3 CURRICULUM MAP 2020 - 2021

Term/Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English: Spoken English, reading comprehension, writing composition</p>	<p><u>Texts</u> <i>The Dot.</i> <i>The Girl Who Never Made Mistakes.</i></p> <p>Writing Structures: Using the books as inspiration for writing, children will learn more about the construction of sentences, how they are built and how they are correctly punctuated.</p> <p><u>Text</u> <i>The Fastest Boy in the World.</i></p> <p>Narrative Writing: Children will learn about the importance of effective character and setting descriptions. They explore the power of language and how word choices can change the mood of a piece of writing.</p>	<p><u>Text</u> <i>First to the Top</i></p> <p>Non-Chronological Report: Using information gained from the text 'First to the Top', children to write a report of the necessary skills and equipment to be a successful mountain explorer.</p> <p><u>Text</u> <i>Race to the Frozen North</i></p> <p>Narrative Writing: Children to write creatively to describe some of the Matthew Henson's journey to the North Pole. Focus on use effective use of adjectives.</p> <p>Diary Writing: Writing from the perspective of Matthew Henson during his journey to the North Pole. Reflect on the feelings and emotions experienced by the character.</p>	<p><u>Text</u> <i>Stig of the Dump</i></p> <p>Debating: Using extracts from Stig of the Dump as a stimulus, children to debate the ethics of hunting both in a Stone Age and modern day setting.</p> <p>Persuasive Writing: Children to write to the chief of a Stone Age clan to try and persuade them to stop hunting.</p> <p><u>Texts</u> <i>Ugg - Boy Genius of the Stone Age</i> <i>Toby and the Ice Giants</i></p> <p>Comic Strips: Children will examine the comic strip nature of Ugg – Boy Genius of the Stone Age. They will learn about the key features of this type of writing and will create their own comic book.</p> <p>Poetry: Cinquains, Calligrams and Shape Poetry linked to information gained from Toby and the Ice Giants.</p>	<p><u>Text</u> <i>Galimoto</i></p> <p>Instructional Writing: Taking inspiration from the Malawian story Galimoto and from the curriculum work, children will create a set of instructions to explain how to create a usable recycled product.</p> <p><u>Text</u> <i>One Plastic Bag</i></p> <p>Information Texts: Using information gained from the story One Plastic Bag, children will create an information text detailing the importance of recycling and proper waste disposal as well as the negative effects of incorrect disposal.</p> <p><u>Malawi Links</u> The stories chosen this half term originate from Malawi and other, similar African countries. We will use this as springboard to engage in project work with our partner school, Bolera Chiwina Primary, in Malawi.</p>	<p><u>Texts</u> <i>Egyptology: Search for the Tomb of Osiris</i></p> <p>Myths and Legends: <i>Egyptology</i> tells the story of Emily Sands, an explorer and archaeologist who mysteriously disappeared along with her research team whilst hunting for the tomb of Osiris. Children will use lots of the factual information learned from this book to create a mythical story of how Emily disappeared...</p> <p><u>Texts</u> <i>Short diary extracts and non-fiction texts.</i></p> <p>Recounts: Using information gathered from a variety of short texts, children will write from the perspective of Howard Carter, discovering the tomb of Tutankhamun. Children will further explore this moment in history through the eyes of a less obvious character, such as one of the miners working for Mr Carter or even through the eyes of an animal.</p> <p>Instructions: Drawing on factual knowledge, children will create a set of instructions on how to</p>	<p><u>Texts</u> <i>The Red Book</i> <i>Journey</i> <i>Cicada</i></p> <p>Drama and Role Play: Children will explore range of wordless picture books and discover the power that pictures can have on a reader. They will work individually and in groups to act out sequences and freeze frames involving characters from these stories. They will use a range of other drama activities to understand how characters may be feeling.</p> <p>Creative Writing: Children will draw on the drama and role play activities based on the books to inspire some creative writing.</p>

					correctly mummify a person.	
Guided Reading	Children will be using the Rising Stars scheme to develop 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. Books will be appropriately selected to match the children's ability level as well as to provide sufficient challenge.					
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	Phonics (Phase 3/5) Sounds – ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.	Phonics (Phase 3/5) Sounds – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e.	The or sound spelt a before l and ll. Soft c. Adding the suffix –y. Adding the suffix –ly.	The n sound spelt kn and gn. The igh sound spelt y. Adding the suffix –ing. Homophones. The j sound	The o sound spelt a after w and qu. The u sound spelt o, and the or sound spelt ar after w. Adding the suffix –ed. The r sound spelt wr. Adding the suffixes –er or –est.	The ee sound spelt ey. Words ending in -il and words where s makes the zh sound. Adding the suffix –ness. Words ending in –le. Words ending in –el.
Maths	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. Number: Addition and subtraction. Adding and subtracting multiples of 100, adding and	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. Number: Multiplication and division. Multiplying and dividing by 3, 4 and 8. Becoming	Number: Multiplication and division: Multiplying and dividing a 2 digit number by a 1 digit number. Solving problems involving scaling. Measurement: Money Converting pounds and pence, adding money, subtracting money, giving change.	Measurement: Length and Perimeter: Measure lengths, equivalent lengths m and cm, cm and mm, compare lengths, add and subtract lengths, calculate perimeter. Number: Fractions: Unit and non-unit fractions, counting in tenths, tenths as decimals, fractions on a number line, fractions of a set of objects.	Number: Fractions: Equivalent fractions, compare and order fractions, add and subtract fractions. 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.	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 Measurement: Mass and Capacity: Measure and compare mass, add and subtract mass, measure capacity,

	subtracting 1s, 10s and 100s.	confident with recall and use in problem solving.	Statistics Pictograms, bar charts and tables.			compare capacity, add and subtract capacity.
Curriculum	What can we learn about ourselves and others? Taking part in activities to help build confidence and trust, make strong friendships, understand the school rules and values and begin exploring emotional regulation.	What does it take to be an explorer? Learning about different explorers throughout history and some of their achievements. They will examine the necessary skills to be a successful explorer and consider whether all exploration is ethical, fair or necessary.	Stone age - savages or civilised society? Examine chronology to help understand where in history the Stone Age was. Understand what life was like for early humans and how this changed and developed into the Bronze and Iron ages.	What is sustainability and why is it important? Learn about important global issues such as sustainability and recycling. Examine how many of the World's natural resources are finite and how this may have implications in the future. Understand how we dispose of our waste and the importance of recycling. Use 'waste' materials to create new products.	What was it like to live as an Ancient Egyptian? Learn about the chronology of Ancient Egypt and where it fits in with other key historical events. Develop mapping skills to locate important historical locations associated with the Ancient Egyptians. Learn about Ancient Egyptian beliefs and practices such as mummification.	What can we learn from Art? Children will examine the work of different artists and explore the varying techniques and styles which they employ within their work. Children will create several pieces of artwork in contrasting styles ready for an art exhibition to the school and parents.
Science	Plants Learning about the necessary conditions for life and growth with a particular focus on plants. Children will explore the different parts of a plant and investigate the optimum conditions for germination and growth.	Magnets and Forces Investigating different materials to determine if they are magnetic or not. Exploring different strength magnets and how these can be used for practical purposes. Understanding how a compass works.	Rocks Learning how different types of rocks are formed and how this influences the properties of the rock such as permeability and hardness. Learning about the structure of the soil and how this is formed.	Light Learning that shadows are caused by light being blocked. Understanding how the angle of a light source influences the size/shape of a shadow. They will learn how light can be used to generate electricity.	Animals, Including Humans Finding out about the habitats, diet and skeletons of a range of different animals. Learning about the human body and the role of different internal organs.	Animals, Including Humans RSHE: Learning about gender similarities and differences. Learn the correct terminology for different parts of the body. Understand how babies need to be looked after and their developmental milestones.
Music	Musical instruments and their families	What is a tune?	How do we use language to describe music?	How do we use a keyboard effectively?	Painting with sounds: Exploring sound colours	Orchestra: Exploring arrangements
RE	How do people express commitment	What is the Trinity?		What do Muslims believe about God?		

	to a religion/ worldview in different ways? <i>Mixed religions</i>	<i>Christianity</i>	What is philosophy? How do people make moral decisions? <i>Christianity and Humanism</i>	<i>Islam</i>	What difference does being a Muslim make to daily life? <i>Islam</i>	Reflective activities to promote discussion about world events.
PSHE	Getting to know each other, establishing Paths Pupil of the day and classroom rules.	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 and 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 - review	Introduction to coding: using studio.code.org to introduce the idea of coding and the use of "code blocks". Probots	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	Children will take part in a range of activities aimed at developed sporting characteristics such as balance, strength, accuracy, speed, agility, teamwork and coordination. They may take part in sports such as Korfbal, Hockey, Basketball, Gymnastics and Athletics.					